

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sundale Union Elementary School District

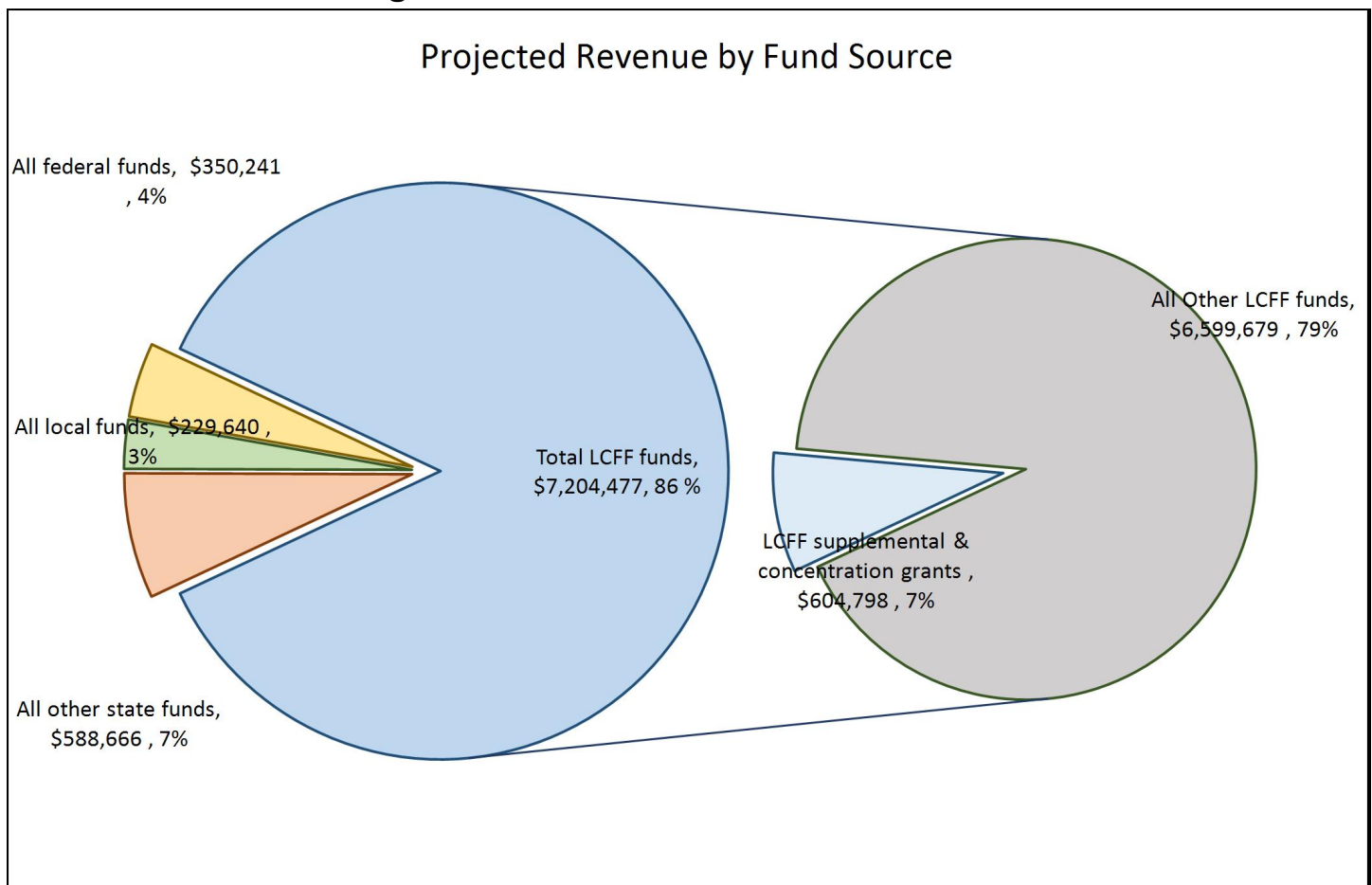
CDS Code: 54 72173 6054399

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

LEA contact information: Cindy Gist, Principal

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

## Budget Overview for the 2019-20 LCAP Year

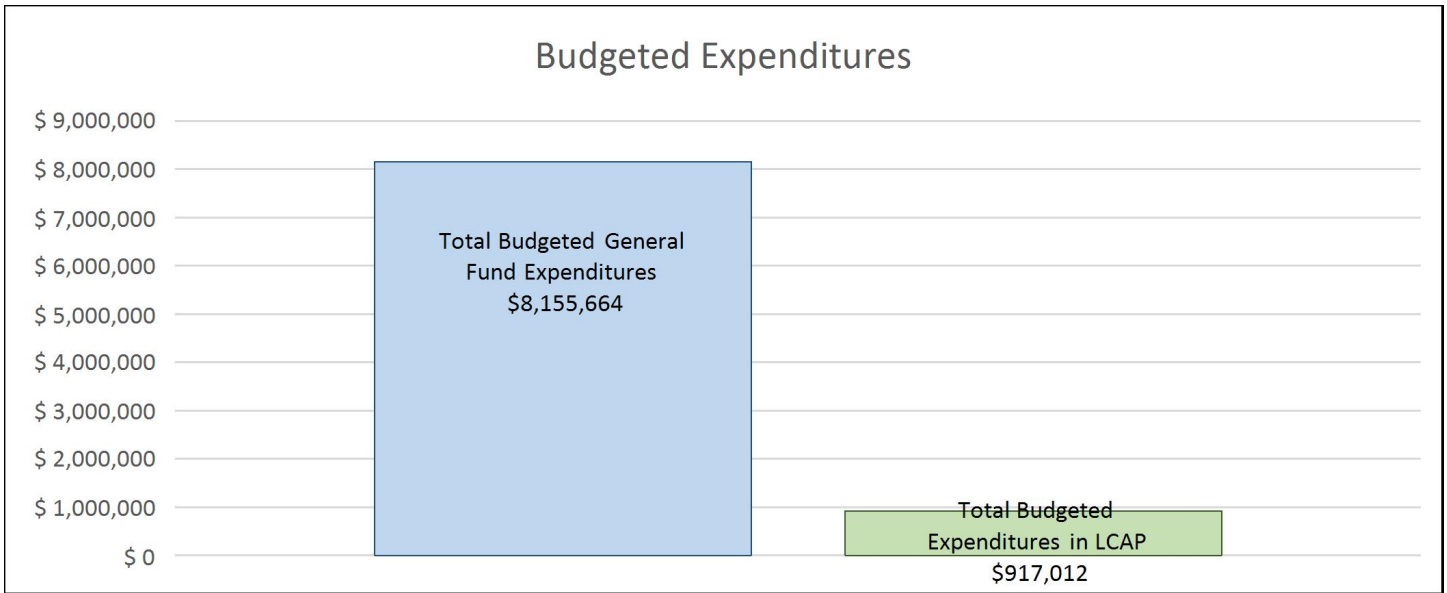


This chart shows the total general purpose revenue Sundale Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Sundale Union Elementary School District is \$8,373,024, of which \$7,204,477 is Local Control Funding Formula (LCFF), \$588,666 is other state funds, \$229,640 is local funds, and \$350,241 is federal funds. Of the \$7,204,477 in LCFF Funds, \$604,798 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

Sundale Union Elementary School District plans to spend \$8,155,664 for the 2019-20 school year. Of that amount, \$917,012 is tied to actions/services in the LCAP and \$7,238,652 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

