

LCAP Year 2017–18 2018–19 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)

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

LEA Name	Hallmark Charter School		
Contact Name and Title	Alfred Sanchez Director	Email and Phone	alfred_sanchez@sanger.k12.ca.us (559)524-7170

2017-20 Plan Summary

THE STORY

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

Sanger is located in the heart of the Central Valley, approximately 12 miles southeast of the City of Fresno, in Fresno County. The city of Sanger is a rural, agriculturally based community with a population of 24,270. Of the total population, 80% Hispanic, with the second largest group 32% identifying them selves as other races (2010 United States Census) The median income for a household in the city was \$32,072 and 24% of the population living below the poverty line (2010 United States Census). The child poverty rate is two to three times above the national average. Many of these families are locked in a cycle of poverty.

Sanger Unified has twenty schools, including three charter schools, a community day school, and an adult school. The district covers 180 square miles and serves a population of 31,000. Within the boundaries of Sanger Unified are the city of Sanger and the communities of Centerville, Del Rey, Fairmont, Lone Star, Tivy Valley and portions of the Sunnyside area of metropolitan Fresno. Attendance in the District's schools currently numbers 11,700 students. Of Sanger Unified Students, 73% (8, 445 students) of our students qualify for Free and Reduced Lunch, and 20% (2,268 students) are English Language learners. Despite the challenges our children face, Sanger has an 83% Daily Attendance rate, a rate we continually strive to improve.

Sanger Unified's success continues to be built on foundational principles that have been consistent and are pervasive in the culture of Sanger Unified:

- Hope is not a strategy,
- Don't blame the kids
 It's about learning
- Every child can and must learn

Our district is centered on the educational practices that focus all efforts on three goals: student

achievement, closing the achievement gap, and ensuring a safe environment for our students. Sanger Unified's collaborative cultures have been built through our practice of Professional Learning Communities. The foundation of the PLC's continually allows our teams to "learn by doing". Most recently, our district adopted the vision, "All students will have the options to demonstrate what they learn and the opportunities to be successful and achieve their dreams." Our superintendent encourages all to chase the vision and the scores will follow. We are focusing our efforts to that statement.

LCAP HIGHLIGHTS

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

Sanger Unified has maintained a clear and articulate focus on the goals of the district. The goals were established prior to the development of our first LCAP and have been the driving force behind the clarity of leadership and stability from the SUSD school board, Superintendent, principals, teachers and classified staff. The three goals guide our decision making process include the following:

1. Raise the Achievement of ALL Students
2. Close the Achievement Gap
3. Ensure a Safe Environment

Through the analysis of multiple measures of data including the new California Dashboards, the required LCAP metrics and multiple measures monitored by the Multi-tiered Systems of Support (MTSS) teams at the district and site levels. The actions include the following:

- Basic District-wide Services
- Additional School Site Allocation
- Technology
- Early Literacy
- College and Career Readiness Skills
- Professional Learning
- Enrichment
- Career Technical Education
- Library/Media Services
- Class Size Reduction
- Academic Intervention and Support
- Social-Emotional and Behavioral Support
- Facilities
- Additional Transportation

REVIEW OF PERFORMANCE

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

English Learner Progress Indicator

District

- CELDT in 13-14, 71.2% increased 1 level or were reclassified fluent English Proficient

- District maintained a Medium status

Schools

- Nine out of twelve (non charter) elementary schools increased by 1.5%-10% or greater

- 4 were at a High level and 1 is Very High

- SHS maintained

Plan of Action to Maintain

- SUSD has refined and become innovative in our processes, systems, and instructional practices in service of English learners.

- Individualized Language Plans created, developed and implemented for laser-like focus and goal setting on those students stalled at language levels or domains.

- Implement ELlevation software to streamline communication across the district, within sites and among teachers for all data on EL

- Continue Professional Development on Designated ELD and support the training with follow up modeling and co-teaching with CSP and teachers.

GREATEST PROGRESS

Graduation Rates Progress Indicator

- The district is maintaining a Very High rate of graduation as well as our Charter School

- EL's increased by 3.4%

- Students' w/disabilities increased 1.8%.

- 5 student groups are Very High

- 5/6 student groups have maintained or increased with the highest being EL's.

- Hallmark Charter has 95% graduation rate, maintained with a slight decrease of .3%

- Hallmark has a graduation of rate of 96.8%.within the socio-economic/disadvantaged group

Plan of Action to Maintain

- Maintain graduation rate and tracking of students who drop

- Expanding co-teaching opportunities

- Implement Universal Design for Learning to strengthen Tier one instruction

- Improve communication between core content teachers and Special Education teachers

- Instructional coaching of SPED teachers by District Instructional Specialist

-Ensuring that SPED students have greater access to Student Advocates

Suspension Progress Indicator (years 13-14 to 14-15)

District/Schools

- 3 schools are Very Low
- 7 schools maintained or decreased in suspensions.
- Hallmark Charter has maintained a minimal number of suspensions (0.2%)
- SAC maintained suspension rate for all significant student groups.
- Quail Lake maintained suspension rate

Plan of Action to Maintain

- Refining PBIS and continuing Restorative Justice plans
- Integrating RTI and PBIS through a MTSS framework to address whole child's needs
- Increasing the capacity to understand behavior and improve classroom management strategies as a preventative measure
- All teachers have been trained in Second Step a Social-Emotional Learning curriculum

English Language Arts Progress Indicator

District

- Maintained as a district with a 5.5% growth
 - Two student groups increased
 - Five student groups maintained with a change difference ranging from 0.3 – 8.7
- ##### Schools
- 10 schools increased/increased significantly ranging from 7.8%- 33.2%
 - Sanger Unified maintained growth in ELA overall with a 5.5 positive scale score difference between current and prior status
 - Sanger Unified maintained growth in ELA for 6 student groups (EL, SED, SWD, Asian, Filipino, Hispanic)
 - Sanger increased ELA scores in two student groups (Two or more races/White); these two student groups now have a status of High and Increased growth
 - 12 schools Increased or Increased Significantly in overall ELA performance

