

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Sundale Union Elementary School District	Cindy Gist Principal	cindy.gist@sundale.org (559) 688-7451

2017-20 Plan Summary

The Story

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 827 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 13% English Learners, 45% Socioeconomically Disadvantaged, 3% Students with Disabilities, 1% Foster, 7% Homeless and 3% GATE. The Race/Ethnic breakdown of Sundale is: 49% Hispanic, .48% American Indian, .73% Asian, .36% Black/African American, and 49% 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, Homeless, Socio Economically Disadvantaged and English Learners are:

*Continuing to offer Parenting Classes to parents with Socioeconomic need, English Learner, parents of Homeless youth 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 for the school year to help support their students. 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 open 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.

*Supplemental school supplies distributed to low income, EL and foster students to ensure their success in school.

*Student Support Services Specialist to support student services who are at risk academically.

*Intervention strategies provided to students such as, tutoring, summer school, RTI and support for our Long Term English Learners

*EL Parent Liaison to support and welcome parents as they are on campus and have questions

A few of the highlights listed above were put in place for the first time during the 2016-2017 year and Sundale has seen benefits 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.

Greatest Progress

Sundale School Stakeholders are very proud of the significant progress made by all of our students and subgroups. The Homeless student group was the only group that showed "significant increase" in the area of math, although most of the student groups increased.

The "All Student Group" increased, in ELA 3.7 points (8.9 points above level 3) and Math 5 point increase (2 points above level 3). The student groups performance was great as well. In the area of Math SED students grew 9.5 points (32 below level 3), Homeless 23.8 points (48.8 points below level 3), and the Hispanic student group 11.7 points (22.9 points below level 3). In the area of ELA our performance with our student groups was, SED students increased 10.1 points (23 points below level 3), Hispanic group, 11.3 point increase (12.5 points below level 3), our students with learning disabilities increased 10.1 points (94.9 points below level 3). Although this isn't a significant student group for us we were very proud of their success.

In the area of ELA the English Learners performed well, increasing 3.2 (48.2 points below level 3). For the 2017-2018 school year Sundale is redesignating 12 students.

Sundale plans to continue both the Dreambox math program, which is adopted this year in grades K-5th and ALEKS for grades 6-8th grades. Teachers will continue providing their designated lessons within the classroom to provide support for the students.

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 Math. The School’s performance for all students was a “green” with increasing that status from the prior year by 5 points. Although the student groups, Socioeconomically Disadvantaged, Homeless, Foster and the Hispanic groups are all performing in the “green or yellow”. The student group of concern is the English Learner group in the area of math.

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 only in the area of math as well. This group declined by 11.7 points in the area of Math. The School will continue to monitor this group and work to provide additional strategies to teachers as they work with these students.

Sundale School Stakeholders are very proud of the significant progress made in most areas although we would like to focus on our English Learners in the area of math, looking at how progress can be made there:

English Learner progress on the CELDT, declined 5.1 points. This student group also performed below on SBAC math assessment, decreasing by 6.7 points (61 points below level 3).

Sundale plans to continue with both the Dreambox math program, which is adopted this year in grades K-5th and ALEKS for grades 6-8th grades. Teachers will continue providing their designated lessons within the classroom to provide support for the 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

One of the performance gaps that Sundale recognized was with the English Learner student group. Although the District is proud that Sundale's performance shows all groups within the Blue through Yellow performance levels on the Dashboard, the gap that is seen is among the English Learner group in math. The English Learner student group's performance is indicated as "orange" in math, students in the white and hispanic groups performing in the "green". In the area of ELA the gap is with the Homeless student group performing in the "orange" with all students and students in the white student group performing in the "green". These gaps are being addressed through Sundale's Intervention strategies.

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

Increased or Improved services

See LCAP Highlights and Review of Performance.

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	\$7,939,435
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$769,796.00

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 36 teachers, with four of these teachers assigned as a Counselor, Special Education Director, Special Education Coordinator 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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$7,029,890

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

Students will be supported in all academic areas with achievement increasing in the area of Math and English Language Arts (ELA) as measured by District and State Assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: 1 and 2

Annual Measurable Outcomes

Expected

Metric/Indicator
SBAC Performance

17-18
Change from prior year Increased or Maintained by at least + 6 points.

Baseline
2016 Baseline Data--ELA: Maintained +4.7 points; Math: Increased +9.5 points

Metric/Indicator
Attendance Rates Chronic Absenteeism

Actual

Students performed well. In the area of Math, all students increased 5 points and in ELA, there was an increase of 3.7 points (8.9 points above level 3).

Attendance Rate at 98%
Chronic Absenteeism is at 3%

Expected

17-18
Attendance Rate 96% or above
Chronic Absenteeism less than 11%

Baseline
Attendance Rate
2016 Baseline 96.9%
Chronic Absenteeism
2017 Baseline 1%

Metric/Indicator
Pupil Suspensions

17-18
School Suspensions less than 2%
Continue to decline on Dashboard

Baseline
School Suspensions
2017 Baseline .0012%;
2016 Declined .7% on Dashboard

Metric/Indicator
Parents Educated (including parents with children with exceptional needs)

17-18
Minimum of 15 parents

Baseline
2016-17: 17 parents educated

Metric/Indicator
STAR Data (Replacing current Track My Progress TMP)

17-18
TBD (Implement STAR 1st year)

Actual

Pupil Suspension 0.1%

Parents educated this year on the following topics: District Programs used to support student learning, English Language Arts curriculum and Support Services Provided for students at Sundale. There were a total of 20 parents trained.

At the end of the year, students were performing as a total average in Math 74% and ELA 62% of students performing At or Above grade level standard, based on the STAR assessment.