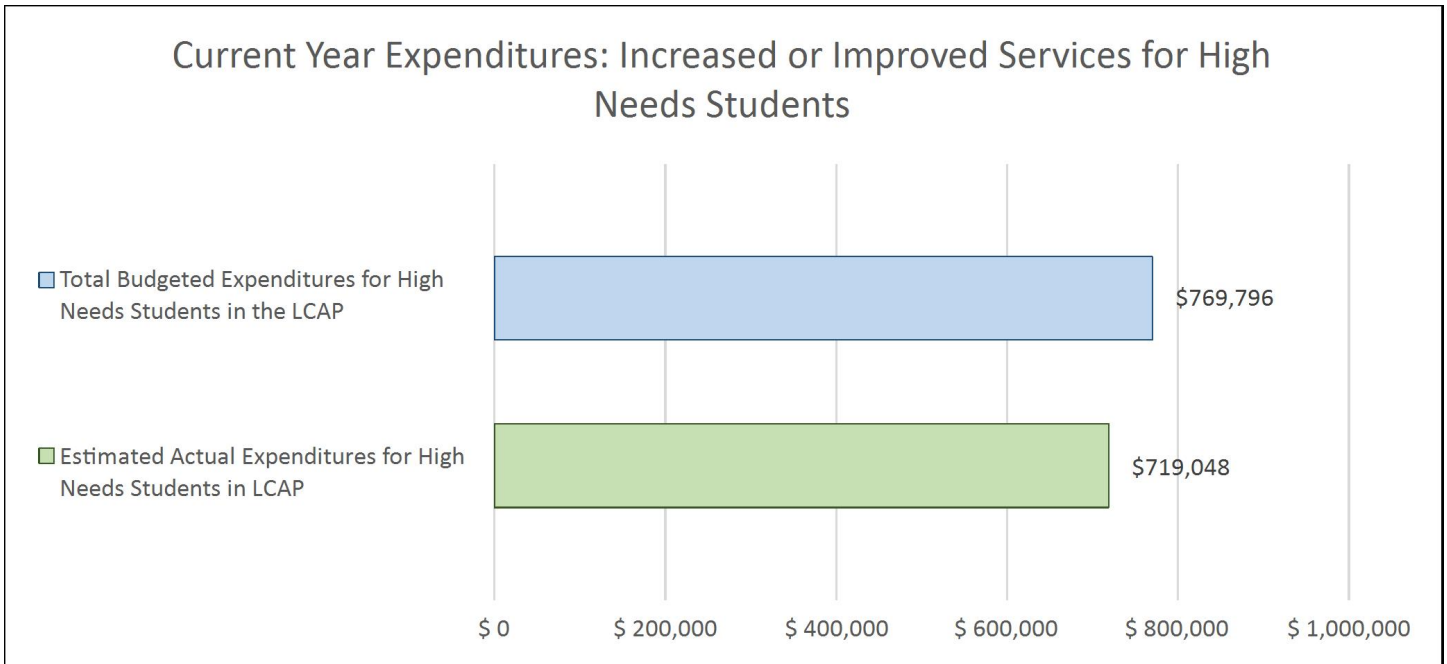
Staff salaries including, teachers, classified staff, administration, managers, maintenance and cafeteria staff as well as funding some curriculum and costs related to furniture.

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

In 2019-20, Sundale Union Elementary School District is projecting it will receive \$604,798 based on the enrollment of foster youth, English learner, and low-income students. Sundale Union Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sundale Union Elementary School District plans to spend \$917,012 on actions to meet this requirement.

# LCFF Budget Overview for Parents

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



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

In 2018-19, Sundale Union Elementary School District's LCAP budgeted \$769,796 for planned actions to increase or improve services for high needs students. Sundale Union Elementary School District estimates that it will actually spend \$719,048 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-50,748 had the following impact on Sundale Union Elementary School District's ability to increase or improve services for high needs students:

The savings reflected did not have an impact on Sundale's ability to increase and improve services for students because the savings was incurred by additional funds being awarded to the school from other sources not including in the LCAP.

2019-20

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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 822 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 12% English Learners, 45% Socioeconomically Disadvantaged, 3% Students with Disabilities, 1% Foster, .4% Homeless and 3% GATE. The Race/Ethnic breakdown of Sundale is: 49% Hispanic, .61% American Indian, .73% Asian, .24% Black/African American, and 48% 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.

\*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.

\*Additional part time counselor to assist parents and students in need

\*Social-Emotional Survey distributed to students to identify students and provide needed supports

\*Additional time on campus with Social Worker from prior year

\*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 2018-2019 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 California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

Sundale School Stakeholders are proud of the progress made by students and subgroups. In the area of Math Sundale performed well with only the SED and White groups declining.

The "All Student Group" increased, in Math maintained at -1.8 points, with the English Learner group increasing by 4.2 points, Homeless by 22.6 points and Hispanic group by 5.1 points.

In the area of ELA our performance with our student groups was, Homeless students increased 43 points, Hispanic group, 3.1 point increase, and the English Learner group increased 7.3 points.

For the 2018-2019 school year Sundale is redesignating 17 students.

Sundale plans to continue both the Dreambox math program utilized 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 California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has

determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

An area of need that the School will analyze in more depth is in English Language Arts. The School's performance for all students was a "Yellow" with declining status from the prior year by 5.2 points. Although the following student groups, Hispanic, Homeless and English Learner student groups are all performing in the "yellow" and increased their performance from the prior year, the groups of concern are the Socioeconomically Disadvantaged and White groups as well as the school as a whole in the area of English Language Arts.

The School will continue to monitor these groups 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 Socioeconomically Disadvantaged in the area of ELA, looking at how progress can be made there:

Sundale adopted ELA curriculum for grades TK-5th grade this school year as well as it being the 2nd year of implementation for the adopted curriculum in grades 6-8th. The alignment of the curriculum this year and training provided for teachers throughout the 2018-2019 school year we are hoping to see results with our students. Teachers will continue providing their designated lessons within the classroom to provide support for the students.

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

## Performance Gaps

The performance gap (Student Group performs two performance levels below the "All Student" group) that Sundale recognized was with the Socioeconomically Disadvantaged student group. This student group declined in Math 6.5 points. Although there isn't a performance gap in the area of ELA with this student group, they did also decline in ELA by 6.7 points from the prior year. The group is indicated as an Orange on the Dashboard in both Math and ELA. Other student groups are indicated as yellow and green. These gap is being addressed through Sundale's Intervention strategies. Students may participate in Sundale RTI program with supports given within the classrooms along with additional small group support, tutoring, math academy, etc.

## Comprehensive Support and Improvement

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

### Schools Identified

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

None

## **Support for Identified Schools**

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

Not applicable

## **Monitoring and Evaluating Effectiveness**

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

Not applicable

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 1

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

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

SBAC Performance

**18-19**

Change from prior year Increased or Maintained by at least + 6 points for both ELA and Math.

**Baseline**

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

**Metric/Indicator**

Attendance Rates Chronic Absenteeism

Actual

In the area of Math students maintained with a 1.8 points decline (0.2 points above standard) and ELA declined 5.2 points (3.7 points above standard). This metric was not met.

