

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Sundale Union Elementary School District		
Contact Name and Title	Cindy Gist Principal	Email and Phone	cindy.gist@sundale.org (559)688-7451

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Sundale School is a single school district in a rural area of Tulare County. Currently Sundale has 821 students ranging in grades TK-8th, with more than half of the students coming from outside the District boundaries. The School has one Transitional Kindergarten classroom, four classes in grades kindergarten -3rd and three classes from 4-8th grades.

Sundale's mission is: "Committed to Moral Integrity, Academic Excellence, and the Development of Self Worth for Students, Staff and Community". The School prides itself on working to develop the whole child from Character, finding the student's strengths outside of academics (by offering fine arts, sports, ag, career exploration and other extra-curricular activities) and a rigorous Academic Program.

Sundale provides their students with academic and social emotional supports as needed. The School has a reading lab, two computer labs, two science labs, a library, multi-media room, ag science facility, art room and band room. Students are offered opportunities to participate in various programs on campus throughout the school day. The school counselor is available full time on site to talk with individual students, parents and/or provide class lessons on bullying or other topics needed.

Currently Sundale's enrollment consists of 17% English Learners, 41% Socioeconomically Disadvantaged, 2% Students with Disabilities, .74% Foster and 2% GATE. The Race/Ethnic breakdown of Sundale is: 46% Hispanic, .25% American Indian, .62% Asian, .62% Black/African American, and 52% White.

LCAP HIGHLIGHTS

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

A few new highlights in the plan which are addressed to the following student groups, Foster, Low Income and English Learners are:

*Continuing to offer Technology Classes to parents with Socioeconomic need, English Learner and/or parents of Foster youth at the School Foundation Tutoring site. This facility is in the community of these families, which makes their participation convenient. The parents must attend 4 classes in order to be able to check out a Chromebook and mobile hot spot for the school year. These classes will support their need and interest in use of technology in addition to sharing, teaching how their children are utilizing technology in school and how they can access sites to help support their child(ren) with their school work.

*Parents along with their middle school child(ren) will be given the opportunity to visit a College to learn how their child can work towards being a college student one day, as well as opportunities that are provided to them.

*Continuing to have the Computer lab one day a week until 5:00 for both parents and students to take advantage of researching and completing assignments.

*Students will continue to have a late bus offered three times per week to encourage their participation in after school activities.

A few of the highlights listed above were put in place for the first time during the 2016-2017 year and Sundale is excited to see the results and plans to continue the actions and services.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Sundale School Stakeholders are very proud of the significant progress made in the following areas:

English Learner progress on the CELDT, increasing by 12%. This student group also performed very well on the SBAC assessment in the area of math, increasing by 15.2 points which was 5.7 points higher than the school population.

For the 2016-2017 school year Sundale is planning to redesignate 31 students, which increased by 16 students from the prior year.

Sundale plans to add a few new strategies, such as addition parent trainings, inviting parents and their middle school child to attend a college trip where they can learn how they can support their child attend college. Sundale plans to help continue to encourage not only the English Learner students but their parents as well. Teachers will continue providing their designated lessons within the classroom to provide support for the students.

GREATEST PROGRESS

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

GREATEST NEEDS

An area of need that the School will analyze in more depth is in English Language Arts. The School's performance for all students was a "yellow" with only maintaining that status from the prior year by 4.7 points. Each of the student groups, English Learners, Socioeconomically Disadvantaged and the Hispanic groups all performing in the "yellow". The only two student groups that increased were the Hispanic and White groups. Both the English Learner and Socioeconomically Disadvantaged, maintained their status from the prior year results.

The other student group, which is not a significant group for Sundale, that did not increase their performance status, is the Students with Disability group. This group declined by 16 points in the area of English Language Arts and Math. The School will continue to monitor this group and work to provide additional strategies to teachers as they work with these students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The one performance gap that Sundale recognized was with the Student's with Disabilities student group. Although this student group is not significant for Sundale, we still plan to address the negative change in the student's performance on the SBAC. Although this student group is fluid, with new students entering the program and student's exiting, Sundale still wants to ensure that their academic needs are being met, with academic success being seen.

INCREASED OR IMPROVED SERVICES

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

See LCAP Highlights

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$7,562,255
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$721,118

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

Sundale School has 35 teachers, with three of these teachers assigned as a Counselor, Special Education Director and Fine Arts Teacher. In addition there are 25 Para Professionals servicing students with not only intervention support but also in the Ag Science, Fine Arts and the Multi Media Departments, which all of our students benefit from. The Ag, Fine Arts, Multi Media, Library, Sports Program, Extra Curricular Academic Programs, Science Labs, GATE, Character Counts, Student Incentives, Computer Labs and Science Labs are additional programs which weren't all addressed in the LCAP but encompass the offerings at Sundale School.

\$6,575,964

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2>Goal 1</h2>	Students achievement will increase in the area of Math and English Language Arts (ELA) as tracked by District Assessment , Track My Progress in addition to the State Assessment, Smarter Balanced Assessment.
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State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 3 x 4 x 5 x 6 x 7 x 8

COE 9 10

LOCAL 1,2,5,6,7,and 8 _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Through the Track My Progress Assessment Data, all students including populations in each subgroups will meet the average yearly progress growth in ELA and Math.

Expected AMOs:

1. State expected measureable outcomes on Smarter Balanced Assessment will be reached.
2. School attendance rates will be maintained at 96% or above and chronic absenteeism below 11%
3. Pupil suspension and expulsion rates will be maintained at 2% or fewer for suspensions and less than 1% for expulsions.
4. Track My Progress Results for school wide and each designated subgroup in Math and ELA will fall in the proficiency band as an average of 70% of students scoring at or above the target.
5. Response to Intervention (RTI) meetings held at least 3 times per year for all grade levels, with student data kept in the RTI binder.
6. 100% of teachers are appropriately assigned.

ACTUAL

Actual AMOs:

1. All significant student groups maintained or increased in both the English Language Arts (Maintained; +4.7 points from prior year) and Math (Increased; 9.5 points from prior year) Assessments.
2. School Attendance rates are currently at 96.9% and chronic absenteeism below 11% (at 1%).
3. Pupil Suspensions were less than 1% (.0012%) and 0 expulsions. Suspension Rate declined on the Dashboard by **-.7%** from prior year.
4. Current Track My Progress Results (% at/above target):
Schoolwide: ELA (69%) Math (82%); EL: ELA (37%) Math (52%);
SED: ELA (55%) Math (71%); Foster: ELA (63%) Math (75%)
5. Teachers held 3 RTI meetings this year to discuss student progress and needs. The RTI binder was reviewed by Administration.
6. 100% of teachers are appropriately assigned.

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**

Actions/Services	<p>PLANNED Continue full implementation using grade level scope and sequence of ELA and Math Common Core Standards along with professional development opportunities with sufficient materials and supplies for all students. Provide Supplemental instructional/assessment materials and supplies along with student incentives.</p>	<p>ACTUAL Staff was trained on campus and off site as well as trainings during the regular work day. Trainings included general topics for English Language Arts, Math and Common Core Strategies. Support materials, such as math manipulatives, were purchased to assist in working with students to support their learning. The School paid to pilot a math program: Dream Box for possible implementation for the 2017-2018 school year.</p>
Expenditures	<p>BUDGETED Professional Development \$4,000 unduplicated S/C Grant Materials/supplies \$10,000 unduplicated S/C Grant</p>	<p>ESTIMATED ACTUAL Professional Development \$1280 unduplicated S/C Grant Materials/supplies \$9,917 unduplicated S/C Grant</p>

Action **2**

Actions/Services	<p>PLANNED The two coordinators (ELA and Math) will support teachers to develop curriculum and programs to provide both intervention and extension opportunities for our students.</p>	<p>ACTUAL The ELA and Math Coordinator were maintained. These two certificated teachers supported the staff with training, coaching and supporting in the area of teaching and assessment.</p>
Expenditures	<p>BUDGETED Math and ELA Director \$1,260 Unduplicated S/C Grant</p>	<p>ESTIMATED ACTUAL Math and ELA Director \$1,260 Unduplicated S/C Grant</p>

Action **3**

Actions/Services	<p>PLANNED Provide intervention support and teaching through RTI time/classes, reading lab, math and reading academy, tutoring and summer school session if applicable (with transportation), all done with Para Professionals and Certificated Staff support.</p>	<p>ACTUAL Tutoring was held after school on campus as well as at the V Center (off site community center); summer school planned for the 2017 summer; Response to Intervention support in the classrooms during the school day; Math Academy classes after school in grades K-5th, reading lab during the school day for grades 1-5th, reading academy class for grades 6-8th.</p>
Expenditures	<p>BUDGETED Classified and Certificated Salaries \$235,443 Unduplicated S/C Grant Materials and supplies \$3,000 Unduplicated S/C Grant</p>	<p>ESTIMATED ACTUAL Classified and Certificated Salaries \$235,443 Unduplicated S/C Grant Materials and supplies \$2700 Unduplicated S/C Grant</p>