Expected

Actual

<p>Baseline TMP: 70% At/Above Target: (2016 Baseline: ELA: 69%; Math: 82%)</p>	
<p>Metric/Indicator Response to Intervention (RTI) meetings</p> <p>17-18 Hold 3 per year</p> <p>Baseline 2017 Baseline 3 meetings held</p>	<p>There were 3 meetings held this year.</p>
<p>Metric/Indicator Teachers appropriately assigned</p> <p>17-18 100%</p> <p>Baseline 100% 2017 Baseline teachers appropriately assigned</p>	<p>100% of teachers are appropriately assigned.</p>
<p>Metric/Indicator Standard implementation</p> <p>17-18 Measured by meetings held twice a year with teachers and administration team</p> <p>Baseline Measured by meetings held twice a year with teachers and administration team</p>	<p>Two meetings were held this year and all teachers meeting standard implementation.</p>
<p>Metric/Indicator Programs and Services for unduplicated and exceptional needs pupils</p> <p>17-18 Students are provided services through Response To Intervention time, enrolled in tutoring, summer school, math and reading academy.</p> <p>Baseline Students are provided services through Response To Intervention time, enrolled in tutoring, summer school, math and reading academy.</p>	<p>Students received support through the Response to Intervention Program with tutoring, math academy, reading academy and summer school.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	All grades utilized the scope and sequence for ELA, Math and Science along with attending Professional Development opportunities. Teachers were provided supplemental instructional/assessment materials and supplies along with student incentives being given for outstanding growth.	Salaries and Benefits Unduplicated S/C \$11,440	Salaries and Benefits Unduplicated S/C \$8,550
		Salaries/Benefits and Training costs Title II \$2,000	Salaries/Benefits and Training costs Title II \$1,500
		Travel and Conferences Title I \$9,000	Travel and Conferences Title I \$3,566
		Travel and Conferences Educator Effectiveness \$15,000	Travel and Conferences Educator Effectiveness \$7,958
		Materials/Supplies Unduplicated S/C \$12,600	Materials/Supplies Unduplicated S/C \$2,200
		Materials/Supplies General Fund \$22,400	Materials/Supplies General Fund \$22,400
		Travel and Conferences Unduplicated S/C \$5,000	Travel and Conferences Unduplicated S/C 3,500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parents will be educated on teaching strategies to utilize with their children at home to provide support and be informed.	Parents were educated at PTO meetings on the English Language Arts curriculum and through School Site Council on additional support programs used such as: Core 5 and Dream Box.	Travel and Conferences Unduplicated S/C \$250	Travel and Conferences Unduplicated S/C \$250
		Travel and Conferences EPA \$300	Travel and Conferences EPA \$144

Action 3

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

Response to Intervention (RTI) support was provided in the classrooms, through the Reading Lab, math and reading academy, tutoring and summer school session.

Salaries and Benefits Unduplicated S/C \$214,983

Salaries and Benefits Unduplicated S/C \$178,436

Materials/Supplies Unduplicated S/C \$20,000

Materials/Supplies Unduplicated S/C \$1,500

Salaries and Benefits REAP \$3,000

Salaries and Benefits REAP \$4,707

Salaries and Benefits Special Education \$37,521

Salaries and Benefits Special Education \$30,767

Salaries and Benefits EPA \$15,934

Salaries and Benefits EPA \$13,066

Action 4

Planned Actions/Services

The Assessment Director will monitor student assessment data and ensure district is meeting academic goals through the Data System.

Actual Actions/Services

The Assessment Director monitored student assessment data and reported to the Principal the reports of the academic growth of Sundale Students.

Budgeted Expenditures

Salaries and Benefits Unduplicated S/C \$960

Estimated Actual Expenditures

Salaries and Benefits Unduplicated S/C \$796

Materials/Supplies Unduplicated S/C \$4,000

Materials/Supplies Unduplicated S/C \$3,320

Salaries and Benefits Title I \$2880

Salaries and Benefits Title I \$1,579

Action 5

Planned Actions/Services

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

Actual Actions/Services

The four coordinators (ELA, Math, Social Studies and Science) supported the teachers through curriculum development, arranging for professional development and provide intervention and extension opportunities for our students. In addition the two teachers assigned to the Science Lab as Coordinators, ensured the labs maintained the supplies needed.

Budgeted Expenditures

Salaries and Benefits Unduplicated S/C \$2250

Estimated Actual Expenditures

Salaries and Benefits Unduplicated S/C \$1,868

Salaries and Benefits EPA \$6670

Salaries and Benefits EPA \$5,536

Materials/Supplies Unduplicated S/C \$9,891

Materials/Supplies Unduplicated S/C \$6,800

Materials/Supplies General Fund \$19,600

Materials/Supplies General Fund \$13,500

teaching of Science and Social Studies.

ELA and Math continue to be integrated into the teaching of Science and Social Studies.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers are appropriately assigned and supported through BTSA and new teacher support services on campus by a certificated teacher.	Teachers were appropriately assigned and supported through BTSA and new teacher support services on campus by a certified teacher.	Salaries and Benefits Unduplicated S/C \$640	Salaries and Benefits Unduplicated S/C \$530
		Salaries and Benefits Title II \$1920	Salaries and Benefits Title II \$1,593

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 the suspension rate staying below 2%; Attendance Rate above the 96% and chronic absenteeism well below 11% and scores on SBAC increasing or maintaining in both math and ELA; and teachers are being trained and supported through the RTI meetings held 3 times per year to collaborate on students progress monitoring results. New this year was the math Dream Box program which students utilize through technology in grades K-5th. The STAR assessments for Reading and Math are also new this year to not only assess our students but also progress monitor them. Areas that need to be addressed is the English Learner group in the area of math.

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

- *Sundale contracted with the Tulare County Office of Education math consultant for 15 days to work alongside each grade level to develop their assessments and fine tune the grade levels Scope and Sequences.
- *Continuing Math Academy for grades 1st -5th grades averaging 35 students in each session. Math Academy will also be offered during the Summer Session.
- *All intervention including the RTI support benefited the students with the small group assistance.
- *Tutoring focus groups for students being targeted with specific needs as seen on their STAR assessments.
- *According to the Dashboard Results for the 2016-2017 school year, Sundale increased or maintained their performance as a school. The District plans to continue with Math Academy and all other interventions to support students after school as well as skill based tutoring and homework support.
- *The District will continue to work to provide parent trainings prior to Winter Break.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District received Title II, Title I and Educator Effective monies which Professional Development must be taken from these accounts as well, therefore there was less money expended for Travel Conferences from the Unduplicated S/C Money, as well as money still being expended for Salaries/Benefits for the remainder of the year as well as for Summer School. As well as in the area of Materials and Supplies, this goal required less for supplemental materials and supplies, especially in Action 1 with only expending \$2,200 and budgeting \$12,600. As well as in Action 3 only \$1,500 was expended for materials and supplies although \$20,000 was budgeted. These unexpended funds for Goal 1 were added to additional expenses in Goal 3 to cover technology expenses for students.

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.

*This was the first year utilizing the STAR District Assessment for both ELA and Math as well as the Dreambox Math computer program in grades Kindergarten-5th grade. The District seemed to gain results from both of these new Assessments and Programs being utilized although it always takes about 3 years to fully evaluate the success.