Attendance Rate : 97.2%  
 Chronic Absenteeism : 2.7% (2018)



Expected

**18-19**  
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

**18-19**  
School Suspensions less than 2%  
Continue to decline or maintain on Dashboard

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

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

**18-19**  
Minimum of 15 parents

**Baseline**  
2016-17: 17 parents educated

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

**18-19**  
Target: Reach or Maintain on average as a school 70% of students At or Above Grade level Standard in Math and ELA.

**Baseline**  
TMP: 70% At/Above Target:

Actual

School Suspensions: 1 student was suspended = .1%  
2018-2019 Dashboard results: Increased.5% This was due to prior year only having one student suspended and four during the 2018-2019 school year.

Parents educated: 22 Here are a few topics parents were educated on: Programs offered at Sundale School for students who may need academic support; Academic Programs utilized on campus for students; Signs of Vaping and devices used; Social/Emotional support services provided; Character Development

STAR Data results (Students At or Above Grade level):  
English Language Arts: 58% of students at or above grade level  
Math: 78% of students at or above grade level

Expected

(2016 Baseline: ELA: 69%; Math: 82%)

**Metric/Indicator**

Response to Intervention (RTI) meetings

**18-19**

Hold 3 per year

**Baseline**

2017 Baseline 3 meetings held

**Metric/Indicator**

Teachers appropriately assigned

**18-19**

100%

**Baseline**

100% 2017 Baseline teachers appropriately assigned

**Metric/Indicator**

Standard implementation

**18-19**

Measured by meetings held twice a year with teachers and administration team

**Baseline**

Measured by meetings held twice a year with teachers and administration team

**Metric/Indicator**

Programs and Services for unduplicated and exceptional needs pupils

**18-19**

Students are provided services through Response To Intervention time, enrolled in tutoring, summer school, math and reading academy.

**Baseline**

Students are provided services through Response To Intervention time, enrolled in tutoring, summer school, math and reading academy.

**Metric/Indicator**

Degree to which students have standards-aligned instructional materials.

**18-19**

100%

Actual

Three RTI meetings were held during the year.

100% of teachers are appropriately assigned.

Two meetings were held this year and all teachers meeting standard implementation.

Students received support through the Response to Intervention Program with tutoring, in class support, Math Academy, Reading Academy and Summer School.

100% of students have access to standards-aligned instructional materials.

Expected

Actual

**Baseline**

100% as reported on Williams Report

**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 grade levels utilized the adopted ELA instructional materials as well as following their Grade Level Scope and Sequence for Math, Science (NGSS) and Social Studies. Teachers attended Professional Development in the various curricular areas and collaborated to share their learning. Teachers were provided supplemental instructional/assessment materials and supplies along with student incentives being given for outstanding growth.	Travel and Conferences Unduplicated S/C \$21,440	Travel and Conferences Supplemental and Concentration 16,512
		Salaries/Benefits and Training costs Title II \$3,644	Salaries/Benefits and Training costs Title II 3,644
		Travel and Conferences Title I \$9,000	Travel and Conferences Title I 1,210
		Not Applicable Not Applicable	
		Materials/Supplies Unduplicated S/C \$12,600	Materials/Supplies Supplemental and Concentration 12,600
		Materials/Supplies General Fund \$22,400	Materials/Supplies General Fund 22,000
		Not Applicable Not Applicable	

**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 through PTO meetings, School Site Council, Community Meetings, Parent Volunteer Days as well as ELAC meetings in the curricular areas, support programs,	Travel and Conferences Unduplicated S/C \$250	Travel and Conferences Supplemental and Concentration 0
		Travel and Conferences EPA \$300	Travel and Conferences EPA 300

Character Education, Social Media and information on the affects of tobacco usage.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 int he classroom, through the Reading Lab, Math and Reading Academy, tutoring and Summer School.	Salaries and Benefits Unduplicated S/C \$234,704	Salaries and Benefits Supplemental and Concentration 234,704
		Materials/Supplies Unduplicated S/C \$12,947	Materials/Supplies Supplemental and Concentration 12,000
		Salaries and Benefits REAP \$3,200	Salaries and Benefits REAP 3,200
		Salaries and Benefits Special Education \$45,025	Salaries and Benefits Special Education 30,016
		Salaries and Benefits EPA \$19,121	Salaries and Benefits EPA 19,121
		Professional and Consulting Service Unduplicated S/C \$3,000	Professional and Consulting Service Supplemental and Concentration 3,000

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Assessment Director will monitor student assessment data and ensure district is meeting academic goals through the Data System.	The Assessment Director monitored student assessment data and reported to the Principal the reports of the academic growth of Sundale Students.	Salaries and Benefits Unduplicated S/C \$960	Salaries and Benefits Supplemental and Concentration 960
		Materials/Supplies Unduplicated S/C \$4,000	Materials/Supplies Supplemental and Concentration 3,320
		Salaries and Benefits Title I \$2,880	Salaries/Benefits and Training costs Title I 2,880

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The four coordinators (ELA, Math, Social Studies and Science) supported the teachers through curriculum development, arranging for professional development and providing intervention and extension opportunities for our students. In addition the two teachers assigned to the Science Labs as Coordinators, ensured the labs maintained the supplies and equipment needed. ELA and Math continue to be integrated into the teaching of Science and Social Studies.	Salaries and Benefits Unduplicated S/C \$2250	Salaries and Benefits Supplemental and Concentration 2,250
		Salaries and Benefits EPA \$6,670	Salaries and Benefits EPA 6,670
		Materials/Supplies Unduplicated S/C \$15,400	Materials/Supplies Supplemental and Concentration 11,000
		Materials/Supplies General Fund \$19,600	Materials/Supplies General Fund 15,000

## 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 the BTSA and new teacher support services on campus by a certificated teacher.	Salaries and Benefits Unduplicated S/C \$640	Salaries and Benefits Supplemental and Concentration 3,426
		Salaries and Benefits Title II \$1,920	Salaries and Benefits Title II 3,160

## 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 .1% with only 1 student being suspended; attendance rate 97.2%; chronic absenteeism at 2.7% and SBAC scores being in the Yellow or above. Teachers were highly trained in all curricular areas as well as students being supported through the RTI Programs and meetings for the all "All Student" group held three times this year. This provides teachers, administration and special education coordinator opportunities to meet and analyze student growth and develop plans with parents to meet their child's needs.

This year all grade levels had adopted ELA curriculum and utilized the components of the program to serve their students. The Dream Box, ALEKS, Lexia and STAR programs all continued to be utilized to support students and assess their growth. Teachers worked to progress monitor their students through the STAR program to check for progress on a regular basis.

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 to support our teachers in developing math lessons and align the teachings across grade levels.

\*Continuing Math Academy for grades 1st-5th grades and partnering with the Foundation to utilize their services for students who needed child care after their session. Math Academy will also be offered during Summer School. Math Academy provides support to the students who lack specific skills. It is a 6 week intervention program focusing on the areas of most need for the student(s).

\*All intervention including the RTI support benefited the students with the small group assistance. The is provided within the classroom setting, directed by the teacher.

\*Tutoring focus groups for students being targeted with specific needs as seen on the STAR assessment results.

\*According to the 2017-2018 Dashboard Results, Sundale declined slightly in the area of ELA and maintained in Math. The District is anxious to see what curriculum adoption in ELA will show with results as well as continuing with all interventions.