Plan of Action to Maintain

- Implement and continue to refine Balanced Literacy program with direct support and coaching from Literacy Specialist Teacher.
- Response to Intervention efforts in Literacy through fidelity implementation checks and increased collaboration between Intervention Teachers, Literacy Support Teachers, and Classroom teachers
- Continued Professional Development for teachers focused on best practices and effective instruction
- PLCs structured around high-leverage team actions that provide structure to a unit-(before, after and during) around the 4 critical questions of a PLC
- MTSS District Data team monthly meetings to progress monitor key indicators of performance and provide sites support in area of needs and scale-out best

practices

Math Progress Indicator

District

- Increased in math overall with a 6 positive scale score difference between current and previous status
 - Student group that increased significantly (two or more races) with change of 16
 - Students groups that increased (all students, EL, Hispanic, white) with change range of 6-7
 - Student groups that maintained (SED, student w/disabilities, Asian) with change range of 0-5
 - Student groups that were high: two or more races, white, Asian
- #### Schools
- 9 school increased significantly/increased with range of 6-31
 - 3 schools maintained with a range of 1-4
 - Quail Lake Charter increased with a change of 15
 - One school that was high: John Wash

Plan of Action to Maintain

- Lesson study opportunities for all sites
- Math Walks with DISs and principals/CSPs supporting high quality math instruction
- Continued Professional Development for all teachers of Math with DISs
- After school opt-in workshops to build capacity and support improved math instruction
- PD supporting HLTAs for secondary Math teachers with Sarah Schull
- PLCs structured around high-leverage team actions that provide structure to a unit-(before, after and during) around the 4 critical questions of a PLC
- MTSS District Data team monthly meetings to progress monitor key indicators of performance and provide sites support in area of needs and scale-out best practices

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

GREATEST NEEDS

The only state indicator that Sanger Unified has a "Red" or "Orange" is in the Suspension Indicator. The CDE 5x5 chart shows SUSD with a status of Medium (4.2%) and a growth of Increased (0.4%) with the data from 2013-14 to the 2014-15 school years.

However, Sanger Unified has examined all the indicators and identified the following:

English Learner Progress Indicator

Identified Need

- Three out of twelve (non charter) elementary schools declined by 1.5%-10%
- One charter school received data and showed a decline of 8.1%
- WAMS decline by 5.3%
- 2 schools are at a level of possibly needing technical support

Plan of Action

- Push in extra support with DIS on a regular basis to support sites on how to use the ELD Toolkit.
- Refocus teachers on the Language Matrices aligned to ELD standards and CA standards for Speaking and Listening
- Dual Identified students clearly recognized for language need or disability w/ IEP language goals.
- Implement ELLevation software to streamline communication across the district, within sites and among teachers for all data on EL
- Peer observations/instructional rounds partnering schools who are doing well with those struggling.
- Continue Professional Development on Designated ELD and support the training with follow up modeling and co-teaching with CSP and teachers.

Graduation Rates Progress Indicator

Identified Need

- There is a performance gap with Students with Disabilities and all other student groups (completers are no longer included in the graduation rate)

Plan of Action

- Increase support in core content areas for Special Education Students
- Expanding co-teaching opportunities
- Implement Universal Design for Learning to strengthen Tier one instruction
- Improve communication between core content teachers and Special Education teachers
- Instructional coaching of SPED teachers by District Instructional Specialist
- Ensuring that SPED students have greater access to Student Advocates

Suspension Progress Indicator - (years 13-14 to 14-15)

Identified Need

- 7 schools increased in suspensions

Plan of Action

- Since this data the following supports have been added
- CARE Team
- Advocates
- All counselors and School Psychologist have been trained in SAP counseling
- Refining behavior support plans within IEPs
- Integrating RTI and PBIS through a MTSS framework to address whole child's needs
- Increasing the capacity to understand behavior and improve classroom management strategies as a preventative measure
- Increase site leadership understanding of behavior, behavior data collection, and analysis

English Language Arts Progress Indicator

Identified Need

- Students w/disabilities maintained with a .3 increase from level 3
 - African American students scaled score distance from level 3 declined by 7.1
 - 3 schools Declined from the average scale score at level 3 by -3 to -6.8.
 - Improve outcomes for Students with Disabilities- Sanger Maintained growth rate with a .3 positive scale score difference between current and prior status, yet status is Very Low (performance gap)
 - Improve outcomes for African American subgroup- status is Low, yet Declined in growth with a negative -7.1 scale score difference between current and prior status
- Plan of Action
- Implement Universal Design for Learning- designed to provide access to ALL learners especially those on the margins (showing up in our data), by providing high expectations with options and choice.
 - Implement and continue to refine Balanced Literacy program with direct support and coaching from Literacy Specialist Teacher.
 - Response to Intervention efforts in Literacy through fidelity implementation checks and increased collaboration between Intervention Teachers, Literacy Support Teachers, and Classroom teachers
 - Continued Professional Development for teachers focused on best practices and effective instruction
 - PLCs structured around high-leverage team actions that provide structure to a unit-(before, after and during) around the 4 critical questions of a PLC
 - MTSS District Data team monthly meetings to progress monitor key indicators of performance and provide sites support in area of needs and scale-out best practices

Math Progress Indicator

Identified Need

- 2 non-charter schools decreased with a range of -5- -8
 - 2 charter schools decreased with a range of -5--10
 - Black or African American students decreased significantly by -10.5
 - One student group that is Very Low: Student with Disabilities
 - Four student groups that are Low: ELs, SED, Black African American, Hispanic
- Plan of Action
- Implement UDL for Learning designed to provide access to ALL learners especially those on the margins by providing high expectations with options and choice
 - Lesson study opportunities for all sites
 - Math Walks with DISs and principals/CSPs supporting high quality math instruction
 - Continued Professional Development for all teachers of Math with DISs
 - After school opt-in workshops to build capacity and support improved math instruction
 - Plans for vertical articulation opportunities for students transitioning from 5th to 6th, 6th-7th, and 8th to 9th
 - PD supporting HLTAs for secondary Math teachers with Sarah Schull
 - PLCs structured around high-leverage team actions that provide structure to a unit-(before, after and during) around the 4 critical questions of a PLC

-MTSS District Data team monthly meetings to progress monitor key indicators of performance and provide sites support in area of needs and scale-out best practices

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

Sanger Unified identified a performance gap with Graduation rates, and student performance on the English Language Arts and Mathematics.