Action **4**

Actions/Services	<p>PLANNED The Assessment Director will monitor student assessment data and ensure district is meeting academic goals through the Data Director System.</p>	<p>ACTUAL Assessment Director was maintained to support teachers with District and State Assessments as well to monitor data and ensure District is meeting goals. The Director also communicated with Parents in sharing data out at meetings.</p>
Expenditures	<p>BUDGETED Certificated Salary \$600 Unduplicated S/C Grant Materials/Supplies \$3,000 Unduplicated S/C Grant</p>	<p>ESTIMATED ACTUAL Certificated Salary \$600 Unduplicated S/C Grant Materials/Supplies \$3,000 Unduplicated S/C Grant</p>

Action **5**

Actions/Services	<p>PLANNED Teachers are appropriately assigned and supported through BTSAs and new teacher support services on campus by a certificated teacher.</p>	<p>ACTUAL A certificated teacher is assigned on site to support new teachers (through BTSA), interns and long term subs on site.</p>
Expenditures	<p>BUDGETED Certificated Salary \$1,446 Unduplicated S/C Grant</p>	<p>ESTIMATED ACTUAL Certificated Salary \$1,446 Unduplicated S/C Grant</p>

Action **6**

Actions/Services	<p>PLANNED Parents will be educated on teaching strategies to utilize with their children at home to provide support and be informed.</p>	<p>ACTUAL Parents educated in the area of technology and Common Core teaching strategies during parent meetings as well at the V Center (Sundale's Community Center).</p>
Expenditures	<p>BUDGETED Parent Education \$1,500 Unduplicated S/C Grant</p>	<p>ESTIMATED ACTUAL Parent Education \$200 Unduplicated S/C Grant</p>

Goal 1

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

*Sundale was able to implement the actions/services within this goal and was successful by the results of Suspension Rate declining; maintaining or increasing results on SBAC; Attendance Rate continues to stay below 11%; and teachers are being trained and supported through the RTI meetings held. The one area that Sundale will be changing next year are the District Assessment Tool used (Track My Progress). There have been some discrepancies with the data. Although the data displayed above shows as a school students nearly met the 70% target for ELA (69%) and met it for Math (82%). Areas that need to be addressed are with the ELL group for both ELA and Math and for the SED and Foster Student Groups, students did not meet the target for ELA.

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

*Adding 4-5th grades to the math academy intervention proved itself successful this year, servicing 17-20 students each session. Sundale will once again offer a math academy pull out, during the 2017 Summer Session, as did last summer.
*All intervention including RTI support benefitted the students with small group assistance.
*The Tutoring Coordinator restructured tutoring groups to focus on specific skills needed based on District assessment results for Math and ELA.
*According to the Dashboard results in the area of Math, Sundale's actions/services assisted in gaining more students towards reaching the target in the area of Math. The District plans to continue with Math Academy as an intervention to support students after school as well as skill based tutoring.
*The District will work to have all parent trainings prior to December next year, due to lack of attendance after January.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

*The District received Title II, Title I and Educator Effectiveness monies which Professional Development must be taken from these accounts as well, therefore there was a difference of \$2,720 not expended from this Goal. This money will be allocated towards the cost of services within our intervention program this year. This will include purchasing laptops for the teachers who work within intervention programs to help support the students and evaluate their progress.
*The Sundale Staff provided training to parents during School Site Council and PTO meetings. There were no outside consultant charges. The District found that it is difficult to provide parent trainings after Winter Break. The goal will be to offer all trainings prior to December for the 2017-2018 school year.

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

*Outcomes for this goal have been change to indicate increasing achievement in both State and District Assessments. The District is currently piloting STAR assessments for both Math and ELA. If purchased, the 2017-2018 school year will be our base line year for data.
*The District is currently working with publishers on an ELA adoption for grades 6-8th and piloting in grades TK-5th grades for the 2017-2018 school year.
*The District Assessment utilized, Track My Progress, will be replaced next year. The District found some inconsistencies with the Data. This caused for some concerns with the validity of the results.
*With the addition of the new Science State Assessment and the added Social Studies Framework adoption, the District has incorporated additional expenses for these two subject areas within Goal #1 due to the integration of reading across curricular areas.

Goal 2

English Learners will receive both Integrated and Designated ELD instruction.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 2,3,4,5,6,7, and 8 _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Expected AMO's:

- 100% Class Schedules will reflect Designated ELD times.
- School attendance rates will be maintained at 96% or above and chronic absenteeism below 11%.
- Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspensions and less than 1% for expulsions.
- CELDT test scores results: 50% of students will reach the Early Advanced or Advanced levels.
- Track My Progress target scores for EL subgroup: Math 65% ELA 45%
- Reclassification Rate will be maintained, ranging from 5-12 students per year.

ACTUAL

Actual AMO's:

- 100% of class schedules reflect Designated ELD time.
- School Attendance rates are currently at 96.9% and chronic absenteeism below 11% (at 1%).
- Pupil Suspensions were less than 1% (.0012%) and 0 expulsions.
Suspension Rate declined on the Dashboard by **-.7%** from prior year.
- 50% of Students Reached the Early Advanced or Advanced Levels (2015-2016)
- Current Track My Progress Results (% at/above target):
EL: ELA (37%) Math (52%);
- Reclassification Rate increased from prior year with 32 students being reclassified.

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

Actions/Services

PLANNED

Continue to implement the ELD standards and State Testing (CELDT/LAS/ELPAC). Provide supplemental instruction materials and supplies to teachers as well as Professional Dev.

ACTUAL

Teachers implemented the ELD standards in their classrooms through providing both Designated and Integrated time to the English Learners. The School contracted with the Tulare County Office of Education to assist in providing Professional Development to the staff on the ELD standards and instructing our EL students.

Expenditures	BUDGETED Classified Salaries \$3,000 Unduplicated S/C Grant Professional Development \$8,000 Unduplicated S/C Grant Materials and Supplies \$3,989 Unduplicated S/C Grant	ESTIMATED ACTUAL Classified Salaries \$200 Unduplicated S/C Grant Professional Development \$4,000 Unduplicated S/C Grant Materials and Supplies \$640 Unduplicated S/C Grant
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Action **2**

Actions/Services	PLANNED Maintain staff time (EL para-professional) to better provide for our EL students, including our LTEL's (Long Term English Learners) and EL parents.	ACTUAL An EL para professionals time was maintained to better provide for our EL students, including our LTEL's as well translated for our parents and supporting their needs throughout the school day.
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Expenditures	BUDGETED Classified Salaries and Benefits \$38,399 Unduplicated S/C Grant	ESTIMATED ACTUAL Classified Salaries and Benefits \$38,399 Unduplicated S/C Grant
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Action **3**

Actions/Services	PLANNED Maintain certificated teacher assigned as EL coordinator to support teachers to develop lessons, evaluate needs of students based on data and support/training through State testing.	ACTUAL Maintained teacher assigned as the EL coordinators to assist in the responsibilities.
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Expenditures	BUDGETED Certificated Salary \$2,000 Unduplicated S/C Grant	ESTIMATED ACTUAL Certificated Salary \$2,000 Unduplicated S/C Grant
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Action **4**

Actions/Services	PLANNED Maintain certificated teacher assigned as EL Parent Liaison to support parents and educate them on the programs their students are using in school as well as other identified needs of the parents.	ACTUAL The EL parent liaison coordinated 3 parent education classes for the parents in addition in meeting with them 5 times during the school year to keep them informed of the school activities and mandates, as well as other needs of the parents.
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Expenditures	BUDGETED Certificated Salary \$2,000 Unduplicated S/C Grant Parent Education Nights \$4,000 Unduplicated S/C Grant	ESTIMATED ACTUAL Certificated Salary \$2,000 Unduplicated S/C Grant Parent Education Nights \$480 Unduplicated S/C Grant
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Action **5**

Actions/Services	PLANNED Provide enrichment activities for EL students to feel better connected with school, which in turn show improvements academically. These activities will take place on the school site and the V Center, Community Center.	ACTUAL Enrichment activities provided to EL students after school and/or during lunch to feel better connected in school.
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Expenditures	BUDGETED Staffing Salaries \$10,000 Unduplicated S/C Grant Materials/Supplies \$2,000 Unduplicated S/C Grant	ESTIMATED ACTUAL Staffing Salaries \$1200 Unduplicated S/C Grant Materials/Supplies \$1155 Unduplicated S/C Grant
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Action **6**

Actions/Services	PLANNED ESL classes scheduled for parents throughout the year, instructed by a Classified staff member as well as translators provided for parent conferences and other school activities.	ACTUAL ESL classes provided for our parents at the Community Center, using the Rosetta Stone program, as well as translation being provided as needed for our parents.
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Expenditures	BUDGETED Classified Staff Salaries \$29,000 Unduplicated S/C Grant Materials/Supplies \$2,500 Unduplicated S/C Grant	ESTIMATED ACTUAL Classified Staff Salaries \$29,000 Unduplicated S/C Grant Materials/Supplies \$2,500 Unduplicated S/C Grant
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Goal 2

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This goal was successfully implemented with teachers incorporating both integrated and designated teaching time with their English Learners as well as continued training being given and support by our EL Coordinator.