\*The District will continue the work with parent education and offer what is identified as the parent needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are only a few areas that less money has been expended to date. In the area of Travel and Conference, we utilized services from the Tulare County Office of Education for on campus training which was expended through Professional and Consulting Services, therefore less was needed under Travel and Conferences for this goal.

In addition in Action 6, more was expended for that Action due to the BTSA support and having two of our teachers required to full fill that requirement. This was an expected cost that was not budgeted at the time of the LCAP Budget.

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.

1. The budget is reviewed and updated throughout the goal.
2. Action 2 for parent training will be expanded to other topics.
3. Action 6 adds county office support for new teachers

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 2

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

## Annual Measurable Outcomes

Expected

Actual

<p><b>Metric/Indicator</b> Class Schedules reflecting ELD Designated Time for students</p> <p><b>18-19</b> 100%</p> <p><b>Baseline</b> 2017 Baseline: 100%</p>
<p><b>Metric/Indicator</b> Parent ESL class participation</p> <p><b>18-19</b> 10 parents enrolled</p> <p><b>Baseline</b> 10 parents enrolled</p>
<p><b>Metric/Indicator</b> Reclassification Rate</p>

<p>100% of class schedules reflected ELD Designated time for students.</p>
<p>Two parents have participated in ESL classes.</p>
<p>17 students were Redesignated.</p>

Expected

Actual

<p><b>18-19</b> 5-13 Students</p> <p><b>Baseline</b> 2017 Baseline 32 Students Redesignated</p>
<p><b>Metric/Indicator</b> ELPAC (Baseline set 2017-2018) % of students reaching proficiency levels</p> <p><b>18-19</b> ELPAC Target: TBD</p> <p><b>Baseline</b> 50-60% reaching advanced levels on State Language Test. (Baseline: Based from CELDT EA and ADV levels: 50% 2015-2016 results)</p>
<p><b>Metric/Indicator</b> STAR Data (Replacing Track My Progress)</p> <p><b>18-19</b> Increase the average Scaled Score of student's scaled score by 50 (Math) and 50 (Reading)</p> <p><b>Baseline</b> Current TMP: 70% At/Above target 2016 Baseline: ELA 37%; Math 52%</p>

<p>2017-2018 ELPAC results: (70% of students reaching Levels 3 and 4) Level 3: 34.86% Level 4: 34.86%</p>
<p>An average increase of 48 points on the Scaled Score was made in ELA and 57 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 (ELPAC). Provide supplemental instruction materials and supplies to teachers as well as Professional Development.	Continued implementation of the ELD standards and State Testing (ELPAC). Provided supplemental instructional materials and supplies to teachers as well as Professional Development as needed.	Salaries and Benefits Unduplicated S/C \$790	Salaries and Benefits Supplemental and Concentration 790



		Travel and Conferences Unduplicated S/C \$2,000	Travel and Conferences Supplemental and Concentration 1,500
		Materials/Supplies Unduplicated S/C \$2,000	Materials/Supplies Supplemental and Concentration 500

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain staff time (EL para-professional) to better provide for our EL students, including our LTEL's (Long Term English Learners) and EL parents.	Maintained staff time (EL Para-professional) to better provide for our EL Students, including our LTEL's (Long Term English Learners) and EL parents.	Salaries and Benefits Unduplicated S/C \$46,474	Salaries and Benefits Supplemental and Concentration 46,474

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Maintained certificated teacher assigned as EL coordinator to support teacher to develop lessons, evaluate needs of students based on data and support/training through the State testing.	Salaries and Benefits Unduplicated S/C \$1920	Salaries and Benefits Supplemental and Concentration 1,920

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	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.	Salaries and Benefits Unduplicated S/C \$640	Salaries and Benefits Supplemental and Concentration 640
		Salaries and Benefits Title III \$640	Salaries and Benefits Title III 640

Materials/Supplies Unduplicated  
S/C \$500

Materials/Supplies Supplemental  
and Concentration 300

### 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 \$2,000

#### Estimated Actual Expenditures

Salaries and Benefits  
Supplemental and Concentration  
2,500

Materials/Supplies Supplemental  
and Concentration 2,000

### 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 schedule 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 \$1820

#### Estimated Actual Expenditures

Salaries and Benefits  
Supplemental and Concentration  
4,000

Materials/Supplies Supplemental  
and Concentration 1,500

### Action 7

#### Planned 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.

#### Actual Actions/Services

Provided incentives for students who maintain high Proficiency Levels on the ELPAC and for students who are redesignated.

#### Budgeted Expenditures

Salaries and Benefits  
Unduplicated S/C \$500

Materials/Supplies Unduplicated  
S/C \$1500

#### Estimated Actual Expenditures

Salaries and Benefits  
Supplemental and Concentration  
500

Materials/Supplies Supplemental  
and Concentration 1,500

# 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 actions and services were successfully implemented with teachers incorporating both the integrated and designated teaching time with their English Learners as well as continued training being given and support by our EL Coordinator. Students had successes on their SBAC results in the area of ELA (Increasing 7.3 points) and Math (Increasing 4.2 points). The ELPAC was new for the students and teachers so the District is hoping the results will improve for the 2018-2019 school year. 17 students were designated from the English Learner Group during the 2018-2019 school year.

Consideration for how to increase parent participation in ESL classes will be explored for next year as well as expanding the Parent Education to other areas of interest outside of limiting it to just technology. We are hoping this will increase participation among parents with being educated.

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 ELPAC results in addition to meeting their classroom goals.

\*A luncheon was provided for EL (17 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 continued to increase our parent participation on campus on the first Friday of the months.

\*Students are participating in the extra curricular activities on campus and utilizing the services offered.

\*Maintenance of an EL Paraprofessional and EL Coordinator, as well as continued implementation of ELD standards and student enrichment opportunities contributed to teacher instructional effectiveness in the area of ELD and English Learner achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less money was expended under Action 1 due to the coordinator not being able to attend the CABO conference this year.

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

Sundale will continue with the existing Action and Services although the time of the ESL class may be adjusted to the evening depending on the feedback from parents. We would like to increase the number who participate. (Action 6)

Now that the ELPAC results are available, Sundale set a target for the metric.

The Budget was reviewed based on current year activity and adjustments were made throughout the goal.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 3

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><b>Metric/Indicator</b> Student to Tech Device Ratio</p> <p><b>18-19</b> 87%</p> <p><b>Baseline</b> 2016 Baseline 80%</p>	<p>91% student to tech devices in the classrooms</p>
<p><b>Metric/Indicator</b> E-Books purchased for library</p> <p><b>18-19</b> 5 additional titles</p> <p><b>Baseline</b> 2017 Baseline: 158 available</p>	<p>5 additional titles were purchased in the library.</p>
<p><b>Metric/Indicator</b> Parent Participation in Technology Classes</p> <p><b>18-19</b></p>	<p>13 total parents have attended the sessions.</p>

Expected

Actual

<p>5-10 parents</p> <p><b>Baseline</b> 2017 Baseline: 8 parents</p>	
<p><b>Metric/Indicator</b> Student Technology Access</p> <p><b>18-19</b> 100% of students have access to technology.</p> <p><b>Baseline</b> 100% of students have access to technology.</p>	<p>100% of students have access to technology</p>
<p><b>Metric/Indicator</b> Parent input at stakeholder meetings as well as parent surveys.</p> <p><b>18-19</b> An average of 15 parents in attendance at meetings in addition to 35% completed of school survey.</p> <p><b>Baseline</b> An average of 15 parents in attendance at meetings in addition to 25% completion of school surveys.</p>	<p>An average of 15 parents in attendance at stakeholder meeting and 37% of parents submitted school survey.</p>

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide students a 21st century learning experience through the use of technological devices and 21st century furniture.</p>	<p>Provided students with a 21st century learning experience through the use of technological devices and 21st century furniture.</p>	<p>Materials/Supplies Unduplicated S/C \$2,500</p> <p>Materials/Supplies EPA \$10,000</p> <p>Travel and Conferences Unduplicated S/C \$400</p>	<p>Materials/Supplies Supplemental and Concentration 2,500</p> <p>Materials/Supplies EPA 10,000</p> <p>Travel and Conferences Supplemental and Concentration 400</p>

**Action 2**

**Planned  
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.

**Actual  
Actions/Services**

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.