The SUSD All student indicator for Graduation rate is Blue with a status level of Very High (97.7%) and a change level of Maintained (0.4%) whereas the Students with Disabilities Graduation rate is Yellow with a status level of Low (80.5%) and a change level of Increased (1.8%)

In the analysis of the Graduation indicator regarding Students with Disabilities, we recognize that some of our SWD have satisfied the agreed upon IEP goals and objectives and have been identified as a "Completer" rather than a "Graduate." The Sanger Unified School board issued the following proclamation:

School Board Proclamation: Certificate of Completion Recognized as Graduate for Purpose of Graduation Data

Whereas, this school board supports the philosophy that all students are treated equally and should be represented meaningfully;

Whereas, this school board creates a climate that supports the philosophy that ALL students can learn at high levels;

Whereas, this school board believes that "Completers" and "Graduates" alike have satisfied the SHS graduation expectations and/or agreed upon IEP goals and objectives;

Whereas, this school board believes that by giving public credit to the hard work of students with disabilities that they are represented as an important and productive part of our community;

Now, Therefore, (I/We), hereby declare that from here to fore, or until the State recognizes as such, all "Completers" will be considered and reported in all data compilation to our community as "Graduates".

We urge all Sanger citizens to join (me/us) in recognizing the dedication, hard work, and perseverance of students with disabilities. That they be recognized as general education and citizens first and foremost in our schools and community, and that the data that their work procures is presented in a factually accurate and meaningful way.

Special Education teachers will receive the same side by side professional development with regular education teachers.

Ensuring Students with Disabilities have greater access to Parent Student Advocates.

Instructional coaching of Special Education teachers with District Instructional Specialists.

Improve communication between core content teachers and Special Education teachers.

We will add site and district MTSS teams to monitor student data for Students with Disabilities on a monthly basis and develop actionable plans to support the students.

The SUSD All student indicator for English Language Arts is Yellow with a status level of Low (-21 Scale score average distance from level 3) and a change level of Maintained (5.5 Scale score average distance from level 3 change from previous year) whereas the Students with Disabilities English Language Arts Indicator is Red with a status level of Very Low (-118.2 Scale score average distance from level 3) and a change level of Maintained (0.4 Scale score average distance from level 3 change from previous year).

Special Education teachers will receive the same side by side professional development with regular education teachers.

Ensuring Students with Disabilities have greater access to Parent Student Advocates.

Instructional coaching of Special Education teachers with District Instructional Specialists.

Improve communication between core content teachers and Special Education teachers.

We will add site and district MTSS teams to monitor student data for Students with Disabilities on a monthly basis and develop actionable plans to support the students.

The SUSD All student indicator for Mathematics is Yellow with a status level of Low (-34.6 Scale score

PERFORMANCE GAPS

average distance from level 3) and a change level of Increased (5.9 Scale score average distance from level 3 change from previous year). Students with Disabilities Mathematics Indicator is Red with a status level of Very Low (-111.3 Scale score average distance from level 3) and a change level of Maintained (4.7 Scale score average distance from level 3 change from previous year). African American Student Group Mathematics Indicator is Red with a status level of Low (-48 Scale score average distance from level 3) and a change level of Decreased Significantly (-10.5 Scale score average distance from level 3 change from previous year).

Special Education teachers will receive the same side by side professional development with regular education teachers.

Ensuring Students with Disabilities have greater access to Parent Student Advocates.

Instructional coaching of Special Education teachers with District Instructional Specialists.

Improve communication between core content teachers and Special Education teachers.

We will add site and district MTSS teams to monitor student data for Students with Disabilities on a monthly basis and develop actionable plans to support the students.

We will add site and district MTSS teams to monitor student data for African American students on a monthly basis and develop actionable plans to support the students.

We will implement Universal Design for Learning to strengthen Tier i instruction.

INCREASED OR IMPROVED SERVICES

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

Early Literacy

Maintain and add Literacy Specialist Teachers (LST) for sites to support, supplement, and extend the work of the classroom teacher and the early literacy program which is directed at meeting goals for all students especially low-income students, English learners, and Homeless and Foster youth. Literacy Specialist Teachers provide coaching and support in evidenced-based practices that increase opportunities for English-learners to access and participate in a balanced literacy learning environment. LST support the use of Universal Design for Learning strategies that are designed to create greater access to students with added risk factors such as socio-economic disadvantaged, English Learners, Homeless and Foster Youth.

Resources will be allocated to support a literacy-rich environment at all school sites to increase the exposure for low-income students, English Learners and foster youth. Text sets, guided reading books, expanded classroom libraries, and home/school support will be readily available to support district goal of all students being literate by 3rd grade.

College and Career Readiness Skills

To enhance the College and Career opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:

Provide support for College and Career exploration with the software program to enable the identified students to build background knowledge of future opportunities.

Middle School college and career readiness support and training through the Sanger Pledge to include student incentives, visits to colleges and local industry partners will provide early identification of goals for all students with focused support for identified pupils that may not currently have that opportunity.

Provide access for all 8th and 10th grade students in the district to the College Board PSAT. The data from the PSAT provides diagnostic support through the Kahn Academy to support student success. In addition, SUSD will provide support for all students taking the College Board Advanced Placement tests at a reduced fee.

Academic Intervention and Support

This specific action/service is principally directed to increase services and supports directly to school sites to provide interventions and supports to remediate skill deficits and accelerate learning to close the achievement gap. These services and supports are offered within the school day, but not limited to beyond the school day. Interventions and supports are targeted and uniquely designed to take into account additional and unique risk factors for at-risk students, socio-economic disadvantaged students, English Learners, and Foster and Homeless Youth students.

Provide for Sanger High, Sequoia and Quail Lake School After School Program to include coordinator, support staff, teachers, and

materials for intervention and enrichment principally directed to create enrollment and participation opportunities for socio-economic disadvantage (SED) students. The no cost enrollment is specifically designed to provide access for (SED) students. To increase enrollment opportunities priority is given to English Learners, Foster Youth, and Homeless Youth.

This specific action/service is principally directed towards and effective in, increasing or improving outcomes for at-risk, low income, English Learners, Foster and Homeless Youth through Response to Intervention (RTI) training and support to sites on processes and procedures. Increasing the capacity of staff to better identify and serve those struggling in reading and math. Supplemental curriculum and materials will be supplied as needed. Evidenced-based instructional strategies, designed specifically to target the unique language needs for English-learners, as well as additional risk-factors faced by low-socio economic, Homeless and Foster Youth. These strategies also support all at-risk students.

Provide Student Advocates (8) at both SHS and WAMS with 50% of the expenditures from District LCAP. This action/services is principally direct to increase services and supports directly to at-risk, low income, English Learners, and Foster Youth students to increase school engagement and academic achievement.