- *Success was seen by the results of the Dashboard as well as the CELDT, with 50% of the students reaching the Early Advanced and Advanced levels on the 2015-2016 CELDT.
- * Reclassification increased with 32 students being redesignated from the ELL program.
- *Suspension rate declined by .7% and school attendance well below 11%.
- *The student's performance on the District Assessment (Track My Progress) results weren't as well for ELA, 37% of students met the target with 52% in Math.

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

- *Students were recognized for their successful achievement on the CELDT. The School Principal spoke to students in small groups regarding the importance of doing their best.
- *The EL Coordinator rewarded students moving up a level during their lunch.
- *EL Parent Liaison and well as Parents supported during Parent Volunteer Days. Parents continue to be involved and volunteering on campus with the support being provided.
- *The support provided by teachers through Designated and Integrated lessons in class as well as the support given to our parents, may be a contributing factor in the success of the students.
- *Opportunities provided to the students in the area of enrichment activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- *The District received Title II, Title III, Title I and Educator Effectiveness monies which Professional Development must be taken from these accounts as well, therefore there was a difference of \$4,000 not expended from this Goal.
- *The difference of \$3,349 of not being expended in Materials and Supplies was due to no need for additional materials/supplies at this time. Teachers utilized the materials they currently have. The combination of the differences of the two items above will be allocated towards services to our English Learner students additional money will be needed to finish out the year with services and enrichment activities in addition to rewarding our students who are being redesignated (32) with a lunch and certificates.
- *Parent Education was provided through our EL Parent Liaison as well as the V Center Coordinator therefore less money was expended, difference of \$3520. This money will be put towards purchasing resources/curriculum for our ESL classes for the remainder of this year.
- *\$10,000 was allocated for Enrichment Activities which was not needed due to current supplies used. This money will be allocated to materials to be purchased for the V Center, where our students are serviced for tutoring and enrichment activities.

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

- *Sundale will continue with all existing Actions and Services in addition to adding:
 - Celebrating students who are redesignated with a dinner and recognition with their parents present.
 - Adding additional support curriculum for the Parent ESL classes.

Goal 3

Students will receive Science instruction based from the New Generation Science Standards (NGSS).

State and/or Local Priorities Addressed by this goal:

STATE X1 x 2 3 4 x 5 x 6 x 7 x 8

COE 9 10

LOCAL 1,2,5,6,7, and 8 _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Expected AMO's:

1. All teachers teaching to the NGSS Scope and Sequence created by each grade.
2. 100% of teachers attend Professional Development to assist in the alignment of their teaching.
3. 70% of students assessed by the CST assessment reaching proficiency and/or advanced level.
4. School Attendance rates will be maintained at 96% or above and chronic absenteeism below 11%.
5. Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspension and less than 1% for expulsions.

ACTUAL

Actual AMOs:

1. 100% of teachers are teaching to the NGSS Scope and Sequence created by the grade level team and monitored by the Administration.
2. 100% of teachers attended Professional Development and collaborated as a grade level team.
3. 2015-2016 Results: 5th grade (59%); 8th grade (71%)
4. School Attendance rates are currently at 96.9% and chronic absenteeism below 11% (at 1%).
5. Pupil Suspensions were less than 1% (.0012%) and 0 expulsions. Suspension Rate declined on the Dashboard by **-.7%** from prior year.

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

Actions/Services

PLANNED

Continue to implement NGSS standards and offer a rigorous broad course of study by purchasing instructional materials and supplies as well as professional development for teachers.

ACTUAL

Teachers taught off of their NGSS Scope and Sequence this year as well as being continually trained on the standards.

Expenditures	BUDGETED Professional Development \$2,000 Unduplicated S/C Grant Materials and Supplies \$2,000 Unduplicated S/C Grant	ESTIMATED ACTUAL Professional Development \$300 Unduplicated S/C Grant Materials and Supplies \$0 Unduplicated S/C Grant
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Action **2**

Actions/Services	PLANNED Two teachers assigned as Science Lab Coordinators to ensure supplies are available and Labs are maintained.	ACTUAL Teachers have utilized the resources in both Science Labs in addition to finding free resources on line.
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Expenditures	BUDGETED Salaries \$500 Unduplicated S/C Grant	ESTIMATED ACTUAL Salaries \$500 Unduplicated S/C Grant
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Action **3**

Actions/Services	PLANNED One certificated teacher will support teachers to develop curriculum and programs to provide both intervention and extension opportunities for our students.	ACTUAL Science coordinator provided professional development to teachers in addition to sharing resources with them throughout the year. This year the Coordinator also held a Science and Engineering Fair at Sundale.
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Expenditures	BUDGETED Science Director \$600 Unduplicated S/C Grant	ESTIMATED ACTUAL Science Director \$600 Unduplicated S/C Grant
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Goal 3

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

*Sundale was able to implement the actions/services as addressed in the plan with professional development being provided by the Science Coordinator as well as through the County Office. Sundale is fully implementing the NGSS standards across grade levels.
*Student's performance on the State Science Assessment was below the Target of 70% for 5th graders but was slightly above for 8th grade (71%).

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

*The Science Coordinator supported the teachers from grades TK-8th with teaching strategies and free on line resources. This has been a valuable resource to all staff. The teachers implemented their NGSS Scope and Sequences and were provided clarification from the Science Coordinator as needed.
*The Science Coordinator organized a Science and Engineering Fair this year which all students TK-8th participated in.
*In attending the High School Articulation this year, our Science teachers collaborated with the high school teachers to learn of some resources that they will research to possibly purchase.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

*The Science Coordinator provided professional development to the teachers which didn't cost the District, therefore expending \$1700 less than expected, this amount may be used for Resources which the Science teachers are currently researching with the Tulare High Schools.
*The \$2,000 allocated for materials and supplies has not yet been spent, although teachers are continuing to research the material which will be most effective.

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

*For the 2017-2018 school year, this goal will be incorporated into the Goal #1 with ELA and Math. We have found the amount of math and writing that is incorporated into Science, this may be better integrated within that goal.

Goal 4

Provide students a 21st century learning experience through using technological devices. Students utilize technological devices (ipads, chromebooks, promethean boards, lap tops and desktops), in their core and elective classes. Google Classroom is utilized in all classrooms for students to access their documents from home also.

State and/or Local Priorities Addressed by this goal:

STATE X 1 2 3 4 5 6 x 7 x 8
 COE 9 10
 LOCAL 1,7 and 8 _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

There is a need for more technological devices on campus in order to work more towards teaching our students 21st Century Technological Skills.

Expected AMO's:

1. Device to student ratio maintained at 90% as demonstrated by the number of students to device
2. Teacher assigned as Technology Director will coach/support staff to increase tech skills as measured by staff survey.
3. Increase students interest in E-Books, with current availability of 150 E-Books for grades 4-8th, based on record of E-Books checked out (2015-2016 315 checkouts).

ACTUAL

Actual AMO's:

1. Devices to student ratio has been maintained at 90%.
2. Teacher assigned as Technology Director.
3. E-Books were increased to 153 being available for check out. E-Books checked out for the 2016-2017 year was 400.

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**

Actions/Services	PLANNED Provide students a 21st century learning experience through using technological devices.	ACTUAL Additional chromebooks and headsets were purchased for the use in our classrooms to better serve our students.
	BUDGETED Materials/Supplies \$4,600 Unduplicated S/C Grant	ESTIMATED ACTUAL Materials/Supplies \$4,700 Unduplicated S/C Grant

Action **2**

<p>Actions/Services</p>	<p>PLANNED Provide technical support and professional development to the staff and parents on technology programs and strategies to use in the classroom through the Technology Director, who is a certificated teacher on site.</p>	<p>ACTUAL Teachers are supported in their learning along with parents with parent education and professional development being provided by the Technology Director, who is a certificated teacher on site.</p>
<p>Expenditures</p>	<p>BUDGETED Salaries \$2,500 Unduplicated S/C Grant</p>	<p>ESTIMATED ACTUAL Salaries \$2,500 Unduplicated S/C Grant</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED Maintain three classified staff members to support the maintenance of the devices as well as supporting staff and student needs.</p>	<p>ACTUAL Technology staff are maintained to support the maintenance of the devices and supporting the staff and students as needed.</p>
<p>Expenditures</p>	<p>BUDGETED Salaries \$37,261 Unduplicated S/C Grant</p>	<p>ESTIMATED ACTUAL Salaries \$37,261 Unduplicated S/C Grant</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED Students will use technology and other resources to access a broad course of study such as all those addressed in the LCAP and also including: Visual and Performing Arts, Career Technical Classes, Foreign Language, Multimedia Arts, and Social Studies.</p>	<p>ACTUAL Students have access to technological devices in every classroom they are in. In addition the multimedia class, visual performing arts, career technical classes, foreign language and social studies are offered to the students to broaden their core curriculum.</p>
<p>Expenditures</p>	<p>BUDGETED N/A</p>	<p>ESTIMATED ACTUAL N/A</p>

Action **5**

Actions/Services

PLANNED
Students will have access to fiction and non-fiction reading materials on their devices through the use of EBooks (from the library).