*This Spring the School Board approved the adoption of an ELA Curriculum for Grades TK-5th for this next school year. The District has adopted McGraw Hill, Wonders.

*In the area of intervention for math, the District found this year that fewer students in grades 4-5th were able to participate in math academy due to the lapse in time from dismissal to the time the late bus leaves. For this next year, the District will partner with the Foundation to have students attend the Learning Center from 4:30-5:00 in order to have transportation and participate in the Program, this will be addressed in Action 3 for 2018-2019 year.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

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 Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: 2 and 3

Annual Measurable Outcomes

Expected

Metric/Indicator

Class Schedules reflecting ELD Designated Time for students

17-18

100%

Baseline

2017 Baseline: 100%

Metric/Indicator

Parent ESL class participation

17-18

10 parents enrolled

Actual

100% of class schedules reflected ELD Designated time for students.

Four parents have participated in ESL classes.

Expected

Actual

<p>Baseline 10 parents enrolled</p>	
<p>Metric/Indicator Reclassification Rate</p> <p>17-18 5-13 Students</p> <p>Baseline 2017 Baseline 32 Students Redesignated</p>	<p>12 Students were Redesignated.</p>
<p>Metric/Indicator ELPAC (Baseline set 2017-2018) % of students reaching proficiency levels</p> <p>17-18 TBD</p> <p>Baseline 50-60% reaching advanced levels on State Language Test. (Baseline: Based from CELDT EA and ADV levels: 50% 2015-2016 results)</p>	<p>2016-2017 CELDT results: 61% scoring at Early Advanced and Advanced levels (Results TBD from ELPAC 2017-2018)</p>
<p>Metric/Indicator STAR Data (Replacing current Track My Progress)</p> <p>17-18 TBD</p> <p>Baseline Current TMP: 70% At/Above target 2016 Baseline: ELA 37%; Math 52%</p>	<p>An Average increase of 69 points on the Scaled Score was made in ELA and 80 points in Math.</p>

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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.

Continued implementation of the ELD standards and State Testing (CELDT/LAS/ELPAC). Provided supplemental instruction materials and supplies to teachers as well as Professional Development as needed.

Salaries and Benefits Unduplicated S/C \$790

Salaries and Benefits Unduplicated S/C \$650

Travel and Conferences Unduplicated S/C \$2,000

Travel and Conferences Unduplicated S/C \$3,477

Materials/Supplies Unduplicated S/C \$1,000

Materials/Supplies Unduplicated S/C \$1,000

Action 2

Planned Actions/Services

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 Actions/Services

Maintained 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

Salaries and Benefits Unduplicated S/C \$38,728

Estimated Actual Expenditures

Salaries and Benefits Unduplicated S/C \$30,323

Action 3

Planned Actions/Services

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 Actions/Services

Maintained 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

Salaries and Benefits Unduplicated S/C \$1,920

Estimated Actual Expenditures

Salaries and Benefits Unduplicated S/C \$1,549

Action 4

Planned Actions/Services

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 Actions/Services

Maintained 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

Salaries and Benefits Unduplicated S/C \$640

Salaries and Benefits Title III \$640

Estimated Actual Expenditures

Salaries and Benefits Unduplicated S/C \$531

Salaries and Benefits Title III \$640

Materials/Supplies Unduplicated
S/C \$1000

Materials/Supplies Unduplicated
S/C \$175

Action 5

Planned Actions/Services

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 Actions/Services

Provided 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

Salaries and Benefits
Unduplicated S/C \$2,500

Materials/Supplies Unduplicated
S/C \$1,000

Estimated Actual Expenditures

Salaries and Benefits
Unduplicated S/C \$2,075

Materials/Supplies Unduplicated
S/C \$420

Action 6

Planned Actions/Services

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 Actions/Services

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

Salaries and Benefits
Unduplicated S/C \$4,000

Materials/Supplies Unduplicated
S/C \$3,000

Estimated Actual Expenditures

Salaries and Benefits
Unduplicated S/C \$3,320

Materials/Supplies Unduplicated
S/C \$2,000

Action 7

Planned Actions/Services

Provide incentives for students who maintain high Proficiency Levels on the ELPAC (base line year 2017-2018) and for students who are redesignated.

Actual Actions/Services

Provided incentives for students who maintain high Proficiency Levels on the ELPAC (base line year 2017-2018) and for students who are redesignated.

Budgeted Expenditures

Salaries and Benefits
Unduplicated S/C \$500

Materials/Supplies Unduplicated
S/C \$2,000

Estimated Actual Expenditures

Salaries and Benefits
Unduplicated S/C \$415

Materials/Supplies Unduplicated
S/C \$2,000

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 action and services were 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. Students had success on the SBAC results in the area of ELA, increasing 3.2 (48.2 points below level 3), although the success in math wasn't as well, decreasing 6.7 points. 61% of EL students scored Early Advanced or Advanced on the CELDT test from 2017. There were 12 students redesignated from the English Learner Group during the 2017-2018 school year.

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

*Students were recognized for their individual success on the SBAC and/or CELDT results.

*A luncheon was provided for EL students (12 students) who are being redesignated, along with their parents and teachers being invited.

*The support from the Parent Liaison as well as the ELAC Coordinator has increased the participation of the parents on campus the first Friday of each month.

*Students participating in extra curricular activities and enrichment activities after school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional money was expended on Travel and Conferences in this Goal, due to the EL coordinator attending the CAFE (California Association for Bilingual Education) conference. Additional salaries will be expended for the remainder of the year. Less money was expended on materials/supplies due to the use of Title I and Title III funds.