Summer School for remediation, intervention, course completion, and course re-takes that fulfill a-g requirements, principally directed towards at risk, low income, English Learners, Foster Youth students

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,412,891
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$3,354,891.00

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

\$3,354,891.00	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	<p>Goal 1 The district will provide a high quality educational system to raise the academic achievement of ALL students.</p>
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Meet the API growth target established by the state.
2. Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics.
3. The district will increase A-G course completion rate for all students and applicable subgroups.
4. The district will demonstrate positive growth in CTE course completion rate for all students including applicable subgroups.
5. The district will demonstrate positive growth in AP course pass rate.
6. The district will demonstrate positive growth in EAP pass rate.
7. Other Pupil Outcome - Establish baseline proficiency level of updated TK-2 District Progress Assessments in ELA and Math and the new district Progress Block Assessments.
(Progress Block Assessments are unit assessments focused on 3-12 ELA and Math and monitor CA standards and Smarter Balanced Claims and Targets)
8. All students will have access to standards-aligned curriculum as measured by access to board approved core textbooks.
9. Implementation of Common Core will demonstrate positive growth

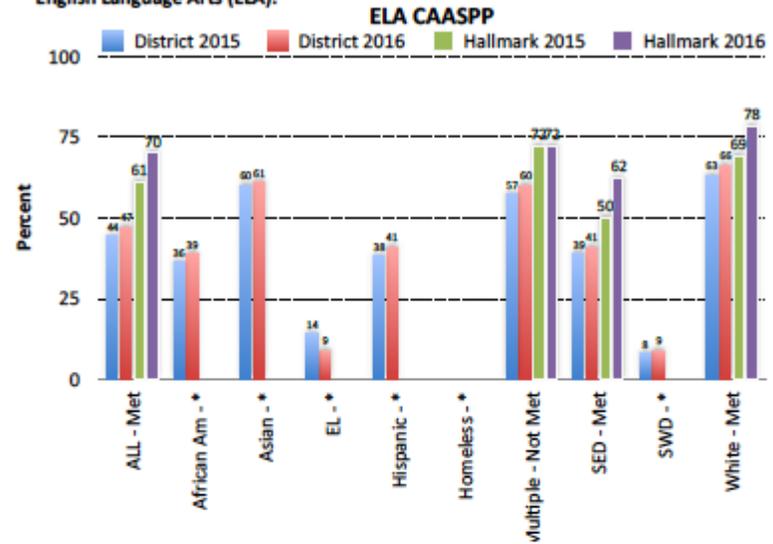
ACTUAL

1. No data available for API
 4. The district will demonstrate positive growth in CTE course completion rate for all students including applicable subgroups.
No CTE courses offered at Hallmark
 5. The district will demonstrate positive growth in AP course pass rate.
No AP courses offered at Hallmark
 8. All students will have access to standards-aligned curriculum as measured by access to board approved core textbooks.
Met
 9. Implementation of Common Core will demonstrate positive growth as measured by the SUSD Ipad Walkthrough Implementation Tool.
Met
 10. All students will have access to a broad course of study as measured by the analysis of school site master schedules.
Met
- See graphs below for other Annual Measurable Outcome metrics

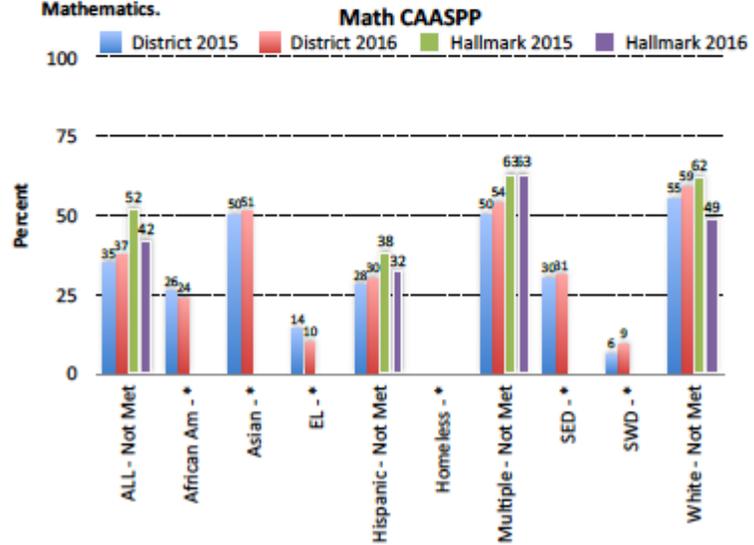
as measured by the SUSD Ipad Walkthrough Implementation Tool.

10. All students will have access to a broad course of study as measured by the analysis of school site master schedules.

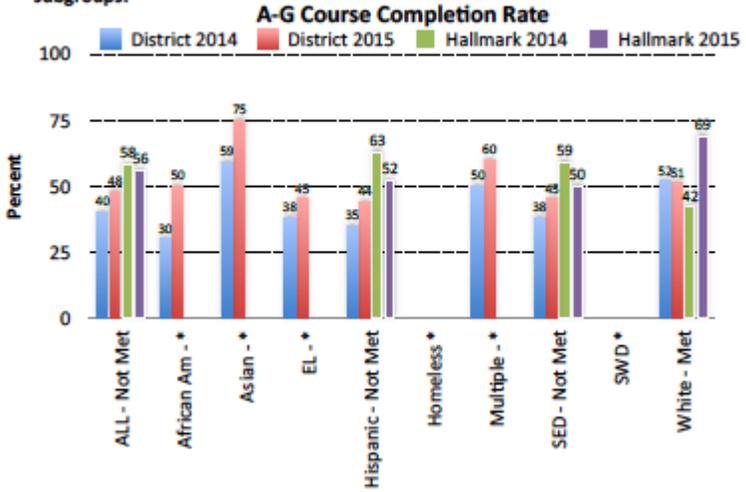
2A. Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA).



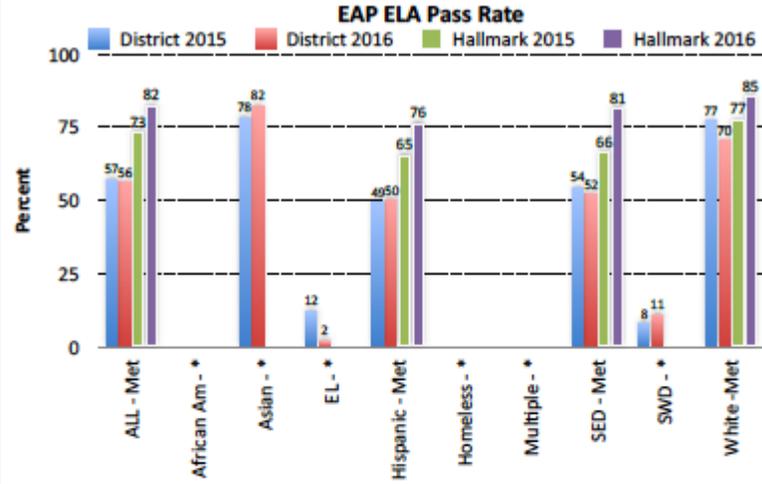
2B. Increase the percentage of all students who have Standard Met or Exceeded in Mathematics.