ACTUAL
Students had access to the E-Books on their own personal device, home computer or computer on the School Site, with 150 titles being offered.

Expenditures

BUDGETED
Materials and Supplies
\$200 Unduplicated S/C Grant

ESTIMATED ACTUAL
Materials and Supplies
\$200 Unduplicated S/C Grant

Action **6**

Actions/Services

PLANNED
One day a week the computer lab will available to parents and students until 5:00. This will allow students to access the internet and work on their school projects as well as parents having the internet and computers accessible to them to help support their student's academic success.

ACTUAL
The computer lab was open one day per week, from 3:30-5:00 during non-early release days starting in September. The lab was monitored by a staff member to assist as needed.

Expenditures

BUDGETED
Salaries
\$2,500 Unduplicated S/C Grant

ESTIMATED ACTUAL
Salaries
\$200 Unduplicated S/C Grant

Action **7**

Actions/Services

PLANNED
Chromebook, hot spot and training checked out to families who participate in Parent Education, to be used in their homes to assist their children with their academic studies.

ACTUAL
Sundale hosted 4 parent technology sessions for parents who attend to receive a Chromebook and mobile hot spot for use in their homes to help support their children. Currently ten parents have attended regularly.

Expenditures

BUDGETED
Materials and Supplies
\$5,000 Unduplicated S/C Grant

ESTIMATED ACTUAL
Materials and Supplies
\$6000 Unduplicated S/C Grant

Action **8**

Actions/Services	PLANNED Students will be provided opportunities to participate in after school activities periodically throughout the year to gain access to technology activities and projects.	ACTUAL Certificated teacher provided opportunities for students to meet at lunch and/or after school to learn computer coding.
Expenditures	BUDGETED Salaries \$1,500 Unduplicated S/C Grant Materials/Supplies \$500 Unduplicated S/C Grant	ESTIMATED ACTUAL Salaries \$250 Unduplicated S/C Grant Materials/Supplies \$500 Unduplicated S/C Grant

Goal 4

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

*The use of the computer lab by students after school was successful although a majority of students utilized it until 4:30 so additional staffing wasn't always needed.
 *We have found the need for more technological devices in grades 4-5th grade with the demands of the programs students are utilizing.
 *6th grade is in need of devices for each class with the possible new ELA adoption.

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

*The students have benefited with the devices in the classroom. Many more students are becoming proficient with Google Documents. Teachers have the ability to utilize Google Classroom more with devices being available in the classrooms, in addition to the computer labs.
 *The Staff Survey issued out to staff assisted the Technology Director with knowing what training that was needed by the staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

*Professional Development was given by the Technology Director during Staff meetings or Early Release days which didn't incur the costs planned. \$1700 was not expended within this goal for professional development. All money unspent will go towards devices being replaced in the reading lab.

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

*The goal will add the development of a College Career Coordinator to enhance the 21st century learning by incorporating the career aspect of learning.
 *The School will continue to work towards providing technology based enrichment activities for students during lunch and/or after school.
 *We are hoping to see the number of parents taking advantage of the technology classes increase (currently 10 parents participating).

Goal 5

Students will be provided with a physical and emotionally safe environment in which to engage, learn and reach their fullest potential.

State and/or Local Priorities Addressed by this goal:

STATE X1 2 x 3 4 X5 x 6 7 8

COE 9 10

LOCAL 1,5, and 6 _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase prosocial behaviors and decrease problem behaviors among the target group/grade levels.

Expected AMO's:

1. School Attendance rates will be maintained at 96% or above and chronic absenteeism below 11%
2. Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspension and less than 1% for expulsions.
3. Maintain "0" students in middle school dropout rate.
4. Healthy Choices Survey: Maintain at least 80% of students feeling safe and cared about at school
5. 2 Parent Workshops for parents of unduplicated pupils and exceptional needs pupils.
6. 0 Complaints on Williams Report
7. Maintain School in Good repair Status as indicated by the FIT (Facilities Inspection Tool)

ACTUAL

Actual AMOs:

1. School Attendance rates are currently at 96.9% and chronic absenteeism below 11% (at 1%).
2. Pupil Suspensions were less than 1% (.0012%) and 0 expulsions.
Suspension Rate declined on the Dashboard by .7% from prior year.
3. "0" Students dropped out of Middle School.
4. Healthy Choices Survey has not yet administered
5. 2 parent workshops were held. One in November and the other during a School Site Council meeting in December.
6. "0" Complaints on the Williams Report.
7. Maintained School in "good" repair Status on the Facilities Inspection Tool.

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**

Actions/Services	<p>PLANNED Provide counseling services for students and support for parents as needed.</p>	<p>ACTUAL Counseling services provided to students by the Schools full time School counselor. Meeting with students individually, in small group settings, conducting a series of class lessons related to bullying, supporting teachers, ensuring students safety on campus as well as meeting with parents.</p>
Expenditures	<p>BUDGETED Salary and Benefits \$31,167 Unduplicated S/C Grant</p>	<p>ESTIMATED ACTUAL Salary and Benefits \$31,167 Unduplicated S/C Grant</p>

Action **2**

Actions/Services	<p>PLANNED Provide homeless, SED and foster students with needed supplies to help make them successful in school.</p>	<p>ACTUAL Students were provided with school supplies or clothing as needed throughout the year. PTO assisted Children, through the Sundale Clothes Closet, three times this year, therefore not as much was needed in addition to receiving a grant which supplied backpacks to 150 of our students.</p>
Expenditures	<p>BUDGETED Materials/Supplies \$2,100 Unduplicated S/C Grant</p>	<p>ESTIMATED ACTUAL Materials/Supplies \$150 Unduplicated S/C Grant</p>

Action **3**

Actions/Services	<p>PLANNED Provide parent workshops/trainings as needed on social and emotional behaviors seen in students.</p>	<p>ACTUAL Parents were provided support on social and emotional concerns through our School Site Council meetings as well as an after school Resource Meeting. In addition our Counselor as well as the Social Worker were in contact with parents as needed as well as being in attendance at School Site Council meetings to address questions or concerns.</p>
Expenditures	<p>BUDGETED Trainings \$1000 Unduplicated S/C Grant</p>	<p>ESTIMATED ACTUAL Trainings \$0 Unduplicated S/C Grant</p>

Action **4**

Actions/Services	<p>PLANNED A late bus (5:00; Tuesday-Thursday) will be available to students three times a week to allow students to participate in after school sports, enrichment activities and access the computer lab as needed.</p>	<p>ACTUAL The late bus was provided three times per week with the exception of Early Release Days, starting in September. Students and families took advantage of the service to assist with the transportation of the children while participating in Extra Curricular activities, accessing the computer lab and playing sports.</p>
Expenditures	<p>BUDGETED Transportation \$8,000 Unduplicated Grant S/C</p>	<p>ESTIMATED ACTUAL Transportation \$7043 Unduplicated Grant S/C</p>

Action **5**

Actions/Services	<p>PLANNED After School Enrichment Activities will be offered periodically throughout the year to all students to have more opportunities to get involved and have a sense of connectedness at School.</p>	<p>ACTUAL Enrichment opportunities were provided at the V Center (Schools Community Center).</p>
Expenditures	<p>BUDGETED Salaries \$1,500 Unduplicated S/C Grant Materials/Supplies \$200 Unduplicated S/C Grant</p>	<p>ESTIMATED ACTUAL Salaries \$230 Unduplicated S/C Grant Materials/Supplies \$200 Unduplicated S/C Grant</p>

Action **6**

Actions/Services	<p>PLANNED Social Worker to provide support to families as needed and assist with the needs of students.</p>	<p>ACTUAL The contracted Social Worker is on campus one day per week and available by phone other days. She continued to support our families as needed.</p>
Expenditures	<p>BUDGETED Salaries \$5,000 Unduplicated S/C Grant</p>	<p>ESTIMATED ACTUAL Salaries \$5,000 Unduplicated S/C Grant</p>

Goal 5

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

*Sundale has been very fortunate to have a full time Counselor and contract with Tulare County Office of Education for a Social Worker one day per week. Both of these staff members have serviced our students as well as our parents with providing them with useful resources and support.
*The Sundale PTO organized 3 Clothes Closets per year. During this time our students as well as parents have the opportunity to visit and choose clothing to take with them. We have supported at least 60 students during each opening this year.