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 Action and Services of this goal for the following year.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: 3

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Student to Tech Device Ratio</p> <p>17-18 85%</p> <p>Baseline 2016 Baseline 80%</p>	<p>Student to Tech Device Ratio is at 85%</p>
<p>Metric/Indicator E-Books purchased for library</p> <p>17-18 5 additional titles</p> <p>Baseline 2017 Baseline: 158 available</p>	<p>28 additional E-Book titles were purchased for the Library.</p>
<p>Metric/Indicator Parent Participation in Technology Classes</p>	<p>A Total of 10 parents participated for a majority of the Technology Parent classes.</p>

Expected

Actual

<p>17-18 10 parents</p> <p>Baseline 2017 Baseline: 2017 8 parents</p>
<p>Metric/Indicator Student Technology Access</p> <p>17-18 100% of students have access to technology.</p> <p>Baseline 100% of students have access to technology.</p>

<p>100% of Students have access to Technology.</p>
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Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide students a 21st century learning experience through the use of technological devices and 21st century furniture.	Provided students a 21st century learning experience through the use of technological devices and 21st century furniture.	Materials/Supplies Unduplicated S/C \$10,200	Materials/Supplies Unduplicated S/C \$31,320
		Materials/Supplies EPA \$30,000	Materials/Supplies EPA \$26,500
		Travel and Conferences Unduplicated S/C \$350	Travel and Conferences Unduplicated S/C \$350

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Provided 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.	Salaries and Benefits Unduplicated S/C \$640	Salaries and Benefits Unduplicated S/C \$531
		Salaries and Benefits EPA \$1920	Salaries and Benefits EPA \$1900

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain three classified staff members to support the maintenance of the devices as well as supporting staff and student needs.	Maintained three classified staff members to support the maintenance of the devices as well as supporting staff and student needs.	Salaries and Benefits Unduplicated S/C \$27,384	Salaries and Benefits Unduplicated S/C \$19,729
		Salaries and Benefits EPA \$7,941	Salaries and Benefits EPA \$871
		Salaries and Benefits General Fund \$1,050	Salaries and Benefits General Fund \$871

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Students used 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.	Salaries and Benefits Unduplicated S/C \$480	Salaries and Benefits Unduplicated S/C \$480
		Salaries and Benefits EPA \$1440	Salaries and Benefits EPA \$1440

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will have access to fiction and non-fiction reading materials on their devices through the use of E Books (from the library).	Students had access to fiction and non-fiction reading materials on their devices through the use of E Books (from the library).	Materials/Supplies Unduplicated S/C \$200	Materials/Supplies Unduplicated S/C \$200

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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One day a week the computer lab will be 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.

One day a week the computer lab was available to parents and students until 5:00, with a staff member available. This allowed 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.

Salaries and Benefits
Unduplicated S/C \$1,000

Salaries and Benefits
Unduplicated S/C \$250

Action 7

Planned Actions/Services

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.

Actual Actions/Services

A chromebook was 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

Materials/Supplies Unduplicated
S/C \$8,000

Estimated Actual Expenditures

Materials/Supplies Unduplicated
S/C \$570

Action 8

Planned Actions/Services

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.

Actual Actions/Services

Students were 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

Salaries and Benefits
Unduplicated S/C \$1,000

Materials/Supplies Unduplicated
S/C \$1,500

Estimated Actual Expenditures

Salaries and Benefits
Unduplicated S/C \$830

Materials/Supplies Unduplicated
S/C \$2,618

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Provided 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.

Salaries and Benefits Unduplicated S/C \$320

Salaries and Benefits Unduplicated S/C \$320

Salaries and Benefits EPA \$960

Salaries and Benefits EPA \$960

Travel and Conferences Title II \$2,500

Travel and Conferences Title II \$500

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 computer lab being opened one day per week has given many students the opportunity to work on homework after tutoring while waiting for the late bus in addition to utilizing the computers and printers.
- *Students participated in Work Based Learning projects, as teachers were all trained as well as the Coordinator on campus providing support and training. This provided students with more hands on and career related opportunities.
- *Parents took advantage of the technology education classes.
- *The District has found that more parents are becoming more proficient in technology.

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

- *The Students have become proficient on Google Classroom, with most middle school assignments being developed through the technology based system.
- *With the additional chromebooks being purchased for grade levels, it has given more opportunity for students to utilize technology throughout the day.
- *The District contracted with TCOE for additional training in the area of technology. Primary teachers gained tools to better utilize technology with their students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- *More devices were needed and purchased this year than expected. There was an additional \$21,000 expended in enhance technology in addition to adding 21st century learning tables in our intervention classes.
- *The staff member assigned to the computer lab, one day per week, did not always submit a time sheet. Therefore less was expended in that area.

*The District did not issue out Hot Spots to the parents in addition to the Chromebook this year due to lack of use. This lessened the cost for Action 7 of this goal.

*Additional salaries and benefits will be expended through June.

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.

*There were fewer parents participating in the Tech Classes this year. The Foundation Parent Liaison is working to generate ideas from parents to enhance the participation among the parents.

*The High School Intern/Volunteer Program this year was successful with three high school students earning chromebooks.

*To better accommodate our students in using the E-Books from the library, tablets may be purchased for check out for the 2018-2019 school year for students to utilize with their E-Book.

*Families will no longer be able to check out a Hot Spot, due to minimal use.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 4

Student's 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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: 1

Annual Measurable Outcomes

Expected

Actual

<p>Metric/Indicator Pupil Expulsion Rate</p> <p>17-18 0%</p> <p>Baseline 2017 year baseline: 0%</p>
<p>Metric/Indicator Students in Middle School Drop Out</p> <p>17-18 0%</p> <p>Baseline 2017 year baseline: 0%</p>
<p>Metric/Indicator Students feeling safe (Sundale's Healthy Choices Survey)</p>

<p>0 students have been expelled</p>
<p>0 students have dropped out from middle school</p>
<p>Based from the 2016-2017 Healthy Kids Survey 88% of 5th and 7th graders feel safe at School.</p>

Expected	Actual
17-18 80% Baseline 80%	
Metric/Indicator Williams Report 17-18 0 complaints Baseline 0 complaints	0 complaints
Metric/Indicator School Facilities Report 17-18 Good Repair Baseline Good Repair	Facilities reported to be in Good Repair

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide counseling services for students and support for parents as needed.	Provided counseling services for students and support for parents as needed.	Salaries and Benefits Unduplicated S/C \$57,803	Salaries and Benefits Unduplicated S/C \$43541
		Salaries and Benefits EPA \$34,570	Salaries and Benefits EPA \$28,693

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Provide homeless, Poverty and foster students with needed supplies to help make them successful in school.

Provided homeless, Poverty and foster students with needed supplies to help make them successful in school.

Materials/Supplies Unduplicated S/C \$3,056

Materials/Supplies Unduplicated S/C \$4,569

Action 3

Planned Actions/Services

Provide parent information sessions as needed on social and emotional behaviors seen in students.

Actual Actions/Services

Provided a parent information sessions on social and emotional behaviors seen in students.

Budgeted Expenditures

Salaries and Benefits Unduplicated S/C \$500

Estimated Actual Expenditures

Salaries and Benefits Unduplicated S/C \$0

Action 4

Planned Actions/Services

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.