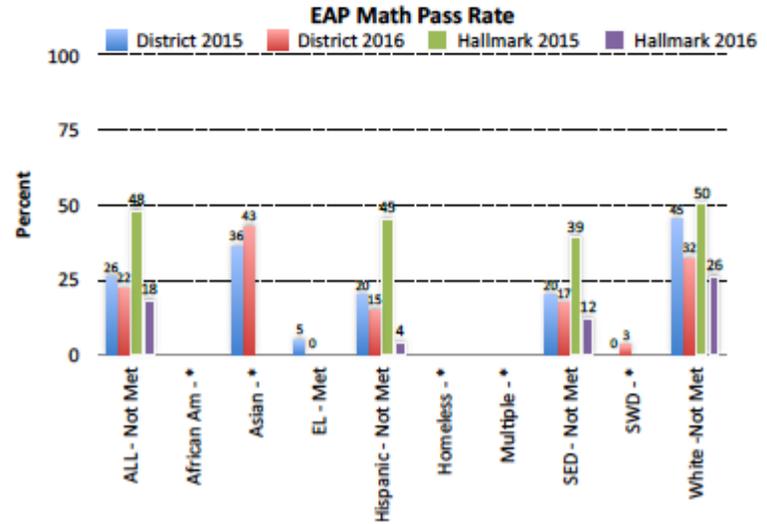
3. The district will increase A-G course completion rate for all students and applicable subgroups.



6A. The district will demonstrate positive growth in EAP English Language Arts (ELA) pass rate.



6B. The district will demonstrate positive growth in EAP Mathematics pass rate.



ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED Goal 1 - Action 1 Base Expenditure On-going operating costs to maintain existing programs and services to students such as teachers; administrators; instructional supplies; technology; clerical support; salaries, statutory costs and benefits; co-curricular and extra-curricular programs; Alternative Education; and pupil assessment.</p> <p>Transfer LCFF funds to Fresno County Office of Education for county-educated alternative education students</p>	<p>ACTUAL SUSD expenditure included On-going operating costs to maintain existing programs and services to students such as teachers; administrators; instructional supplies; technology; clerical support; salaries, statutory costs and benefits; co-curricular and extra-curricular programs; Alternative Education; and pupil assessment.</p> <p>SUSD Transferred LCFF funds to Fresno County Office of Education for county-educated alternative education students</p>
Expenditures	<p>BUDGETED 0000: Unrestricted Base \$46,455,000 0000: Unrestricted Base \$75,000</p>	<p>ESTIMATED ACTUAL 0000: Unrestricted Base \$46,455,000 0000: Unrestricted Base \$75,000</p>
Action	2	
Actions/Services	<p>PLANNED Goal 1 - Action 2 Base Expenditure On-going operating costs to maintain existing programs and support services to students such as Special Friends, Guidance Learning Specialists, Counselors, Psychologists, Nurses and Health assistants. Pupil Transportation is also included in this section.</p>	<p>ACTUAL SUSD expenditure included on-going operating costs to maintain existing programs and support services to students such as Special Friends, Guidance Learning Specialists, Counselors, Psychologists, Nurses and Health assistants. Pupil Transportation is also included in this section.</p>
Expenditures	<p>BUDGETED 0000: Unrestricted Base \$8,200,000</p>	<p>ESTIMATED ACTUAL 0000: Unrestricted Base \$8,200,000</p>
Action	3	
Actions/Services	<p>PLANNED Goal 1 - Action 3</p>	<p>ACTUAL SUSD expenditures included services to students with</p>

Expenditures	<p>Base Expenditure Provide services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.</p> <p>Transfer LCFF funding to Fresno County Office of Education for County-educated students.</p>	<p>Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.</p> <p>SUSD transferred LCFF funding to Fresno County Office of Education for County-educated students.</p>
	<p>BUDGETED 0000: Unrestricted Base \$2,875,000 0000: Unrestricted Base \$550,000</p>	<p>ESTIMATED ACTUAL 0000: Unrestricted Base \$2,875,000 0000: Unrestricted Base \$550,000</p>

Action **4**

Expenditures	<p>PLANNED Goal 1 - Action 4 Base Expenditure Elementary and Secondary Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues</p> <p>Provide initial career technical education courses at high school including supplies, equipment, facilities and some staff.</p>	<p>ACTUAL SUSD expenditures included Elementary and Secondary Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues</p> <p>SUSD provided initial career technical education courses at high school including supplies, equipment, facilities and some staff.</p>
	<p>BUDGETED 0000: Unrestricted Base \$1,250,000 0000: Unrestricted Base \$870,000</p>	<p>ESTIMATED ACTUAL 0000: Unrestricted Base \$1,250,000 0000: Unrestricted Base \$870,000</p>

Action **5**

Expenditures	<p>PLANNED Goal 1 - Action 5 Base Expenditure District Operations including Business, Human Resources, Facilities and Grounds Maintenance, Data Management, and other centralized district operations</p>	<p>ACTUAL SUSD expenditure included District Operations including Business, Human Resources, Facilities and Grounds Maintenance, Data Management, and other centralized district operations.</p>
	<p>BUDGETED 0000: Unrestricted Base \$15,000,000</p>	<p>ESTIMATED ACTUAL 0000: Unrestricted Base \$15,000,000</p>

Action **6**

Actions/Services

PLANNED
Goal 1 - Action 6
Supplemental/Concentration - Additional School Site Allocation
 Allocate resources directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally focus on with an emphasis on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student access to supplementary materials and technology support personnel. Additional support personnel including intervention teachers, early literacy reading teachers, additional English learner teachers, and student advocates at the middle and high school to provide additional support to students struggling academically and emotionally, and software to enable English learners and struggling readers to access reading skills. Expenditures include site level training of personnel focused on student access to reduce the learning gaps.