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

*There were no physical fights on campus this year. The suspension rate declined by .7%.
*The services provided by our counselor, with lunch bunch have assisted students to gain social skills.
*Our Student Leadership group developed Non-Bullying Videos and showed them throughout school, which may have attributed to less conflict on campus.
*Attendance rates stayed well below 11% for chronic absenteeism (1%)
*Zero complaints were filed on the Williams Report.
*The facilities maintained "good" repair status on the Facilities Inspection Tool.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

*Due to our PTO supporting our families with the Clothes Closet there wasn't a need to purchase clothing for students. In addition, Sundale was granted with 150 backpacks filled with school supplies at the beginning of the year for students of socioeconomic need.
*The money unspent in the area of training, material will be allocated towards purchasing some literacy books and practice books for the students to use at home this summer.

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

*Next year the School plans to charter a bus for parents of low income, English Learners or Foster to visit a college with their child to learn of the opportunities available to their children.
*The school will like to recognize high school students working towards an internship or a volunteer certificate at our V Center (tutoring site) as well as parents who have contributed their time with an end of year recognition dinner. Students working towards the hours for an internship will also receive a chromebook for their service to our students.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 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?

The Sundale Administration met with stakeholders by attending various meetings, as indicated below. During these meetings, information was shared regarding status of activities, goals and student assessment data results from trimester 1 and trimester 2. The data was shared for the school, grade levels and student subgroups. Discussion was also made on making suggestions/recommendations of additional actions to be considered as well as current expenditures.

School Site Council (SSC): 8/17; 10/19; 12/7; 4/19

School Board: 10/4; 3/7

Dad's Club: 4/4

Student group: 1/17

EL Student Group: 12/15

Parent Resource Meeting: 11/30

Staff Meeting: 8/1 and 4/20

Curriculum Team: 1/11

DELAC: 1/27

CTA Bargaining Unit: November and March

At some of the meetings indicated above, current actions and services were affirmed in addition to some additional actions and services to be considered for a few goals.

IMPACT ON LCAP AND ANNUAL UPDATE

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

As a result of the meetings with stakeholders, it was indicated to continue to focus on four of the current five goals (Increasing student achievement in the area of Math and English Language Arts, English Learners receiving both Designated and Integrated instruction and supported, Every student having 21st century technological skills, and Students being provided with a physical and emotional safe environment). Goal #2 regarding English Learners will be altered to address the general support needed by the student. Designated and Integrated instruction and support will be monitored by the administration. Students receiving instruction under the New Generation Science Standards is under effect and will continue to be monitored by Administration but not needed as a goal. The support provided by the Science Coordinator was added as a service under Goal #1. At the student group meeting (1/17), it was shared technological devices have been greatly appreciated. The staff indicated (4/20) having the computer lab available one day a week until 5:00 has benefited some of their students. In addition, it was mentioned that adding the late bus 3 days a week has allowed teachers to tutor students after school and increased students participating in the after school enrichment activities and sports this year. Parents have also voiced their appreciation at the DELAC meeting on 1/27. A concern of staff is the number of technological devices in the classrooms, especially in 4-5th grade. They would like to see it increased. The current math academy sessions being extended to 4th and 5th graders has shown to be beneficial. English Learner students met on (12/15) they indicated watching movies in Spanish to help them practice their primary language, having the Sundale website translated to Spanish and wanting more practice with Grammar and Writing skills. The Student group (12/15) shared their concern regarding some families not having access to technology. We hope for this to be addressed with our technology classes and providing an opportunity for families to earn a chromebook. They also indicated they would like to help coordinate a game night next year for families. The curriculum team meeting (1/11) voiced the concern of the academic progress of our Poverty Students. After analyzing our data, specifically with students who are EL and Poverty, we have found that the concern seems to be more with the Poverty students, and not as much as a language barrier. More work will be done in this area. Through Goal 1, Action 3 the team will continue to monitor the progress of the students as they work through the RTI process and Intervention Supports. The team did indicate providing families of Poverty and EL with opportunities to be shared with them that their children can be successful.

Parents Educated (including parents with children with exceptional needs)	2016-17: 17 parents educated	Minimum of 15 parents	Minimum of 15 parents	Minimum of 15 parents
STAR Data (Replacing current Track My Progress TMP)	TMP: 70% At/Above Target: (2016 Baseline: ELA: 69%; Math: 82%)	TBD (Implement STAR 1 st year)	TBD	TBD
Response to Intervention (RTI) meetings	2017 Baseline 3 meetings held	Hold 3 per year	Hold 3 per year	Hold 3 per year
Teachers appropriately assigned	100% 2017 Baseline teachers appropriately assigned	100%	100%	100%
Standard implementation	Measured by meetings held twice a year with teachers and administration team	Measured by meetings held twice a year with teachers and administration team	Measured by meetings held twice a year with teachers and administration team	Measured by meetings held twice a year with teachers and administration team
Programs and Services for unduplicated and exceptional needs pupils	Students are provided services through Response To Intervention time, enrolled in tutoring, summer school, math and reading academy.	Students are provided services through Response To Intervention time, enrolled in tutoring, summer school, math and reading academy.	Students are provided services through Response To Intervention time, enrolled in tutoring, summer school, math and reading academy.	Students are provided services through Response To Intervention time, enrolled in tutoring, summer school, math and reading academy.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue full implementation using grade level scope and sequence of ELA, Math and Science (NGSS) Standards along with professional development opportunities with sufficient materials and supplies for all students. Provide Supplemental instructional/assessment materials and supplies along with student incentives.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
1. \$11,440 2. \$2,000 3. \$9,000	1. \$11,440 2. \$2,000 3. \$9,000	1. \$11,440 2. \$2,000 3. \$9,000

Source

- 4. \$15,000
- 5. \$12,600
- 6. \$22,400
- 7. \$5,000

- 1. Unduplicated S/C
- 2. Title II
- 3. Title I
- 4. Educator Effectiveness
- 5. Unduplicated S/c
- 6. General Fund
- 7. Unduplicated S/C

Budget Reference

- 1. Salaries/Benefits and Training costs
- 2. Salaries/Benefits and Travel/Conferences
- 3. Travel and Conferences
- 4. Travel and Conferences
- 5. Materials/Supplies
- 6. Materials/Supplies
- 7. Travel and Conferences

Source

- 4. \$15,000
- 5. \$12,600
- 6. \$22,400
- 7. \$5,000

- 1. Unduplicated S/C
- 2. Title II
- 3. Title I
- 4. Educator Effectiveness
- 5. Unduplicated S/C
- 6. General Fund
- 7. Unduplicated S/C

Budget Reference

- 1. Salaries/Benefits and Training costs
- 2. Salaries/Benefits and Travel and Conferences
- 3. Travel and Conferences
- 4. Travel and Conferences
- 5. Materials/Supplies
- 6. Materials/Supplies
- 7. Travel and Conferences

Source

- 4. \$15,000
- 5. \$12,600
- 6. \$22,400
- 7. \$5,000

- 1. Unduplicated S/C
- 2. Title II
- 3. Title I
- 4. Educator Effectiveness
- 5. Unduplicated S/C
- 6. General Fund
- 7. Unduplicated S/C

Budget Reference

- 1. Salaries/Benefits and Training costs
- 2. Salaries/Benefits and 3. Travel and Conferences
- 3. Travel and Conferences
- 4. Travel and Conferences
- 5. Materials/Supplies
- 6. Materials/Supplies
- 7. Travel and Conferences

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Parents will be educated on teaching strategies to utilize with their children at home to provide support and be informed.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <ol style="list-style-type: none"> \$250 \$300 	<p>Amount</p> <ol style="list-style-type: none"> \$250 \$300 	<p>Amount</p> <ol style="list-style-type: none"> \$250 \$300
<p>Source</p> <ol style="list-style-type: none"> Unduplicated S/C EPA 	<p>Source</p> <ol style="list-style-type: none"> Unduplicated S/C EPA 	<p>Source</p> <ol style="list-style-type: none"> Unduplicated S/C EPA
<p>Budget Reference</p> <ol style="list-style-type: none"> Travel and Conferences Travel and Conferences 	<p>Budget Reference</p> <ol style="list-style-type: none"> Travel and Conferences Travel and Conferences 	<p>Budget Reference</p> <ol style="list-style-type: none"> Travel and Conferences Travel and Conferences

Action **3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide intervention support and teaching through RTI time/classes, reading lab, math and reading academy, tutoring and summer school session if applicable (with transportation), all done with Para Professionals and Certificated Staff support.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. \$214,983 2. \$20,000 3. \$3,000 4. \$37,521 5. \$15,934	1. \$234,000 2. \$10,000 3. \$3,200 4. \$45,025 5. \$19,121	1. \$251,853 2. \$10,000 3. \$3,400 4. \$54,030 5. \$22,945
Source	1. Unduplicated S/C	1. Unduplicated S/C	1. Unduplicated S/C