Actual Actions/Services

A late bus (5:00; Tuesday-Thursday) was made 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

Transportation Unduplicated S/C \$6,700

Estimated Actual Expenditures

Transportation Unduplicated S/C \$5,500

Action 5

Planned Actions/Services

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

Actual Actions/Services

After School Enrichment Activities 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

Budgeted Expenditures

Salaries and Benefits Unduplicated S/C \$1,500

Materials/Supplies Unduplicated S/C \$3,000

Estimated Actual Expenditures

Salaries and Benefits Unduplicated S/C \$745

Materials/Supplies Unduplicated S/C \$2,262

facility in our community, owned by Sundale Foundation).

community, owned by Sundale Foundation).

Action 6

Planned Actions/Services

Social Worker to provide support to families as needed and assist with the needs of students.

Actual Actions/Services

Social Worker provided support to families as needed and assist with the needs of students.

Budgeted Expenditures

Professional and Consulting Service Unduplicated S/C \$7,470

Estimated Actual Expenditures

Professional and Consulting Service Unduplicated S/C \$7,470

Action 7

Planned Actions/Services

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.

Actual Actions/Services

Chartered a bus to take students and parents to visit a UC Santa Barbara. 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

Transportation Unduplicated S/C \$8,000

Materials/Supplies Unduplicated S/C \$2,000

Estimated Actual Expenditures

Transportation Unduplicated S/C \$5,100

Materials/Supplies Unduplicated S/C \$1,670

Action 8

Planned Actions/Services

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.

Actual Actions/Services

High School Students assisted Sundale students at the V Center (Community Center) with school work and enrichment activities. There were 3 High School Students who completed the required amount of hours, (set by the school) they received recognition as an Intern and

Budgeted Expenditures

Materials/Supplies Unduplicated S/C \$7,000

Estimated Actual Expenditures

Materials/Supplies Unduplicated S/C \$1,942

They will be recognized at a recognition dinner for the interns, volunteers and parent assistants.

received a chromebook for their service.
They were recognized at a recognition dinner for the interns, volunteers and parent assistants.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
County Nurse contracted for an additional 17 days per year to service with medical needs.	County Nurse contracted for an additional 17 days per year to service with medical needs.	Professional and Consulting Service Unduplicated S/C \$14,677	Professional and Consulting Service Unduplicated S/C \$14,744

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 for our School. During this time students as well as parents have the opportunity to visit and choose clothing to take with them.
- *145 students were supplied with backpacks and school supplies in the Fall.
- *A Parent information session was provided by our school counselor sharing social and emotional behaviors seen in students and how to respond to them. There were no expenses incurred for this session.

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

- *The Counselor has provided services during student lunch times which has proven successful with more students being included in activities and gaining social skills.
- *Facilities have maintained being in good repair.
- *Suspension rates have stayed within the target.
- *Students promoted a Kindness campaign as well as Autism Awareness week.
- *Addition 17 days to the County Nurse being on campus has supported our students who have both medical and special needs.
- *35 students and their parents participated in attending UC Santa Barbara for a college experience.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

*The amount budgeted for the Charter Bus was in excess of \$3,000.

*Fewer high school students and parents earned chromebooks than anticipated, therefore there was less money expended.

*There were more students in need of school supplies in the Fall as well as throughout the year, more money was expended in this area.

*Salaries and Benefit in Action 1 will all be expended by the end of June, 2018.

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 District is adding time with the School Psychologist to be on campus next school year each week to support students and families in the area of Mental Health.

*Adding a Student Services Specialist to support students in Tier 2 of our RTI process as well our poverty, English Learners, Special Needs and Foster students.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The Sundale Administration met with stakeholders by attending various meetings, as indicated below. During these meetings, information was shared and discussed regarding status of activities, goals and student assessment data results from trimester 1 and trimester 2. The data was shared and discussed 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): 8/16; 10/18; 12/20; 2/2; 4/18

School Board: 10/3; 3/6

Dad's Club: 4/12

Student group: 1/31

EL Student Group: 4/13

Parent Resource Meeting: 11/29

Staff Meeting: 8/8 and 4/5

Curriculum Team: 7/20

DELAC: 12/7

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 the same four goals Sundale has established. At the student group meeting (1/31), it was shared technological devices have been greatly appreciated, although it has been frustrating for students when headphones do not work. The staff indicated (4/5) having the computer lab available one day a week until 5:00 has benefited some of their students, as well as the late bus and there was a lot of excitement with the College visit to UC Santa

Barbara, we hope to do a similar trip next year. There is a concern for the math academy students in 4th and 5th grade finishing at 4:30 and needing to wait until 5:00 for transportation on the late bus. This has effected the participation from those grades. Parents have also voiced their appreciation at the DELAC meeting on 2/7 for the late bus offered and the opportunities provided to their students. From the parent surveys distributed, the most concerned response was in the area of school safety. The District will be increasing services time with the School Psychologist to approach the concern with a mental health aspect as well as adding gates to entrances on campus and additional surveillance cameras.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Student's will be supported in all academic areas with their achievement increasing in the area of Math and English Language Arts (ELA) as measured by District and State Assessments.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: 1 and 2

Identified Need:

Through the District and State Assessments all students, including EL, Poverty, Foster and Homeless will meet the average yearly progress growth in ELA and Math. Students showed growth on the 2016-2017 State Assessment in both Math and ELA although ELL students decreased by 6.7 points being in the Orange group on the Dashboard. The District will work to show gains in this area.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Performance	2016 Baseline Data-- ELA: Maintained +4.7 points; Math: Increased +9.5 points	Change from prior year Increased or Maintained by at least + 6 points for both ELA and Math.	Change from prior year Increased or Maintained by at least + 6 points for both ELA and Math.	Change from prior year Increased or Maintained by at least + 6 points for both ELA and Math.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rates Chronic Absenteeism	Attendance Rate 2016 Baseline 96.9% Chronic Absenteeism 2017 Baseline 1%	Attendance Rate 96% or above Chronic Absenteeism less than 11%	Attendance Rate 96% or above Chronic Absenteeism less than 11%	Attendance Rate 96% or above Chronic Absenteeism less than 11%
Pupil Suspensions	School Suspensions 2017 Baseline .0012%; 2016 Declined .7% on Dashboard	School Suspensions less than 2% Continue to decline on Dashboard	School Suspensions less than 2% Continue to decline or maintain on Dashboard	School Suspensions less than 2% Continue to decline or maintain on Dashboard
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%)	2017-2018 Target: School Average of 70% of students At or Above Grade Level. Baseline: ELA 62% / Math 74%	Target: Reach or Maintain on average as a school 70% of students At or Above Grade level Standard in Math and ELA.	Target: Reach or Maintain on average as a school 70% of students At or Above Grade level Standard in Math and ELA.
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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.
Degree to which students have standards-aligned instructional materials.	100% as reported on Williams Report	100%	100%	100%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