ACTUAL
 SUSD allocated resources directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally focus on with an emphasis on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps.

Expenditures focused on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student access to supplementary materials and technology support personnel. Additional support personnel including intervention teachers, early literacy reading teachers, additional English learner teachers, and student advocates at the middle and high school to provide additional support to students struggling academically and emotionally, and software to enable English learners and struggling readers to access reading skills. Expenditures include site level training of personnel focused on student access to reduce the learning gaps

All Additional School Site Allocations were budgeted and approved initially by site leadership, School Site Council and English Learner Advisory Committees. in addition, all expenditures were verified to meet the criteria established and signed off by the Area Administrator prior to being processed.

Expenditures

BUDGETED
 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$3,800,000

ESTIMATED ACTUAL
 0000: Unrestricted Local Supplemental/Concentration \$3,800,000

Action **7**

Actions/Services

PLANNED
Goal 1 - Action 7
Supplemental/Concentration - Technology
 To assist our low-income students, English Learner, and foster youth students in being College and Career ready, each teacher will receive appropriate technology devices for instructional purposes. Additionally, all students will participate in a blended learning instructional program, which will include

ACTUAL
 For the 2016-2017 year, we have staffed for support of 1:1 deployment along with the addition of two grade levels participating. We are currently supporting 5th-12th grade students and staff in a 1:1 environment. Existing equipment returned from exiting seniors has been reallocated to primary classrooms.
 All students participate in a blended learning instructional

online assessments. Piloted K-12 classrooms will continue to be utilized to explore innovative practices in instruction. Other funding sources will be utilized to purchase student devices to continue the goal toward K-12 1:1 deployment.

Applications, software, and materials that supports the instructional focus will be provided. Conference and training expenses have also been allocated.

To ensure the implementation of instruction and assessment through technology integration, staffing for technical support and instructional coaching will be maintained along with addition of positions. Funding for staffing will be supplemented by other sources.

program, which includes online assessments. Instructional coaching has been provided but is currently funded from other grants received.

All Technology expenditures were verified by the Area Administrator to meet the criteria of the LCAP and signed off prior to being processed.

Expenditures

BUDGETED

0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration	\$1,695,000
0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration	\$40,000
0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration	\$562,000

ESTIMATED ACTUAL

4000-4999: Books And Supplies Local Supplemental/Concentration	\$1,639,456
4000-4999: Books And Supplies Local Supplemental/Concentration	\$22,000
2000-2999: Classified Personnel Salaries Local Supplemental/Concentration	\$617,544

Action

8

Actions/Services

PLANNED

Goal 1 - Action 8
 Supplemental/Concentration - Early Literacy
 Maintain and add Literacy Specialist Teachers for sites to support, supplement, and extend the work of the classroom teacher and the early literacy program which is directed at meeting goals for all students especially low-income students, English learners, and foster youth.

Resources will be allocated to support a literacy-rich environment at all school sites to increase the exposure for low-income students, English Learners and foster youth. Text sets, guided reading books, expanded classroom libraries, and home/school support will be readily available to support district goal of all students being literate by 3rd grade.

ACTUAL

Maintained and added Literacy Specialist Teachers for sites to support, supplement, and extend the work of the classroom teacher and the early literacy program which is directed at meeting goals for all students especially low-income students, English learners, and foster youth.

Resources were allocated to support a literacy-rich environment at all school sites to increase the exposure for low-income students, English Learners and foster youth. Text sets, guided reading books, expanded classroom libraries, and home/school support was readily available to support district goal of all students being literate by 3rd grade.

All Early Literacy expenditures were verified by the Director of Programs and Professional Development to meet the criteria of the LCAP and signed off prior to being processed.

Expenditures

BUDGETED
0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$1,150,000
0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$100,000

ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration \$1,150,000
4000-4999: Books And Supplies Local Supplemental/Concentration \$57.600

Action

9

Actions/Services

PLANNED
<p>Goal 1 - Action 9 Supplemental/Concentration - College and Career Readiness To enhance the College and Career opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:</p> <p>Provide support for College and Career exploration with the software program to enable the identified students to build background knowledge of future opportunities.</p> <p>Middle School college and career readiness support and training through the Sanger Pledge to include student incentives, visits to colleges and local industry partners will provide early identification of goals for all students with focused support for identified pupils that may not currently have that opportunity.</p> <p>Resources will be allocated for K-8 students to explore Career Technical Education opportunities that may lead to career development opportunities at the secondary level.</p> <p>Resources allocated to the 9th-12th grade levels to support Career Technical Education course and pathway development to provide more opportunities for identified students.</p> <p>STEM/CTE personnel support at the K-12 grade levels to increase the awareness of STEM background knowledge of teachers and identified students.</p> <p>Provide access for all 8th and 10th grade students in the district to the College Board PSAT. The data from the PSAT</p>

ACTUAL
<p>SUSD provided support for College and Career exploration with the purchase of the Naviance software program to enable the students to build background knowledge of future opportunities in both college and career options at the 6th - 12th grade levels.</p> <p>Middle School college and career readiness support and training through the Sanger Pledge and the Central Valley Promise to included student incentives and this year piloted college visits.</p> <p>Resources will be allocated for K-8 students to explore Career Technical Education opportunities that may lead to career development opportunities at the secondary level.</p> <p>Resources allocated to the 9th-12th grade levels to support Career Technical Education course and pathway development to provide more opportunities for identified students.</p> <p>STEM/CTE personnel support at the K-12 grade levels to increase the awareness of STEM background knowledge of teachers and identified students.</p> <p>SUSD provided access for all 8th and 10th grade students in the district to the complete the College Board PSAT. The data from the PSAT provides diagnostic support through the Kahn Academy to support student success In addition, SUSD will provided support for all students taking the College Board Advanced Placement tests at a reduced fee.</p> <p>All College and Career expenditures were verified by the Area</p>

Expenditures

provides diagnostic support through the Kahn Academy to support student success In addition, SUSD will provide support for all students taking the College Board Advanced Placement tests at a reduced fee.

BUDGETED

0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$60,000

0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$50,000

0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$20,000

0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$50,000

0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$100,000

0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$60,000

Administrator to meet the criteria of the LCAP and signed off prior to being processed.