Budget
Reference

2. Unduplicated S/C
3. REAP
4. Spec. Ed
5. EPA

1. Salaries and Benefits
2. Materials and Supplies
3. Salaries and Benefits
4. Salaries and Benefits
5. Salaries and Benefits

Budget
Reference

2. Unduplicated S/C
3. REAP
4. Spec Ed
5. EPA

1. Salaries and Benefits
2. Materials and Supplies
3. Salaries and Benefits
4. Salaries and Benefits
5. Salaries and Benefits

Budget
Reference

2. Unduplicated S/C
3. REAP
4. Spec Ed
5. EPA

1. Salaries and Benefits
2. Materials and Supplies
3. Salaries and Benefits
4. Salaries and Benefits
5. Salaries and Benefits

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The Assessment Director will monitor student assessment data and ensure district is meeting academic goals through the Data System.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. \$960 2. \$4,000 3. \$2880	Amount 1. \$960 2. \$4,000 3. \$2880	Amount 1. \$960 2. \$4,000 3. \$2880
Source	1. Unduplicated S/C 2. Unduplicated S/C 3. Title I	Source 1. Unduplicated S/C 2. Unduplicated S/C 3. Title I	Source 1. Unduplicated S/C 2. Unduplicated S/C 3. Title I
Budget Reference	1. Salaries/Benefits 2. Materials and Supplies 3. Salaries/Benefits	Budget Reference 1. Salaries/Benefits 2. Materials and Supplies 3. Salaries/Benefits	Budget Reference 1. Salaries/Benefits 2. Materials and Supplies 3. Salaries/Benefits

Action **5**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The four coordinators (ELA, Math, Social Studies and Science) will support teachers to develop curriculum and programs to provide both intervention and extension opportunities for our students. In addition to two teachers assigned as Science Lab Coordinators to ensure supplies and Labs are maintained. ELA and Math are integrated into the teaching of Science and Social Studies.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
1. \$2250 2. \$6670 3. \$9,891 4. \$19,600	1. \$2250 2. \$6670 3. \$15,400 4. \$19,600	1. \$2250 2. \$6670 3. \$5,000 4. \$19,600

Source

1. Unduplicated S/C
2. EPA
3. Unduplicated S/C
4. General Fund

Source

1. Unduplicated S/C
2. EPA
3. Unduplicated S/C
4. General Fund

Source

1. Unduplicated S/C
2. EPA
3. Unduplicated S/C
4. General Fund

Budget
Reference

1. Salaries/Benefits
2. Salaries/Benefits
3. Materials and Supplies
4. Materials and Supplies

Budget
Reference

1. Salaries/Benefits
2. Salaries/Benefits
3. Materials and Supplies
4. Materials and Supplies

Budget
Reference

1. Salaries/Benefits
2. Salaries/Benefits
3. Materials and Supplies
4. Materials and Supplies

Action **6**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teachers are appropriately assigned and supported through BTSA and new teacher support services on campus by a certificated teacher.		.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <ol style="list-style-type: none"> \$640 \$1920 	<p>Amount</p> <ol style="list-style-type: none"> \$640 \$1920 	<p>Amount</p> <ol style="list-style-type: none"> \$640 \$1920
<p>Source</p> <ol style="list-style-type: none"> Unduplicated S/C Title II 	<p>Source</p> <ol style="list-style-type: none"> Unduplicated S/C Title II 	<p>Source</p> <ol style="list-style-type: none"> Unduplicated S/C Title II
<p>Budget Reference</p> <ol style="list-style-type: none"> Salaries/Benefits Salaries/Benefits 	<p>Budget Reference</p> <ol style="list-style-type: none"> Salaries/Benefits Salaries/Benefits 	<p>Budget Reference</p> <ol style="list-style-type: none"> Salaries/Benefits Salaries/Benefits

New x Modified Unchanged

Goal 2

English Learners will increase their proficiency on the State Language Assessment as well on District and State Academic assessments.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 x 2 x 3 x 4 x 5 x 6 x 7 x 8
 COE 9 10
 LOCAL 2 and 3 _____

[Identified Need](#)

Through the District Assessment and the State Assessment students will meet the average yearly progress growth in ELA and Math. Students showed growth in the State Assessment (CELDT). On the Smarter Balanced Assessment students maintained their performance for ELA and increased significantly in math. On District Assessments the students did not perform as well. The District would like to see growth for these students across all assessments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Class Schedules reflecting ELD Designated Time for students	2017 Baseline: 100%	100%	100%	100%
Parent ESL class participation	10 parents enrolled	10 parents enrolled	10 parents enrolled	10 parents enrolled
Reclassification Rate	2017 Baseline 32 Students Redesignated	5-13 Students	5-13 Students	5-13 Students
ELPAC (Baseline set 2017-2018) % of students reaching proficiency levels	50-60% reaching advanced levels on State Language Test. (Baseline: Based from CELDT EA and ADV levels: 50% 2015-2016 results)	TBD	TBD	TBD
STAR Data (Replacing current Track My Progress)	Current TMP: 70% At/Above target 2016 Baseline: ELA 37%; Math 52%	TBD	TBD	TBD

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to implement the ELD standards and State Testing (CELDT/LAS/ELPAC). Provide supplemental instruction materials and supplies to teachers as well as Professional Development.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
<u>Amount</u>	1. \$790 2. \$2,000 3. \$1,000	1. \$790 2. \$2,000 3. \$2,000	1. \$790 2. \$500 3. \$500
<u>Source</u>	1. Unduplicated S/C	1. Unduplicated S/C	1. Unduplicated S/C

Budget
Reference

2. Unduplicated S/C
3. Unduplicated S/C
1. Salaries/Benefits
2. Travel and Conferences
3. Materials/Supplies

Budget
Reference

2. Unduplicated S/C
3. Unduplicated S/C
1. Salaries/Benefits
2. Travel and Conferences
3. Materials/Supplies

Budget
Reference

2. Unduplicated S/C
3. Unduplicated S/C
1. Salaries/Benefits
2. Travel and Conferences
3. Materials/Supplies

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain staff time (EL para-professional) to better provide for our EL students, including our LTEL's (Long Term English Learners) and EL parents.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$38,728	Amount 1. \$46,474	Amount 1. \$55,768
Source 1. Unduplicated S/C	Source 1. Unduplicated S/C	Source 1. Unduplicated S/C
Budget Reference 1. Salaries/Benefits	Budget Reference 1. Salaries/Benefits	Budget Reference 1. Salaries/Benefits

Action **3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain certificated teacher assigned as EL coordinator to support teachers to develop lessons, evaluate needs of students based on data and support/training through State testing.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 1. \$1920	Amount: 1. \$1920	Amount: 1. \$1920
Source: 1. Unduplicated S/C	Source: 1. Unduplicated S/C	Source: 1. Unduplicated S/C
Budget Reference: 1. Salaries/Benefits	Budget Reference: 1. Salaries/Benefits	Budget Reference: 1. Salaries/Benefits

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain certificated teacher assigned as EL Parent Liaison to support parents and educate them on the programs their students are using in school as well as other identified needs of the parents.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<ol style="list-style-type: none"> \$640 \$640 \$1000 	Amount <ol style="list-style-type: none"> \$640 \$640 \$500 	Amount <ol style="list-style-type: none"> \$640 \$640 \$500
Source	<ol style="list-style-type: none"> Unduplicated S/C Title III Unduplicated S/C 	Source <ol style="list-style-type: none"> Unduplicated S/C Title III Unduplicated S/C 	Source <ol style="list-style-type: none"> Unduplicated S/C Title III Unduplicated S/C
Budget Reference	<ol style="list-style-type: none"> Salaries/Benefits Salaries/Benefits Materials/Supplies 	Budget Reference <ol style="list-style-type: none"> Salaries/Benefits Salaries/Benefits Materials/Supplies 	Budget Reference <ol style="list-style-type: none"> Salaries/Benefits Salaries/Benefits Materials/Supplies

Action **5**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide enrichment activities for EL students to feel better connected with school, which in turn show improvements academically. These activities will take place on the school site and the V Center, Community Center.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. \$2,500 2. \$1,000	Amount 1. \$2,500 2. \$2,000	Amount 1. \$1,500 2. \$500
Source	1. Unduplicated S/C 2. Unduplicated S/C	Source 1. Unduplicated S/C 2. Unduplicated S/C	Source 1. Unduplicated S/C 2. Unduplicated S/C
Budget Reference	1. Salaries/Benefits 2. Materials/Supplies	Budget Reference 1. Salaries/Benefits 2. Materials/Supplies	Budget Reference 1. Salaries/Benefits 2. Materials/Supplies