**Budgeted  
Expenditures**

Salaries and Benefits  
Unduplicated S/C \$640

Salaries and Benefits EPA \$1920

**Estimated Actual  
Expenditures**

Salaries and Benefits  
Supplemental and Concentration  
640

Salaries and Benefits EPA 1,920

**Action 3**

**Planned  
Actions/Services**

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

**Actual  
Actions/Services**

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

**Budgeted  
Expenditures**

Salaries and Benefits  
Unduplicated S/C \$32,861

Salaries and Benefits EPA  
\$9,529

Salaries and Benefits General  
Fund \$1,260

**Estimated Actual  
Expenditures**

Salaries and Benefits  
Supplemental and Concentration  
32,861

Salaries and Benefits EPA 9,529

Salaries and Benefits General  
Fund 1,260

**Action 4**

**Planned  
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.

**Actual  
Actions/Services**

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.

**Budgeted  
Expenditures**

Salaries and Benefits  
Unduplicated S/C \$480

Salaries and Benefits EPA \$1440

**Estimated Actual  
Expenditures**

Salaries and Benefits  
Supplemental and Concentration  
480

Salaries and Benefits EPA 1,440

**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 EBooks (from the Library) with being able to check out a tablet as well.

Students had access to fiction and non-fiction reading materials on their devices through the use of EBooks (from the Library). Tablets were not utilized.

Materials/Supplies Unduplicated S/C \$500

Materials/Supplies Supplemental and Concentration 500

### Action 6

#### Planned Actions/Services

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

#### Actual Actions/Services

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.

#### Budgeted Expenditures

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

#### Estimated Actual Expenditures

Salaries and Benefits Supplemental and Concentration 400

### Action 7

#### Planned 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.

#### Actual Actions/Services

A chromebook was checked out to parents who participated 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 Supplemental and Concentration 850

### Action 8

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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.

Students provided opportunities to participate in after school and lunch time activities periodically throughout the year to gain access to technology (and other activities) activities and projects.

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

Salaries and Benefits  
Supplemental and Concentration  
0

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

Materials/Supplies Supplemental  
and Concentration 0

## 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 Supplemental and Concentration 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.

Through the coordinated efforts of staff, all Actions/Services were successfully implemented as planned. Going forward, increasing Parent participation in technology and education classes will be explored.

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

- \*The computer lab being opened one day per week has given many students the opportunity to work on homework after school and utilize the technology and internet. Student then take the late bus home at 5:00.
- \*Students participated in Work Based Learning projects, as teachers were 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 and education classes although there were less parents involved this year. The District is considering changing that Action for this next year.
- \*Technology was increased in grades 3rd-5th grades providing more students with one to one technology. Teachers are having students access their devices more often through Google Classroom and the use of the curriculum on line resources.



\*The District has found that parents are feeling more comfortable with technology use as well as the school delivering message through social media, email, text messages and the website, versus paper notifications.

\*With students having access to technology more throughout the day, teachers are finding that there is less of a need for students to have the technology based enrichment opportunities during their lunch time. This action will be changed for next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The teacher assigned to the computer lab enjoys giving her time to the school. The money budgeted will not be fully expended. In Action 7 there were fewer parents participating in the technology classes therefore not all the money will be expended for that Action. The District will be looking at changing the Action based on parent needs. For Action 8 the students have more access to Technology related projects during the school day, so there was no interest in offering opportunities during lunch. The Staff member did have a few opportunities for the students although it was not submitted for and the materials purchased the prior year were utilized. The District will be altering this action for this next year.

The Tulare County Office of Education partnered with Sundale for an event they piloted. Through this pilot Sundale received professional learning at no charge under Action 9 for Title II although there was other trainings that were attended.

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.

1. The budget was adjusted throughout the plan.
2. No longer going to check out tablets to students (Action 5).
3. Discontinuing the technology training and chromebooks for parents (Action 7).
4. Moving the after school and lunch time activities (Action 8) to Goal 4/Action 5.
5. Metric added for "Percentage of students with access and enrollment in a broad course of study." to clarify goals to stakeholders.
6. Action 3 additional expenses for salaries/benefits due to one staff member's time on campus being increased from 67% to 100% (full time). Due to the increased technology on campus more support is needed.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 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

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Pupil Expulsion Rate</p> <p><b>18-19</b> 0% expulsion rate</p> <p><b>Baseline</b> 2017 year baseline: 0%</p>	<p>0% of student were expelled.</p>
<p><b>Metric/Indicator</b> Students in Middle School Drop Out</p> <p><b>18-19</b> 0% Middle School Drop Out</p> <p><b>Baseline</b> 2017 year baseline: 0%</p>	<p>0% of students dropped out of Middle School</p>
<p><b>Metric/Indicator</b> Students feeling safe (Sundale's Healthy Choices Survey)</p>	<p>Based from the 2017-2018 school year Healthy Kids Survey: 85% of 5th graders and 7th graders feel safe at Sundale.</p>

Expected

Actual

<p><b>18-19</b> 80%</p> <p><b>Baseline</b> 80%</p>	
<p><b>Metric/Indicator</b> Williams Report</p> <p><b>18-19</b> 0 complaints</p> <p><b>Baseline</b> 0 complaints</p>	<p>0 complaints were filed.</p>
<p><b>Metric/Indicator</b> School Facilities Report</p> <p><b>18-19</b> Good Repair</p> <p><b>Baseline</b> Good Repair</p>	<p>Facilities report indicated facilities in Good Repair.</p>
<p><b>Metric/Indicator</b> Sense of School Safety (Staff and Parents)</p> <p><b>18-19</b> 90% of parents see Sundale as a safe Campus Staff: Excellent review of school safety</p> <p><b>Baseline</b> 2017 84.4% Parents feel it is a safe campus Staff: Satisfactory Rating</p>	<p>78% of the Parents indicated that Sundale has a sense of safety on campus. The 67% of Staff indicated an Exemplary score for school climate.</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

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

Provided counseling services for students and support for parents as needed through the maintenance of a full time counselor on campus.