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

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

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$11,440	\$21,440	\$21,440
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries/Benefits and Training costs	Travel and Conferences	Travel and Conferences
Amount	\$2,000	\$3,644	\$2,000
Source	Title II	Title II	Title II
Budget Reference	Salaries/Benefits and Training costs	Salaries/Benefits and Training costs	Salaries/Benefits and Training costs
Amount	\$9,000	\$9,000	\$9,000
Source	Title I	Title I	Title I
Budget Reference	Travel and Conferences	Travel and Conferences	Travel and Conferences
Amount	\$15,000		
Source	Educator Effectiveness	Not Applicable	Not Applicable
Budget Reference	Travel and Conferences	Not Applicable	Not Applicable

Amount	\$12,600	\$12,600	\$12,600
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies
Amount	\$22,400	\$22,400	\$22,400
Source	General Fund	General Fund	General Fund
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies
Amount	\$5,000		
Source	Unduplicated S/C	Not Applicable	Not Applicable
Budget Reference	Travel and Conferences	Not Applicable	Not Applicable

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

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

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$214,983	\$234,704	\$251,853
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$20,000	\$12,947	\$13,309
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies
Amount	\$3,000	\$3,200	\$3,400
Source	REAP	REAP	REAP
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits

Amount	\$37,521	\$45,025	\$54,030
Source	Special Education	Special Education	Special Education
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$15,934	\$19,121	\$22,945
Source	EPA	EPA	EPA
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount		\$3,000	\$800
Source		Unduplicated S/C	Unduplicated S/C
Budget Reference		Professional and Consulting Service	Professional and Consulting Service

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The Assessment Director will monitor student assessment data and ensure district is meeting academic goals through the Data System.

The Assessment Director will monitor student assessment data and ensure district is meeting academic goals through the Data System.

The Assessment Director will monitor student assessment data and ensure district is meeting academic goals through the Data System.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$960	\$960	\$960
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$4,000	\$4,000	\$4,000
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies
Amount	\$2,880	\$2,880	\$2,880
Source	Title I	Title I	Title I
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$2250	\$2250	\$2250
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits

Amount	\$6,670	\$6,670	\$6,670
Source	EPA	EPA	EPA
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$9,891	\$15,400	\$5,000
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies
Amount	\$19,600	\$19,600	\$19,600
Source	General Fund	General Fund	General Fund
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Teachers are appropriately assigned and supported through BTSA and new teacher support services on campus by a certificated teacher.

2018-19 Actions/Services

Teachers are appropriately assigned and supported through BTSA and new teacher support services on campus by a certificated teacher.

2019-20 Actions/Services

Teachers are appropriately assigned and supported through BTSA and new teacher support services on campus by a certificated teacher.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$640	\$640	\$640
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$1,920	\$1,920	\$1,920
Source	Title II	Title II	Title II
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: 2 and 3

Identified Need:

Through the District Assessment and State Assessment, students will meet the average yearly progress growth in ELA and Math. Students showed a decline on the CELDT test by 5.1 points and also performed below on the SBAC math assessment, decreasing by 6.7 points (61 points below level 3). 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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)	2016-2017 61% reaching Advanced Levels on State Language Test (CELDT). 2017-2018 Data: Waiting on ELPAC results to establish baseline and progress goals.	ELPAC Target: TBD	ELPAC Target: TBD
STAR Data (Replacing Track My Progress)	Current TMP: 70% At/Above target 2016 Baseline: ELA 37%; Math 52%	Increase the average Scaled Score of student's scaled score by 70 (Math) and 80 (Reading) 2018 School Wide EL: ELA 80 ; Math 69	Increase the average Scaled Score of student's scaled score by 50 (Math) and 50 (Reading)	Increase the average Scaled Score of student's scaled score by 50 (Math) and 50 (Reading)

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$790	\$790	\$790
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$2,000	\$2,000	\$500
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Travel and Conferences	Travel and Conferences	Travel and Conferences
Amount	\$1,000	\$2,000	\$500
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Maintain staff time (EL para-professional) to better provide for our EL students, including our LTEL's (Long Term English Learners) and EL parents.

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

Unchanged Action

2018-19 Actions/Services

Maintain staff time (EL para-professional) to better provide for our EL students, including our LTEL's (Long Term English Learners) and EL parents.

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

Unchanged Action

2019-20 Actions/Services

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

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

Action 3

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

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

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$640	\$640	\$640
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits

Amount	\$640	\$640	\$640
Source	Title III	Title III	Title III
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$1000	\$500	\$500
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Provide enrichment activities for EL students to feel better connected with school, which in turn show improvements academically. These activities will take

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

Unchanged Action

2018-19 Actions/Services

Provide enrichment activities for EL students to feel better connected with school, which in turn show improvements academically. These activities will take

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

Unchanged Action

2019-20 Actions/Services

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.

place on the school site and the V Center, Community Center.

place on the school site and the V Center, Community Center.

Budgeted Expenditures

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

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$3,000	\$1820	\$1,000
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide incentives for students who maintain high Proficiency levels on the ELPAC and for students who are redesignated.

2018-19 Actions/Services

Provide incentives for students who maintain high Proficiency levels on the ELPAC and for students who are redesignated. The EL coordinator and parent liaison will organize and implement these incentives.

2019-20 Actions/Services

Provide incentives for students who maintain high Proficiency levels on the ELPAC and for students who are redesignated. The EL coordinator and parent liaison will organize and implement these incentives.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$2,000	\$1500	\$1500
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: 3

Identified Need:

Continue to replace and add devices as needed in classrooms and train staff and students to utilize the devices to reach the greatest benefits.