Action **6**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
ESL classes scheduled for parents throughout the year, instructed by a Classified staff member as well as translators provided for parent conferences and other school activities.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <ol style="list-style-type: none"> \$4,000 \$3,000 	<p>Amount</p> <ol style="list-style-type: none"> \$4,000 \$1820 	<p>Amount</p> <ol style="list-style-type: none"> \$4,000 \$1,000
<p>Source</p> <ol style="list-style-type: none"> Unduplicated S/C Unduplicated S/C 	<p>Source</p> <ol style="list-style-type: none"> Unduplicated S/C Unduplicated S/C 	<p>Source</p> <ol style="list-style-type: none"> Unduplicated S/C Unduplicated S/C
<p>Budget Reference</p> <ol style="list-style-type: none"> Salaries/Benefits Materials and Supplies 	<p>Budget Reference</p> <ol style="list-style-type: none"> Salaries/Benefits Materials and Supplies 	<p>Budget Reference</p> <ol style="list-style-type: none"> Salaries/Benefits Materials and Supplies

Action **7**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide incentives for students who maintain high Proficiency level on the ELPAC (base line year 2017-2018) and for students who are redesignated.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>1. \$500 2. \$2,000</p>	<p>Amount</p> <p>1. \$500 2. \$1500</p>	<p>Amount</p> <p>1. \$500 2. \$1500</p>
<p>Source</p> <p>1. Unduplicated S/C 2. Unduplicated S/C</p>	<p>Source</p> <p>1. Unduplicated S/C 2. Unduplicated S/C</p>	<p>Source</p> <p>1. Unduplicated S/C 2. Unduplicated S/C</p>
<p>Budget Reference</p> <p>1. Salaries/Benefits 2. Materials/Supplies</p>	<p>Budget Reference</p> <p>1. Salaries/Benefits 2. Materials/Supplies</p>	<p>Budget Reference</p> <p>1. Salaries/Benefits 2. Materials/Supplies</p>

New

x Modified (Prior year Goal #4)

Unchanged

Goal 3

Provide students a 21st century learning experience by using technological devices and Work Based Learning Opportunities through the Sundale College Career Readiness Model.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 X 3 4 5 6 x 7 x 8

COE 9 10

LOCAL 3 _____

Identified Need

There is a need for more technological devices in classrooms in order to work more towards teaching our students 21st century technological skills, in addition to continuing to replace devices that are outdated.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student to Tech Device Ratio	2016 Baseline 80%	85%	87%	90%
E-Books purchased for library	2017 Baseline: 158 available	5 additional titles	5 additional titles	5 additional titles
Parent Participation in Technology Classes	2017 Baseline: 2017 8 parents	10 parents	10 parents	10 parents
Student Technology Access	100% of students have access to technology.			

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide students a 21st century learning experience through the use of technological devices and 21 st century furniture.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. \$10,200 2. \$30,000 3. 350	1. \$2,500 2. \$10,000 3. \$400	1. \$1,500 2. \$10,000 3.. \$400
Source	1. Unduplicated S/C 2. EPA	1. Unduplicated S/C 2. EPA	1. Unduplicated S/C 2. EPA

Budget
Reference

3. Unduplicated S/C
1. Materials/Supplies
2. Materials/Supplies
3. Travel and Conferences

Budget
Reference

3. Unduplicated S/C
1. Materials/Supplies
2. Materials/Supplies
3. Travel and Conferences

Budget
Reference

3. Unduplicated S/C
1. Materials/Supplies
2. Materials/Supplies
3. Travel and Conferences

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide technical support and professional development to the staff and parents on technology programs and strategies to use in the classroom through the Technology Director, who is a certificated teacher on site.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$640 2. \$1920	Amount 1. \$640 2. \$1920	Amount 1. \$640 2. \$1920
Source 1. Unduplicated S/C 2. EPA	Source 1. Unduplicated S/C 2. EPA	Source 1. Unduplicated S/C 2. EPA
Budget Reference 1. Salaries/Benefits 2. Salaries/Benefits	Budget Reference 1. Salaries/Benefits 2. Salaries/Benefits	Budget Reference 1. Salaries/Benefits 2. Salaries/Benefits

Action **3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain three classified staff members to support the maintenance of the devices as well as supporting staff and student needs.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<ol style="list-style-type: none"> \$27,384 \$7941 \$1,050 	<ol style="list-style-type: none"> \$32,861 \$9,529 \$1,260 	<ol style="list-style-type: none"> \$39,433 \$11,435 \$1,512
Source	<ol style="list-style-type: none"> Unduplicated S/C EPA Unrestricted G/F 	<ol style="list-style-type: none"> Unduplicated S/C EPA Unrestricted G/F 	<ol style="list-style-type: none"> Unduplicated S/C EPA Unrestricted G/F
Budget Reference	<ol style="list-style-type: none"> Salaries/Benefits Salaries/Benefits Salaries/Benefits 	<ol style="list-style-type: none"> Salaries/Benefits Salaries/Benefits Salaries/Benefits 	<ol style="list-style-type: none"> Salaries/Benefits Salaries/Benefits Salaries/Benefits

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Students will use technology and other resources to access a broad course of study. Such as all those addressed in the LCAP and also including: Visual and Performing Arts, Career Technical Classes, Foreign Language, Ag Science, and Multi-media Arts.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. \$480 2. \$1440	Amount 1. \$480 2. \$1440	Amount 1. \$480 2. \$1440
Source	1. Unduplicated S/C 2. EPA	Source 1. Unduplicated S/C 2. EPA	Source 1. Unduplicated S/C 2. EPA
Budget Reference	1. Salaries/Benefits 2. Salaries/Benefits	Budget Reference 1. Salaries/Benefits 2. Salaries/Benefits	Budget Reference 1. Salaries/Benefits 2. Salaries/Benefits

Action **5**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Students will have access to fiction and non-fiction reading materials on their devices through the use of EBooks (from the library).		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$200	Amount 1. \$200	Amount 1. \$200
Source 1. Unduplicated S/C	Source 1. Unduplicated S/C	Source 1. Unduplicated S/C
Budget Reference 1. Materials/Supplies	Budget Reference 1. Materials/Supplies	Budget Reference 1. Materials/Supplies

Action **6**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
One day a week the computer lab will available to parents and students until 5:00, with a staff member available. This will allow students to access the internet and work on their school projects as well as parents having the internet and computers accessible to them to help support their student's academic success.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$1,000	Amount 1. \$1,000	Amount 1. \$1,000
Source 1. Unduplicated S/C	Source 1. Unduplicated S/C	Source 1. Unduplicated S/C
Budget Reference 1. Salaries/Benefits	Budget Reference 1. Salaries/Benefits	Budget Reference 1. Salaries/Benefits

Action **7**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A chromebook and hot spot checked out to parents who participate in a minimum of 4 sessions of Parent Technology Trainings. The Chromebook can be used in their homes to assist the parent and their children with their academic studies.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$8,000	Amount 1. \$8,000	Amount 1. \$8,000
Source 1. Unduplicated S/C	Source 1. Unduplicated S/C	Source 1. Unduplicated S/C
Budget Reference 1. Materials/Supplies	Budget Reference 1. Materials/Supplies	Budget Reference 1. Materials/Supplies

Action **8**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Students will be provided opportunities to participate in after school and lunch time activities periodically throughout the year to gain access to technology activities and projects.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. \$1,000 2. \$1,500	Amount 1. \$1,000 2. \$1,500	Amount 1. \$1,000 2. \$1,500
Source	1. Unduplicated S/C 2. Unduplicated S/C	Source 1. Unduplicated S/C 2. Unduplicated S/C	Source 1. Unduplicated S/C 2. Unduplicated S/C
Budget Reference	1. Salaries/Benefits 2. Materials/Supplies	Budget Reference 1. Salaries/Benefits 2. Materials/Supplies	Budget Reference 1. Salaries/Benefits 2. Materials/Supplies

Action **9**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide support and professional development to the staff and parents on College Career Readiness and strategies (such as Work Based Learning) to use in the classroom through the College Career Coordinator, who is a certificated teacher on site.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. \$320 2. \$960 3. \$2,500	1. \$320 2. \$960 3. \$2,500	1. \$320 2. \$960 3. \$2,500
Source	1. Unduplicated S/C 2. EPA 3. Title II	1. Unduplicated S/C 2. EPA 3. Title II	1. Unduplicated S/C 2. EPA 3. Title II

Budget
Reference

1. Salaries/Benefits
2. Salaries/Benefits
3. Travel and Conferences

Budget
Reference

1. Salaries/Benefits
2. Salaries/Benefits
3. Travel and Conferences

Budget
Reference

1. Salaries/Benefits
2. Salaries/Benefits
3. Travel and Conferences

New Modified x Unchanged (Prior year Goal #5)

Goal 4

Students will be provided with a physical and emotionally safe environment in which to engage, learn and reach their fullest potential.