Salaries and Benefits Unduplicated S/C \$57,803

Salaries and Benefits Supplemental and Concentration 57,803

Salaries and Benefits EPA \$34,570

Salaries and Benefits EPA 34,570

### Action 2

#### Planned Actions/Services

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

#### Actual Actions/Services

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

#### Budgeted Expenditures

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

#### Estimated Actual Expenditures

Materials/Supplies Supplemental and Concentration 2,000

### Action 3

#### Planned Actions/Services

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

#### Actual Actions/Services

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

#### Budgeted Expenditures

Salaries and Benefits Unduplicated S/C \$500

#### Estimated Actual Expenditures

Salaries and Benefits Supplemental and Concentration 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 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 8,000

#### Estimated Actual Expenditures

Transportation Supplemental and Concentration 8,000

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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).	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).	Salaries and Benefits Unduplicated S/C \$1,500	Salaries and Benefits Supplemental and Concentration 1,500
		Materials/Supplies Unduplicated S/C \$500	Materials/Supplies Supplemental and Concentration 500

### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Social Worker to provide support to families as needed and assist with the needs of students.	Social Worker provided support to families as needed and assist with the needs of students.	Professional and Consulting Service Unduplicated S/C \$7,470	Professional and Consulting Service Supplemental and Concentration 7,470

### Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Chartered a bus to take students and parents to visit Cal Poly, San Luis Obispo, as well as taking the school bus to Fresno State University. These trips helped to inform parents and students of their opportunities and experience the college campuses. All expenses were covered for the parents.	Transportation Unduplicated S/C \$5,000	Transportation Supplemental and Concentration 5,000
		Materials/Supplies Unduplicated S/C \$2,000	Materials/Supplies Supplemental and Concentration 1,500

### Action 8

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

Partnered 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.

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

Materials/Supplies Supplemental and Concentration 7,000

**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 this year to service students with medical needs.

Professional and Consulting Service Unduplicated S/C \$14,744

Professional and Consulting Service Supplemental and Concentration 14,744

**Action 10**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

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

Salaries and Benefits Unduplicated S/C \$25,865

Salaries and Benefits Supplemental and Concentration 25,865

**Action 11**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

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

Salaries and Benefits Unduplicated S/C \$16,799

Salaries and Benefits Supplemental and Concentration 16,799

# Analysis

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

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

- \*All Actions/Services to provide students and parents with an social-emotional and physically safe environment were successfully implemented and impactful in enhancing engagement and learning within the school community.
- \*Sundale was fortunate to have a counselor, social worker, school psychologist and county nurse on campus more this year. This greatly contributed to the services offered to both our parents and students.
- \*The Student Services Specialist contributed to assisting our students with academic needs.

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

- \*The outcomes of focused implementation of Actions/Services to provide a safe environment for all is manifested in students demonstrating increased use of social and coping skills learned through work with the counselor, social worker, and school psychologist.
- \*Impact of the work of the school personnel within many of these Actions is reflected in the maintenance of the very low Suspension Rate and the physical and emotional wellness of students.
- \*The health and wellness outcomes of students has improved through the increased availability to a school nurse.
- \*Students promoted a positive self image campaign as well as an assembly being presented to middle school.
- \*48 parents participated in the Cal Poly trip and 15 to Fresno State this year with their students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Parent Session under Action 3 were done by the school counselor during his regular work day. For Action 7, the amount budgeted for the Charter Bus was in excess of \$3,000 as well as the materials/supplies needed by \$1400. The event for Action 8 will take place in May therefore that amount will be determined next month.

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.

1. This year Sundale added a part time counselor as well which benefited our students and their needs. (Action 1)
2. Sundale will be looking into adding more time with our Social Worker on campus. (Action 6)
3. Sundale will be losing their Student Services Specialist due to retirement, although they will be looking into rehiring a part time position in the Winter to continue this service.
4. Budget was modify to reflect changes with additions.
5. Expand the counseling staff and utilize the Social/Emotional Student Survey (Action 1).
6. Expand the service to provide supplemental supplies to students with exceptional needs (Action 2).

7. Addition of lunch time activities that were previously in the LCAP under Goal 3, Action 8 (Action 5).



# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

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): 8/15; 10/17; 12/19; 2/20; 4/10

School Board: 10/3; 3/6

Student group: 1/31

Parent Resource Meeting: 11/28

Staff Meeting: 8/16 and 4/4

Curriculum Team: 7/20

DELAC: 11/2; 3/1

County SELPA and DOSE meetings: 8/27/18; 10/1/18; 11/5/18; 12/3/18; 2/4/19; 2/26/19 ; 4/1/19; 4/23/19; 5/6/19

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. Due to this frustration the school purchased new headphones. The staff indicated (4/4) having the math academy for students has benefited them by the focus being on a specific skill. The excitement generated from the family college trips to Cal Poly State University and Fresno State was something the staff heard a lot of positive vibe from. The staff

also indicated the students are wanting more opportunities in the area of Art. Parents have voiced their appreciation of the Late bus being offered as well as all the opportunities students and parents have here at Sundale. From the parent surveys distributed, the most concerned response was in the area of the cleanliness of the bathrooms.

# 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. On the 2017-2018 SBAC students declined as a whole by decreasing 5.2 points from the prior years State Assessment in ELA, with SED students decreasing by 6.7 points. 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 5%
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 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. Degree of Standards

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				implementation can be found in the Dashboard Local Indicator title, "Implementation of Academic Standards".
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)

**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
--	------------	-------------

**Actions/Services**

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

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

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

Modified Action	Unchanged Action	Unchanged Action
-----------------	------------------	------------------

2017-18 Actions/Services

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	\$21,329
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

Unchanged Action

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

Unchanged Action

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

Modified Action

## 2017-18 Actions/Services

Parents will be educated on teaching strategies to utilize with their children at home to provide support and be informed.

## 2018-19 Actions/Services

Parents will be educated on teaching strategies to utilize with their children at home to provide support and be informed.

## 2019-20 Actions/Services

Parents will be educated on teaching strategies and other interested topic that will benefit their children at home and to provide support to the parents.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$250	\$250	\$250
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Travel and Conferences	Travel and Conferences	Travel and Conferences
Amount	\$300	\$300	0
Source	EPA	EPA	Not Applicable
Budget Reference	Travel and Conferences	Travel and Conferences	Not Applicable



Amount			\$2,500
Source			Supplemental and Concentration
Budget Reference			Salaries and Benefits
Amount			\$1,500
Source			Supplemental and Concentration
Budget Reference			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

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,

2018-19 Actions/Services

Provide intervention support and teaching through RTI time/classes, reading lab,

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.

math and reading academy, tutoring and summer school session if applicable (with transportation), all done with Para Professionals and Certificated Staff support.

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	\$269,896
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

Unchanged Action

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Unchanged Action

2019-20 Actions/Services

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	\$2,560
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	\$0
Source	Title I	Title I	Not Applicable
Budget Reference	Salaries and Benefits	Salaries and Benefits	Not Applicable

### 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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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	\$2,560
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	\$5,632
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

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.

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

Unchanged Action

2018-19 Actions/Services

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

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

Modified Action

2019-20 Actions/Services

Teachers are appropriately assigned and supported through BTSA and new teacher support services on campus by a certificated teacher and the County Office of Education.

**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
Amount			\$15,000
Source			Supplemental and Concentration
Budget Reference			Professional and Consulting Service

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 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 good progress on State and District assessments although on district assessments students were just under the Target (50 points) in reaching the Average Scaled Score increase for ELA. Their increase was 48 points in ELA for these students and 57 points in Math. 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: 70% of EL students reaching Levels 3 and 4 on ELPAC Assessment
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	\$25,040
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits

Amount			\$4,200
Source			Title III
Budget Reference			Salaries and Benefits
Amount			\$4,172
Source			EPA
Budget Reference			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)

[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 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	\$2,560
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	\$1,280
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$640	\$640	0
Source	Title III	Title III	Not Applicable
Budget Reference	Salaries and Benefits	Salaries and Benefits	Not Applicable
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

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 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.