ESTIMATED ACTUAL

4000-4999: Books And Supplies Local Supplemental/Concentration \$60,000

4000-4999: Books And Supplies Local Supplemental/Concentration \$15,000

4000-4999: Books And Supplies Local Supplemental/Concentration \$25,000

4000-4999: Books And Supplies Local Supplemental/Concentration

0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$100,000

0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$60,000

Action

10

Actions/Services

PLANNED

Goal 1 - Action 10
 Supplemental/Concentration - Professional Development
 Provide professional development for all Pre-K through 12th grade teachers to build their capacity in educational pedagogy and assessment. The topics of the PD will be centered on our district's initiatives of high achievement for all students and closing the achievement gap, especially targeting low-income students, English Learners, and foster youth.

Allocate funds to sites to implement PD learned at district level. Teachers would have time to work in PLCs to discuss best strategies learned in PD and plan. This planning is targeted to increase instructional effectiveness with a focus on low-income students, English Learners and foster youth. This would include support by the District Instructional Specialists by providing embedded PD at sites.

ACTUAL

Provided professional development for all Pre-K through 12th grade teachers to build their capacity in educational pedagogy and assessment. The topics of the PD were centered on our district's initiatives of high achievement for all students and closing the achievement gap, especially targeting low-income students, English Learners, and foster youth.

Allocated funds to sites to implement PD learned at district level. Teachers would have time to work in PLCs to discuss best strategies learned in PD and plan. This planning is targeted to increase instructional effectiveness with a focus on low-income students, English Learners and foster youth. This included support by the District Instructional Specialists by providing embedded PD at sites.

All Professional Development expenditures were verified by the Director of Programs and Professional Development to meet the criteria of the LCAP and signed off prior to being processed.

Expenditures

BUDGETED
 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$250,000
 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$125,600
 Title 1 Professional Development Other \$325,000

ESTIMATED ACTUAL
 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$250,000
 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration \$125,000
 Title I Professional Development Other \$125,000

Action

11

Actions/Services

PLANNED
 Goal 1 - Action 11
 Supplemental/Concentration - Enrichment/Arts/Science
 To enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:

Provide increased summer school, intersession, and bridge support activities in order to provide enrichment activities for students.

Allocate funds to support the development and ongoing implementation of arts and science enrichment opportunities for students in K-8.

Resources will be allocated to provide for a VAPA TSA. The TSA will facilitate arts implementation for all students K-12 especially targeting access for our low-income, English Learners and foster youth. Funds will be allocated to support the hiring of two additional music teachers to support elementary music instruction. Additional expenditures may include: curriculum materials, and equipment.

Provide enrichment opportunities for students in the K-8 sites.

Provide enrichment in district led STEM activities. (50/50 K-5 & 6-12)

Provide support for new Dual Language Immersion Program

ACTUAL
 Enhanced the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified:

Provided increased summer school, intersession, and bridge support activities in order to provide enrichment activities for students.

Allocated funds to support the development and ongoing implementation of arts and science enrichment opportunities for students in K-8. Sites spent approx. 50% of allotted budget.

Resources allocated to provide for a VAPA TSA. The TSA facilitated arts implementation for all students K-12 especially targeting access for our low-income, English Learners and foster youth. Funds were allocated to support the hiring of two additional music teachers to support elementary music instruction. Additional expenditures included: curriculum materials, and equipment.

Provided enrichment opportunities for students in the K-8 sites. School sites spent approx. 1/3 of funds allocated.

Provided enrichment in district led STEM activities. (50/50 K-5 & 6-12)

Provided support for new Dual Language Immersion Program

		<p>All Enrichment/Arts/Science expenditures were verified by the Area Administrator to meet the criteria of the LCAP and signed off prior to being processed.</p>
<p>Expenditures</p>	<p>BUDGETED 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$75,000 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$52,000 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$225,000 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$155,000 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$75,000 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$50,000</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration \$75,000 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$26,652 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration \$223,971 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$51,130 4000-4999: Books And Supplies Local Supplemental/Concentration \$71,679 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration \$50,000</p>

Action **12**

<p>Actions/Services</p>	<p>PLANNED Goal 1 - Action 12 Supplemental/Concentration - Class Size Reduction Maintain and enhance class size reduction in grades TK-12. Maximum class size for TK-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. This includes, but is not limited to, additional staffing at middle school, high school, physical education and special education.</p>	<p>ACTUAL SUSD maintained and enhance class size reduction in grades TK-12. Maximum class size for TK-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. This includes, but is not limited to, additional staffing at middle school, high school, physical education and special education.</p>
<p>Expenditures</p>	<p>BUDGETED 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$5,750,000</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration \$5,750,000</p>

Action **13**

<p>Actions/Services</p>	<p>PLANNED Goal 1 - Action 13 Supplemental/Concentration - Library/Media Services To expand access and opportunity to quality literacy materials, conducive learning spaces, and qualified support personnel, for low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth</p>	<p>ACTUAL SUSD Expanded access and opportunity to quality literacy materials, conducive learning spaces, and qualified support personnel, for low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement</p>
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English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps.Sanger Unified will:

Extend hours of libraries at Wilson, SHS, WAMS, and “rover” to cover in town schools to provide greater access and opportunities for

Allocate additional library support days (4 days to be used before and/or after school yr.)

Provide additional support for Library Service coordinator (5 hrs/day)

K-12 Library Support: Circulation/Resources/Work Spaces (\$19 per student)

gaps.Sanger Unified:

Extended hours of libraries at Wilson, SHS, WAMS, and “rover” to cover in town schools to provide greater access and opportunities for all. Not all sites were able to develop schedules to utilize additional hours

Allocated additional library support days (4 days to be used before and/or after school yr.) Not all sites used library staff for work before or after the end of the school year.

Provided additional support for Library Service coordinator (5 hrs/day). The number of hours provided exceeded the number of hours needed for additional support

K-12 Library Support: Circulation/Resources/Work Spaces (\$19 per student) Majority of sites maximized their library allotment.

All Library/Media Services expenditures were verified by the Area Administrator to meet the criteria of the LCAP and signed off prior to being processed.