State and/or Local Priorities Addressed by this goal:

STATE X1 2 x 3 4 x 5 x 6 7 8
 COE 9 10
 LOCAL 1 _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil Expulsion Rate	2017 year baseline: 0%	0%	0%	0%
Students in Middle School Drop Out	2017 year baseline: 0%	0%	0%	0%
Students feeling safe (Sundale's Healthy Choices Survey)	80%	80%	80%	80%
Williams Report	0 complaints	0 complaints	0 complaints	0 complaints
School Facilities Report	Good Repair	Good Repair	Good Repair	Good Repair

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide counseling services for students and support for parents as needed.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. \$57,803 2. \$34,570	Amount 1. \$57,803 2. \$62,075	Amount 1. \$57,803 2. \$74,489
Source	1. Unduplicated S/C 2. EPA	Source 1. Unduplicated S/C 2. EPA	Source 1. Unduplicated S/C 2. EPA
Budget Reference	1. Salaries/Benefits 2. Salaries/Benefits	Budget Reference 1. Salaries/Benefits 2. Salaries/Benefits	Budget Reference 1. Salaries/Benefits 2. Salaries/Benefits

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide homeless, Poverty and foster students with needed supplies to help make them successful in school.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$3,056	Amount 1. \$2,000	Amount 1. \$2,000
Source 1. Unduplicated S/C	Source 1. Unduplicated S/C	Source 1. Unduplicated S/C
Budget Reference 1. Materials/Supplies	Budget Reference 1. Materials/Supplies	Budget Reference 1. Materials/Supplies

Action **3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide parent information sessions as needed on social and emotional behaviors seen in students.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$500	Amount 1. \$500	Amount 1. \$500
Source 1. Unduplicated S/C	Source 1. Unduplicated S/C	Source 1. Unduplicated S/C
Budget Reference 1. Salaries/Benefits	Budget Reference 1. Salaries/Benefits	Budget Reference 1. Salaries/Benefits

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A late bus (5:00; Tuesday-Thursday) will be available to students three times a week to allow students to participate in after school sports, enrichment and extra-curricular activities and access the computer lab as needed.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$6,700	Amount 1. \$6,750	Amount 1. \$6,800
Source 1. Unduplicated Grant S/C	Source 1. Unduplicated Grant S/C	Source 1. Unduplicated Grant S/C
Budget Reference 1. Transportation	Budget Reference 1. Transportation	Budget Reference 1. Transportation

Action **5**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
After School Enrichment Activities will be offered periodically throughout the year for students and/or parents to have more opportunities to get involved and have a sense of connectedness at School. These will be offered on site or at the V Center (Tutoring facility in our community, owned by Sundale Foundation).		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <ol style="list-style-type: none"> \$1,500 \$3,000 	<p>Amount</p> <ol style="list-style-type: none"> \$1,500 \$500 	<p>Amount</p> <ol style="list-style-type: none"> \$1,500 \$500
<p>Source</p> <ol style="list-style-type: none"> Unduplicated S/C Unduplicated S/C 	<p>Source</p> <ol style="list-style-type: none"> Unduplicated S/C Unduplicated S/C 	<p>Source</p> <ol style="list-style-type: none"> Unduplicated S/C Unduplicated S/C
<p>Budget Reference</p> <ol style="list-style-type: none"> Salaries/Benefits Materials/Supplies 	<p>Budget Reference</p> <ol style="list-style-type: none"> Salaries/Benefits Materials/Supplies 	<p>Budget Reference</p> <ol style="list-style-type: none"> Salaries/Benefits Materials/Supplies

Action **6**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Social Worker to provide support to families as needed and assist with the needs of students.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$7,470	Amount 1. \$7,470	Amount 1. \$7,470
Source 1. Unduplicated S/C	Source 1. Unduplicated S/C	Source 1. Unduplicated S/C
Budget Reference 1. Professional and Consulting Services	Budget Reference 1. Professional and Consulting Services	Budget Reference 1. Professional and Consulting Services

Action **7**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Charter a bus to take students and parents to visit a college. This will inform parents and students of their opportunities and the experience of being on a college campus. Include meals for the parents and any costs associated with the trip.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. \$8,000 2. \$2,000	Amount 1. \$8,000 2. \$2,000	Amount 1. \$8,000 2. \$2,000
Source	1. Unduplicated S/C 2. Unduplicated S/C	Source 1. Unduplicated S/C 2. Unduplicated S/C	Source 1. Unduplicated S/C 2. Unduplicated S/C
Budget Reference	1. Transportation 2. Materials/Supplies	Budget Reference 1. Transportation 2. Materials/Supplies	Budget Reference 1. Transportation 2. Materials/Supplies

Action **8**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
High School Students assisting Sundale students at the V Center (Community Center) with school work and enrichment activities. If these High School Students complete the required amount of hours, (set by the school) will receive recognition as an Intern will receive a chromebook for their service. They will be recognized at a recognition dinner for the interns, volunteers and parent assistants.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$7,000	Amount 1. \$7,000	Amount 1. \$7,000
Source 1. Unduplicated S/C	Source 1. Unduplicated S/C	Source 1. Unduplicated S/C
Budget Reference 1. Materials/Supplies	Budget Reference 1. Materials/Supplies	Budget Reference 1. Materials/Supplies

Action **9**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
County Nurse contracted for an additional 17 days per year to service with medical needs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$14,677	Amount 1. \$14,677	Amount 1. \$14,677
Source 1. Unduplicated S/C	Source 1. Unduplicated S/C	Source 1. Unduplicated S/C
Budget Reference 1. Professional and Consulting services	Budget Reference 1. Professional and Consulting services	Budget Reference 1. Professional and Consulting Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 503,872

Percentage to Increase or Improve Services:

8.46 %

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

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

Using the FCMAT calculator, the District has projected that it will receive \$503,872 in Supplemental and Concentration Grant Funds. The District's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 8.46%. Sundale Union Elementary School District is addressing the minimal proportionality requirement by providing direct services specifically to unduplicated pupils including additional services added within the current three year plan, over services provided in the previous plan cycle. Actions and Services include:

- *Four curriculum coordinators
- *Intervention support provided by paraprofessionals and certificated staff
- *Supplemental English Language Development materials for English Learner students
- *Intervention services for Long Term English Learner students
- *Staff support for parents of English Learner, Homeless, Foster and Poverty students.
- *A Certificated teacher assigned as an EL coordinator
- *EL parent liaison
- *Directed enrichment activities for Poverty and English Learner students
- *ESL classes to support parents of English Learner students
- *Additional lab time for low income students with limited access to technology
- *After school and/or lunch time technology and project-based learning activities for unduplicated pupils
- *Additional technology tools for low income families to support education at home
- *Supplemental school supplies for low income, EL, or Homeless pupils to ensure their success in school
- *Additional bussing for unduplicated pupils to ensure equitable access to all after school opportunities
- *Social Worker and Counseling services to support and assist students and their families
- *Additional contracted time with County Nurse

These targeted services demonstrate the efforts made to increase and/or improve services for the unduplicated pupils of Sundale Union Elementary School District, thus ensuring that the District is meeting its minimum proportionality requirement by expenditures of the total 2017-18 Supplemental and Concentration Grant Funding for qualifying purposes.

The District is demonstrating use of supplemental and concentration grant funding by principally directing the expenditures of those dollars at unduplicated pupils, which includes but not limited to personnel for support services through the Response to Intervention (RTI) model referenced in the plan (push in during the school day interventions, after school tutoring, Reading and Math academy sessions, summer school session, intervention and academy classes); curriculum software and web-based programs, professional development in capacity building, Enrichment classes for students and parents after school and during lunch, in addition to having the computer lab and a late bus for students. The Response to Intervention Model is a researched based model where we have found that the unduplicated students can be effectively reached through these school wide services by continual monitoring of their progress and quick deployment to needed programs and services based on this monitoring. The following actions/services (listed below) are also provided to School Wide students although they are specifically directed towards meeting the goals of the Unduplicated pupils.

*Four curriculum coordinators

*Additional Computer Lab time available after school hours

*Additional bussing offered at 5:00 3 days per week

*Social worker, counselor and county nurse services to support and assist all students

The curriculum coordinators assist the teachers with curriculum and lesson planning for all students including those with academic needs in addition to providing and organizing training for staff . This has proven to be successful for Sundale to have a coordinator on site to assist staff as needed.

Not all students/families at Sundale have access to technology at home, therefore the computer lab being open provides all students with access to technology for research, school projects as well as parents having access for their own usage.

The late bus offered three times per week provides all students the opportunity to participate in after school activities and take advantage of the computer lab. This provides all students equal access to participate. We have found that more students who are Socio-Economic Disadvantaged are participating in after school sports and school activities.

Having a Counselor, Social Worker and Nurse on site provides service to all our students. This gives our student a sense of security as well as parents.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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