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

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.

**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

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

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	\$2,500
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$3,000	\$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)

**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

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**

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	0
Source	Unduplicated S/C	Unduplicated S/C	Not Applicable
Budget Reference	Salaries and Benefits	Salaries and Benefits	Not Applicable
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.
Percentage of students with access and enrollment in a broad course of study including students with disabilities.	Baseline 2018- 100%		100%	Maintain 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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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)

**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

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.

2018-19 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.

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.

**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	\$896
Source	EPA	EPA	EPA
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits

Amount			\$1,024
Source			Title I
Budget Reference			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)

[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

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Modified Action

2019-20 Actions/Services

Maintain three classified staff members to support the maintenance of the devices as well as supporting staff and student needs. One staff member's time was increased from working for the District 67% to 100%.

### 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	\$67,897
Source	EPA	EPA	EPA
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$1,050	\$1,260	\$13,808
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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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)

**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	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	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).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$200	\$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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (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**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

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)

**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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

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**

Discontinued due to lack of interest of parents. Consideration of other topics of education will be shared next year.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	0
Source	Unduplicated S/C	Unduplicated S/C	Not Applicable
Budget Reference	Materials/Supplies	Materials/Supplies	Not Applicable

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

[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

Modified Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

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**

Discontinued due to lack of interest in topics surrounding technology. There will be other opportunities next year, such as art.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	0
Source	Unduplicated S/C	Unduplicated S/C	Not Applicable
Budget Reference	Salaries and Benefits	Salaries and Benefits	Not Applicable

Amount	\$1,500	\$1,500	
Source	Unduplicated S/C	Unduplicated S/C	Not Applicable
Budget Reference	Materials/Supplies	Materials/Supplies	Not Applicable

### 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	\$480
Source	Unduplicated S/C	Unduplicated S/C	Unduplicated S/C
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount	\$960	\$960	\$1,440
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:

The District is recognizing the increase of students with social and emotional concerns. Students will have a safe atmosphere on campus with counselors 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

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

Modified Action

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 as well support for parents and staff utilizing the results a Social/Emotional Student Survey.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$57,803	\$57,803	\$103,174
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	\$43,910
Source	EPA	EPA	EPA
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits
Amount			\$1,000
Source			Supplemental and Concentration
Budget Reference			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)

**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	Modified Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide homeless, poverty and foster students with needed supplies to help make them successful in school.	Provide English Learners, low income and foster students with needed supplemental supplies to help make them successful in school.	Provide English Learners, low income, foster, and students with exceptional needs with needed supplemental supplies to help make them more 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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups) <input type="text" value="[Add Students to be Served selection here]"/>	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="[Add Location(s) selection here]"/>
---	--

**OR**

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

**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	\$250
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 and/or lunch time 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	\$3,500
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	\$1,500
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

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Unchanged Action

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	\$15,000
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

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



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.

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.

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)

**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
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	County Nurse contracted for an additional 17 days per year to service with medical needs and students with disabilities.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$14,677	\$14,744	\$15,186
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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (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:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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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

	New Action	Unchanged Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount		\$25,865	\$26,641
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)

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners Foster Youth Low Income	Schoolwide	
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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

	New Action	Modified Action
--	------------	-----------------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A	Hired a Student Services Specialist to support students academically who are at risk.	Discontinued due to retirement and changes be made within the reading academy intervention lab.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$16,799	0
Source		Unduplicated S/C	Not Applicable
Budget Reference		Salaries and Benefits	Not Applicable

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$604,798

Percentage to Increase or Improve Services

9.19%

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 \$604,798 in Supplemental and Concentration Grant Funds. The District's Minimum Proportionality Percentage for low income pupils, foster youth, English Learner is 9.19%. Sundale Union Elementary School District is addressing minimal proportionality requirement by providing direct services specifically to unduplicated pupils including additional services added with the current 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 parents of English Learners, Foster and Low Income students
- \*Certificated Teacher assigned as 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 enrichment activities for unduplicated students
- \*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
- \*Contracted more time with School Psychologist to be on campus one day per week
- \*Added a part time counselor
- \*Social/Emotional Survey provided to students to target students

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 2019-20 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 principally 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, 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 Counselors, 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.

**LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$577,230

9.05%

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 \$577,230 in Supplemental and Concentration Grant Funds. The District's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 9.05%. 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.
- \*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.

\*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.

**LCAP Year: 2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$506,795

8.45%

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 \$506,795 in Supplemental and Concentration Grant Funds. The

District's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 8.45%. 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.

These targeted services demonstrate the efforts made to increase and/or improve services for the unduplicated pupils of Sundale Union

Elementary School District, thus ensuring that the District is meeting its minimum proportionality requirement by expenditures of the total 2017-18

Supplemental and Concentration Grant Funding for qualifying purposes.

The District is demonstrating use of supplemental and concentration grant funding by principally directing the expenditures of those dollars at unduplicated pupils, which includes but not limited to personnel for support services through the Response to Intervention (RTI) model referenced in the plan (push in during the school day interventions, after school tutoring, Reading and Math academy sessions, summer school session, intervention and academy classes); curriculum software and web-based programs, professional development in capacity building, Enrichment classes for students and parents after school and during lunch, in addition to having the computer lab and a late bus for students.

The Response to Intervention Model is a researched based model where we have found that the unduplicated students can be effectively reached through these school wide services by continual monitoring of their progress and quick deployment to needed programs and services based on this monitoring.

The following actions/services (listed below) are also provided to School Wide students although they are specifically directed towards meeting the goals of the Unduplicated pupils.

- \*Four curriculum coordinators

- \*Additional Computer Lab time available after school hours

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

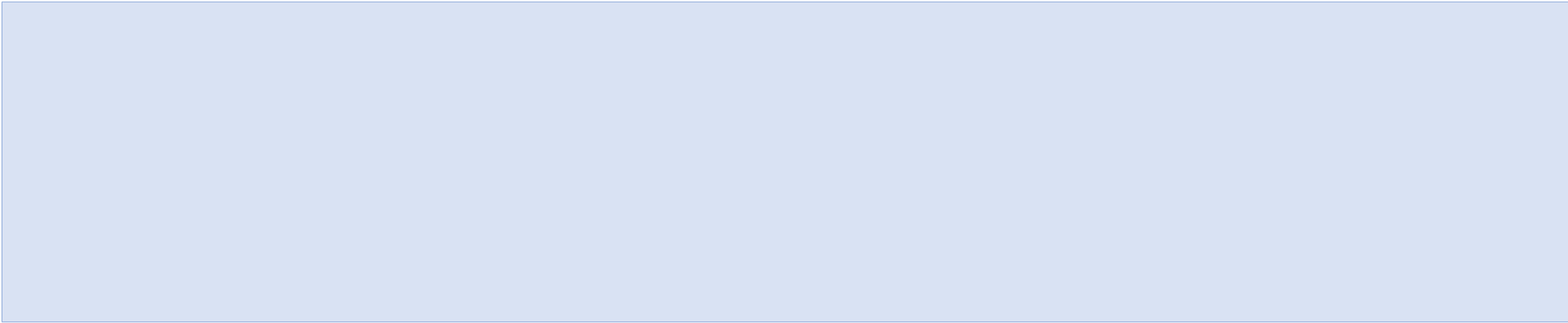
- \*Social worker, counselor and county nurse services to support and assist all students