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	A minimum of 5 additional title added. Actual availability: 187 titles	5 additional titles	5 additional titles
Parent Participation in Technology Classes	2017 Baseline: 8 parents	Target: 10 parents (Actual 8 parents participated)	5-10 parents	5-10 parents

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Technology Access	100% of students have access to technology.	100% of students have access to technology.	100% of students have access to technology.	100% of students have access to technology.
Parent input at stakeholder meetings as well as parent surveys.	An average of 15 parents in attendance at meetings in addition to 25% completion of school surveys.	An average of 15 parents in attendance at meetings in addition to 25% completed of school survey.	An average of 15 parents in attendance at meetings in addition to 35% completed of school survey.	An average of 15 parents in attendance at meetings in addition to 45% completed of school survey.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Provide students a 21st century learning experience through the use of technological devices and 21st century furniture.

Provide students a 21st century learning experience through the use of technological devices and 21st century furniture.

Provide students a 21st century learning experience through the use of technological devices and 21st century furniture.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,200	\$2,500	\$1,500
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies
Amount	\$30,000	\$10,000	\$10,000
Source	EPA	EPA	EPA
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies
Amount	350	\$400	\$400
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Travel and Conferences	Travel and Conferences	Travel and Conferences

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	Schoolwide	All Schools
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Actions/Services

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

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

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

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

2018-19 Actions/Services

2019-20 Actions/Services

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.	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.	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.
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Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain three classified staff members to support the maintenance of the devices as well as supporting staff and student needs.

2018-19 Actions/Services

Maintain three classified staff members to support the maintenance of the devices as well as supporting staff and student needs.

2019-20 Actions/Services

Maintain three classified staff members to support the maintenance of the devices as well as supporting staff and student needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,384	\$32,861	\$39,433
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$7,941	\$9,529	\$11,435
Source	EPA	EPA	EPA
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits

Amount	\$1,050	\$1,260	\$1,512
Source	General Fund	General Fund	General Fund
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

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

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

Students will have access to fiction and non-fiction reading materials on their devices through the use of EBooks (from the Library) with being able to check out a tablet as well.

Students will have access to fiction and non-fiction reading materials on their devices through the use of EBooks (from the Library) with being able to check out a tablet as well.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$500	\$600
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

One day a week the computer lab will be 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.

2018-19 Actions/Services

One day a week the computer lab will be 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.

2019-20 Actions/Services

One day a week the computer lab will be 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

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

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

A chromebook 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.

2019-20 Actions/Services

A chromebook 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

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

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

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

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$320	\$320	\$320
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$960	\$960	\$960
Source	EPA	EPA	EPA
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits

Amount	\$2,500	\$2,500	\$2,500
Source	Title II	Title II	Title II
Budget Reference	Travel and Conferences	Travel and Conferences	Travel and Conferences

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: 1

Identified Need:

Parents have a concern that the open campus may cause for students feeling unsafe. Students will have a safe atmosphere on campus with a counselor to speak to as needed as well as having positive relations with staff members.

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Facilities Report	Good Repair	Good Repair	Good Repair	Good Repair
Sense of School Safety (Staff and Parents)	2017 84.4% Parents feel it is a safe campus Staff: Satisfactory Rating	84.4% of parents see Sundale as a Safe campus Staff: Satisfactory review of school Safety	90% of parents see Sundale as a safe Campus Staff: Excellent review of school safety	90+% of parents believe Sundale is a safe Campus Staff: Excellent review of school safety

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide counseling services for students and support for parents as needed.

Provide counseling services for students and support for parents as needed.

Provide counseling services for students and support for parents as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$57,803	\$57,803	\$57,803
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$34,570	\$34,570	\$34,570
Source	EPA	EPA	EPA
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide homeless, poverty and foster students with needed supplies to help make them successful in school.

2018-19 Actions/Services

Provide English Learners, low income and foster students with needed supplemental supplies to help make them successful in school.

2019-20 Actions/Services

Provide English Learners, low income and foster students with needed supplemental supplies to help make them successful in school.

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide parent information sessions as needed on social and emotional behaviors seen in students.

2018-19 Actions/Services

Provide parent information sessions as needed on social and emotional behaviors seen in students.

2019-20 Actions/Services

Provide parent information sessions as needed on social and emotional behaviors seen in students.

Budgeted Expenditures

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

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$6,700	8,000	\$8,000
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Transportation	Transportation	Transportation

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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).

2018-19 Actions/Services

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).

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$3,000	\$500	\$500
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Social Worker to provide support to families as needed and assist with the needs of students.

2018-19 Actions/Services

Social Worker to provide support to families as needed and assist with the needs of students.

2019-20 Actions/Services

Social Worker to provide support to families as needed and assist with the needs of students.

Budgeted Expenditures

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

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$5,000	\$5,000
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Transportation	Transportation	Transportation
Amount	\$2,000	\$2,000	\$2,000
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

Partner with Foundation Staff for services at the V Center (Community Center) for tutoring and enrichment activities for Sundale Students after school. Parents, students, and staff recognized at a recognition dinner for their service at the V Center.

2019-20 Actions/Services

Partner with Foundation Staff for services at the V Center (Community Center) for tutoring and enrichment activities for Sundale Students after school. Parents, students, and staff recognized at a recognition dinner for their service at the V Center.

Budgeted Expenditures

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

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

County Nurse contracted for an additional 17 days per year to service with medical needs.

2018-19 Actions/Services

County Nurse contracted for an additional 17 days per year to service with medical needs.

2019-20 Actions/Services

County Nurse contracted for an additional 17 days per year to service with medical needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,677	\$14,744	\$14,744
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Professional and Consulting Service	Professional and Consulting Service	Professional and Consulting Service

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

New Action

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

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

School Psychologist Contracted for additional days (totaling 1 day per week) to support students and families in the area of Mental Health.

2019-20 Actions/Services

School Psychologist Contracted for additional days (totaling 1 day per week) to support students and families in the area of Mental Health.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$25,865	\$25,865
Source		Unduplicated S/C	Unduplicated S/C
Budget Reference		Salaries and Benefits	Salaries and Benefits

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

New Action

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

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Hired a Student Services Specialist to support students academically who are at risk.