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

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

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

Having a Counselor, Social Worker, 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](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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



## Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

### Students to be Served

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

## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

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

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

## Location(s)

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

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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

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

(c) “High school graduation rate” shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
  - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
  - (B) The total number of students in the cohort.
  - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
  - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    - (i) a regular high school diploma
    - (ii) a High School Equivalency Certificate
    - (iii) an adult education diploma
    - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
  - (B) The number of students in the DASS graduation cohort.
  - (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

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

(e) “Expulsion rate” shall be calculated as follows:

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



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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

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

## **Guiding Questions: Goals, Actions, and Services**

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

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	769,796.00	719,048.00	721,118.00	769,796.00	917,012.00	2,407,926.00
Educator Effectiveness	0.00	0.00	15,000.00	0.00	0.00	15,000.00
EPA	84,510.00	84,510.00	99,735.00	84,510.00	158,332.00	342,577.00
General Fund	43,260.00	38,260.00	43,050.00	43,260.00	55,808.00	142,118.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
REAP	3,200.00	3,200.00	3,000.00	3,200.00	3,400.00	9,600.00
Special Education	45,025.00	30,016.00	37,521.00	45,025.00	54,030.00	136,576.00
Supplemental and Concentration	0.00	551,028.00	0.00	0.00	20,000.00	20,000.00
Title I	11,880.00	4,090.00	11,880.00	11,880.00	10,024.00	33,784.00
Title II	8,064.00	7,304.00	6,420.00	8,064.00	6,420.00	20,904.00
Title III	640.00	640.00	640.00	640.00	4,200.00	5,480.00
Unduplicated S/C	573,217.00	0.00	503,872.00	573,217.00	604,798.00	1,681,887.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	769,796.00	719,048.00	721,118.00	769,796.00	917,012.00	2,407,926.00
Materials/Supplies	128,767.00	106,570.00	161,447.00	128,767.00	107,909.00	398,123.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Professional and Consulting Service	25,214.00	25,214.00	22,147.00	25,214.00	45,986.00	93,347.00
Salaries and Benefits	563,281.00	547,318.00	474,984.00	563,281.00	714,138.00	1,752,403.00
Salaries/Benefits and Training costs	3,644.00	6,524.00	13,440.00	3,644.00	2,000.00	19,084.00
Transportation	13,000.00	13,000.00	14,700.00	13,000.00	13,000.00	40,700.00
Travel and Conferences	35,890.00	20,422.00	34,400.00	35,890.00	33,979.00	104,269.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	769,796.00	719,048.00	721,118.00	769,796.00	917,012.00	2,407,926.00
Materials/Supplies	EPA	10,000.00	10,000.00	30,000.00	10,000.00	10,000.00	50,000.00
Materials/Supplies	General Fund	42,000.00	37,000.00	42,000.00	42,000.00	42,000.00	126,000.00
Materials/Supplies	Supplemental and Concentration	0.00	59,570.00	0.00	0.00	2,500.00	2,500.00
Materials/Supplies	Unduplicated S/C	76,767.00	0.00	89,447.00	76,767.00	53,409.00	219,623.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Professional and Consulting Service	Supplemental and Concentration	0.00	25,214.00	0.00	0.00	15,000.00	15,000.00
Professional and Consulting Service	Unduplicated S/C	25,214.00	0.00	22,147.00	25,214.00	30,986.00	78,347.00
Salaries and Benefits	EPA	74,210.00	74,210.00	69,435.00	74,210.00	148,332.00	291,977.00
Salaries and Benefits	General Fund	1,260.00	1,260.00	1,050.00	1,260.00	13,808.00	16,118.00
Salaries and Benefits	REAP	3,200.00	3,200.00	3,000.00	3,200.00	3,400.00	9,600.00
Salaries and Benefits	Special Education	45,025.00	30,016.00	37,521.00	45,025.00	54,030.00	136,576.00
Salaries and Benefits	Supplemental and Concentration	0.00	434,832.00	0.00	0.00	2,500.00	2,500.00
Salaries and Benefits	Title I	2,880.00	0.00	2,880.00	2,880.00	1,024.00	6,784.00
Salaries and Benefits	Title II	1,920.00	3,160.00	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	4,200.00	5,480.00
Salaries and Benefits	Unduplicated S/C	434,146.00	0.00	358,538.00	434,146.00	484,924.00	1,277,608.00
Salaries/Benefits and Training costs	Title I	0.00	2,880.00	0.00	0.00	0.00	0.00
Salaries/Benefits and Training costs	Title II	3,644.00	3,644.00	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	Supplemental and Concentration	0.00	13,000.00	0.00	0.00	0.00	0.00
Transportation	Unduplicated S/C	13,000.00	0.00	14,700.00	13,000.00	13,000.00	40,700.00
Travel and Conferences	Educator Effectiveness	0.00	0.00	15,000.00	0.00	0.00	15,000.00
Travel and Conferences	EPA	300.00	300.00	300.00	300.00	0.00	600.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Travel and Conferences	Supplemental and Concentration	0.00	18,412.00	0.00	0.00	0.00	0.00
Travel and Conferences	Title I	9,000.00	1,210.00	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	24,090.00	0.00	7,600.00	24,090.00	22,479.00	54,169.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	441,951.00	406,973.00	418,239.00	441,951.00	492,871.00	1,353,061.00
<b>Goal 2</b>	67,284.00	64,764.00	59,718.00	67,284.00	46,542.00	173,544.00
<b>Goal 3</b>	76,810.00	64,560.00	96,885.00	76,810.00	143,438.00	317,133.00
<b>Goal 4</b>	183,751.00	182,751.00	146,276.00	183,751.00	234,161.00	564,188.00

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



<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources	769,796.00	719,048.00	721,118.00	769,796.00	917,012.00
Educator Effectiveness	0.00	0.00	15,000.00	0.00	0.00
EPA	84,510.00	84,510.00	99,735.00	84,510.00	158,332.00
General Fund	43,260.00	38,260.00	43,050.00	43,260.00	55,808.00
Not Applicable	0.00	0.00	0.00	0.00	0.00
REAP	3,200.00	3,200.00	3,000.00	3,200.00	3,400.00
Special Education	45,025.00	30,016.00	37,521.00	45,025.00	54,030.00
Supplemental and Concentration	0.00	551,028.00	0.00	0.00	20,000.00
Title I	11,880.00	4,090.00	11,880.00	11,880.00	10,024.00
Title II	8,064.00	7,304.00	6,420.00	8,064.00	6,420.00
Title III	640.00	640.00	640.00	640.00	4,200.00
Unduplicated S/C	573,217.00	0.00	503,872.00	573,217.00	604,798.00

<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					
Educator Effectiveness	0.00	0.00	0.00	0.00	0.00
EPA	0.00	0.00	0.00	0.00	0.00
General Fund	0.00	0.00	0.00	0.00	0.00
Not Applicable	0.00	0.00	0.00	0.00	0.00
REAP	0.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00
Title I	0.00	0.00	0.00	0.00	0.00
Title II	0.00	0.00	0.00	0.00	0.00
Title III	0.00	0.00	0.00	0.00	0.00
Unduplicated S/C	0.00	0.00	0.00	0.00	0.00