2019-20 Actions/Services

Hired a Student Services Specialist to support students academically who are at risk.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$16,799	\$20,159
Source		Unduplicated S/C	Unduplicated S/C
Budget Reference		Salaries and Benefits	Salaries and Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$573,217

Percentage to Increase or Improve Services

9.04%

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 \$573,217 in Supplemental and Concentration Grant Funds. The District's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 9.04%. Sundale Union Elementary School District is addressing the minimal proportionality requirement by providing direct services specifically to unduplicated pupils including additional services added with the current three year plan, over services provided in the previous plan cycle. Actions and Services include:

- *Four curriculum coordinators
- *Intervention support provided by paraprofessional and certificated staff.
- *Intervention opportunities such as: Reading Academy/Lab, Math Academy, RTI, Summer School
- *Supplemental English Language Development materials for English Learner students
- *intervention services for Long Term English Learner students
- *Staff support for parent of English Learners, Foster and Low Income students
- *A Certificated teacher assigned as an EL Coordinator
- *EL parent liaison
- *Directed enrichment activities for Low Income and English Learner students
- *ESL classes to support parents of English Learner Students
- *Additional computer lab time for low income students with limited access to technology in their home.
- *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.

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).

- *Supplemental school supplies for low income, EL or foster youth to ensure their success in school
- *Additional busing 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
- *College visit to gain exposure and experience on a college campus.
- *Contracting more time with School Psychologist to be on campus one day per week.
- *Student Services Specialist to support student who are academically at-risk.

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 2018-19 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.

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).

*Four curriculum coordinators

*Additional Computer Lab time available after school hours

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

*Social worker, counselor, School Psychologist 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, School Psychologist, and Nurse on site provides service to all our students. This gives our student a sense of security as well as parents.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

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

- *School Psychologist to be on campus one day per week to support students and families in the area of Mental Health.

- *Hired a Student Services Specialist to support student who are academically at-risk.

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).

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

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).

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, School Psychologist and Nurse on site provides service to all our students. This gives our student a sense of security as well as parents. Hiring a Student Services Specialist to support our students who are at-risk academically will provide academic support to our students.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

Budget Summary

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	721,118.00	569,117.00	721,118.00	769,796.00	800,256.00	2,291,170.00
Educator Effectiveness	15,000.00	7,958.00	15,000.00	0.00	0.00	15,000.00
EPA	99,735.00	79,110.00	99,735.00	84,510.00	90,240.00	274,485.00
General Fund	43,050.00	36,771.00	43,050.00	43,260.00	43,512.00	129,822.00
REAP	3,000.00	4,707.00	3,000.00	3,200.00	3,400.00	9,600.00
Special Education	37,521.00	30,767.00	37,521.00	45,025.00	54,030.00	136,576.00
Title I	11,880.00	5,145.00	11,880.00	11,880.00	11,880.00	35,640.00
Title II	6,420.00	3,593.00	6,420.00	8,064.00	6,420.00	20,904.00
Title III	640.00	640.00	640.00	640.00	640.00	1,920.00
Unduplicated S/C	503,872.00	400,426.00	503,872.00	573,217.00	590,134.00	1,667,223.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	721,118.00	569,117.00	721,118.00	769,796.00	800,256.00	2,291,170.00
Materials/Supplies	161,447.00	126,966.00	161,447.00	128,767.00	114,009.00	404,223.00
Professional and Consulting Service	22,147.00	22,214.00	22,147.00	25,214.00	23,014.00	70,375.00
Salaries and Benefits	486,424.00	388,092.00	474,984.00	563,281.00	613,843.00	1,652,108.00
Salaries/Benefits and Training costs	2,000.00	1,500.00	13,440.00	3,644.00	2,000.00	19,084.00
Transportation	14,700.00	10,600.00	14,700.00	13,000.00	13,000.00	40,700.00
Travel and Conferences	34,400.00	19,745.00	34,400.00	35,890.00	34,390.00	104,680.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	721,118.00	569,117.00	721,118.00	769,796.00	800,256.00	2,291,170.00
Materials/Supplies	EPA	30,000.00	26,500.00	30,000.00	10,000.00	10,000.00	50,000.00
Materials/Supplies	General Fund	42,000.00	35,900.00	42,000.00	42,000.00	42,000.00	126,000.00
Materials/Supplies	Unduplicated S/C	89,447.00	64,566.00	89,447.00	76,767.00	62,009.00	228,223.00
Professional and Consulting Service	Unduplicated S/C	22,147.00	22,214.00	22,147.00	25,214.00	23,014.00	70,375.00
Salaries and Benefits	EPA	69,435.00	52,466.00	69,435.00	74,210.00	79,940.00	223,585.00
Salaries and Benefits	General Fund	1,050.00	871.00	1,050.00	1,260.00	1,512.00	3,822.00
Salaries and Benefits	REAP	3,000.00	4,707.00	3,000.00	3,200.00	3,400.00	9,600.00
Salaries and Benefits	Special Education	37,521.00	30,767.00	37,521.00	45,025.00	54,030.00	136,576.00
Salaries and Benefits	Title I	2,880.00	1,579.00	2,880.00	2,880.00	2,880.00	8,640.00
Salaries and Benefits	Title II	1,920.00	1,593.00	1,920.00	1,920.00	1,920.00	5,760.00
Salaries and Benefits	Title III	640.00	640.00	640.00	640.00	640.00	1,920.00
Salaries and Benefits	Unduplicated S/C	369,978.00	295,469.00	358,538.00	434,146.00	469,521.00	1,262,205.00
Salaries/Benefits and Training costs	Title II	2,000.00	1,500.00	2,000.00	3,644.00	2,000.00	7,644.00
Salaries/Benefits and Training costs	Unduplicated S/C	0.00	0.00	11,440.00	0.00	0.00	11,440.00
Transportation	Unduplicated S/C	14,700.00	10,600.00	14,700.00	13,000.00	13,000.00	40,700.00
Travel and Conferences	Educator Effectiveness	15,000.00	7,958.00	15,000.00	0.00	0.00	15,000.00
Travel and Conferences	EPA	300.00	144.00	300.00	300.00	300.00	900.00
Travel and Conferences	Title I	9,000.00	3,566.00	9,000.00	9,000.00	9,000.00	27,000.00
Travel and Conferences	Title II	2,500.00	500.00	2,500.00	2,500.00	2,500.00	7,500.00
Travel and Conferences	Unduplicated S/C	7,600.00	7,577.00	7,600.00	24,090.00	22,590.00	54,280.00

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	418,239.00	314,066.00	418,239.00	441,951.00	458,247.00	1,318,437.00
Goal 2	59,718.00	48,575.00	59,718.00	67,284.00	70,258.00	197,260.00
Goal 3	96,885.00	90,240.00	96,885.00	76,810.00	84,640.00	258,335.00
Goal 4	146,276.00	116,236.00	146,276.00	183,751.00	187,111.00	517,138.00

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