Expenditures

BUDGETED

0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$75,000
 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$10,400
 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$21,000
 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$205,000

ESTIMATED ACTUAL

2000-2999: Classified Personnel Salaries Local Supplemental/Concentration \$50,000
 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration \$6,000
 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration \$15,000
 4000-4999: Books And Supplies Local Supplemental/Concentration \$180,000

ANALYSIS

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

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

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

<p>Goal- Increase Achievement for All Students</p> <p>Early Literacy Maintained and added Literacy Specialist Teachers for sites to support, supplement, and extend the work of the classroom teacher and the early literacy program which is directed at meeting goals for all students especially low-income students, English learners, and foster youth.</p> <p>Resources were allocated to support a literacy-rich environment at all school sites to increase the exposure for low-income students, English Learners and foster youth. Text sets, guided reading books, expanded classroom libraries, and home/school support will be readily available to support district goal of all students being literate by 3rd grade.</p> <p>College and Career Readiness which includes Career and Technical Pathways Resources for STEM activities and career exploration were facilitated at sites to a large degree and increasing exposure to our unduplicated students. Expenditures to pathways and college visits was anticipated, but limited. More expenditures expected in the following years.</p> <p>Enrichment To enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:</p> <p>Provide increased summer school, intersession, and bridge support activities in order to provide enrichment activities for students.</p> <p>Resources will be allocated to provide for a VAPA TSA. The TSA will facilitate arts implementation for all students K-12 especially targeting access for our low-income, English Learners and foster youth. Funds will be allocated to support the hiring of two additional music teachers to support elementary music instruction. Additional expenditures may include: curriculum materials, and equipment.</p> <p>Professional Development Provided professional development for all Pre-K through 12th grade teachers to build their capacity in educational pedagogy and assessment. The topics of the PD were centered on our district's initiatives of high achievement for all students and closing the achievement gap, especially targeting low-income students, English Learners, and foster youth.</p> <p>Allocated funds to sites to implement PD learned at district level. Teachers would have time to work in PLCs to discuss best strategies learned in PD and plan. This planning is targeted to increase instructional effectiveness with a focus on low-income students, English Learners and foster youth. This included support by the District Instructional Specialists by providing embedded PD at sites.</p>
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Technology

Continued on the path of providing one to one devices for students in Sanger Unified. This program has provided ipads to all students to take home in the 9-12 grades. Although all students receive a device, we believe this is particularly crucial for our unduplicated students that lack access to devices other than cell phones to complete comprehensive assignments for the CA standards.

A goal of the district has been to have all students literate by 3rd grade. Many programs and strategies have been implemented to move closer to this reality. Careful attention to the needs of our English Language Learners, Low- income pupils and Foster and Homeless youth.

To address this need, SUSD allocated resources directly to schools to address the unique needs of the students at the site level. Site actions and expenditures are focused on the needs of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth as well as other subgroups identified in order to close achievement gaps.

In addition, to support the achievement of all students, SUSD staff have received professional development including the following:

Professional Development including but not limited to:

Guided Reading-Literacy Support Teachers at each school site

UDL- Universal Design for Learning

High Leverage Team Actions (Professional Learning Communities in Actions)

Academic Discourse strategies

Formative Assessment and Argumentation Skills

Eric Palmer- PVLEGS

Grade Level Math Training (TK-12)

Math Student Discourse Focus

Lesson Study Math Teams

Project Based Learning (6-12)

STEM and NGSS training

Technology- Blended learning programs

College/Career (Naviance Training)

Also included in this vision to increase academic achievement:

Enrichment Arts and Sciences

Library/ Media

Class size reduction

We continue to measure our success through student outcomes, local and state data. We measure, monitor and make necessary changes as needed.

Challenges:

Ensuring there is a balance between teachers being in the classroom for instruction and out of the classroom for Professional Development

Learning new strategies and the time needed in the classroom to implement

Balancing core services and enrichment during the school day

Success:

- Staff making the transfer from Professional Development to Classroom Implementation
- Student progress demonstrated in a variety of ways
- Staff/Student integration of technology in a blended learning approach
- Feedback from staff regarding Professional Development
- Willingness of all staff/students to become innovative

Through great challenge come high reward. The 3 year training of Guided Reading in Kindergarten through 3rd grade was a shift in practice and theory for many teachers. It was challenging moving toward a common goal using common language and monitoring the process along the way.

The practice has become embedded in our everyday classroom structure and has given us foundation and structures to move forward.

The challenge does not end here. Continued Professional Development must continue even after the 3 year training phase has ended.

Literacy Specialist Teachers will collaborate to develop plans to continue the upward cycle for current teachers and to plan for new teachers.

As a district, we have seen profound growth in the ability of students to have the confidence in themselves to use technology as a learning tool.

Blended learning as been an emphasis and has been visible in many classrooms and projects, such as Project Based Learning in secondary schools including Alternative Education.

In addition, students across the district are using PVLEGS to guide them in oral language presentations, English Language Learners are speaking as scholars and scientist and gaining confidence in their speaking ability. Our low socio-economic students and well as foster homeless youth are engaged in academic discourse, music and drama, robotics and STEM Activities and higher levels.

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

Effectiveness:

As a district, we have seen profound growth in the ability of students to have the confidence in themselves to use technology as a learning tool.

Blended learning as been an emphasis and has been visible in many classrooms and projects, such as Project Based Learning in secondary schools including Alternative Education.

In addition, students across the district are using PVLEGS to guide them in oral language presentations, English Language Learners are speaking as scholars and scientist and gaining confidence in their speaking ability. Our low socio-economic students and well as foster homeless youth are engaged in academic discourse, music and drama, robotics and STEM Activities and higher levels.

A collaborative work environment is core belief in SUSD. Through collaboration, SUSD works to integrate learning whenever possible rather than teach in isolation. For example, the work done in Project Based Learning is enhanced by the students ability to communicate though writing, oral language and technology. Students are taught oral language through English Language Development, PVLEGS, Academic Discourse etc. This same academic discourse that is used in language development is also used in math conceptual knowledge and procedural fluency.

The actions and services performed under this goal were effective due to the fact that many of the actions and services are integrated to provide a rich foundation for all students. The greatest impact is seen with our unduplicated youth who may or may not have had the opportunities, language foundation or resources available to them.

Challenges:
EL Scores

Successes:
CAASP ELA and Math scores increased overall
Designated ELD has helped in improving access to core for English Language Learners
1 to 1 rollout of IPADS (6-12)
Blended Learning approach with the the use of technology

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Professional Development expenditures were less than expected due to grants, such as LTEL and College and Career which allowed for funding Professional Development.

Early Literacy Books and Supplies expenditures were less that allocated due to the fact that many sites had already updated and increased their Guided Reading Libraries.

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.

Metrics were changed to reflect the CA Dashboards and Local indicators.

Although we have seen a significant impact in regard to the Professional Development provided, we have made changes in the number of days that teachers will be out of the classroom.

In order to narrow the focus, we have split college and career and Career Tech Education in separate categories under LCAP



Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Goal 2

The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

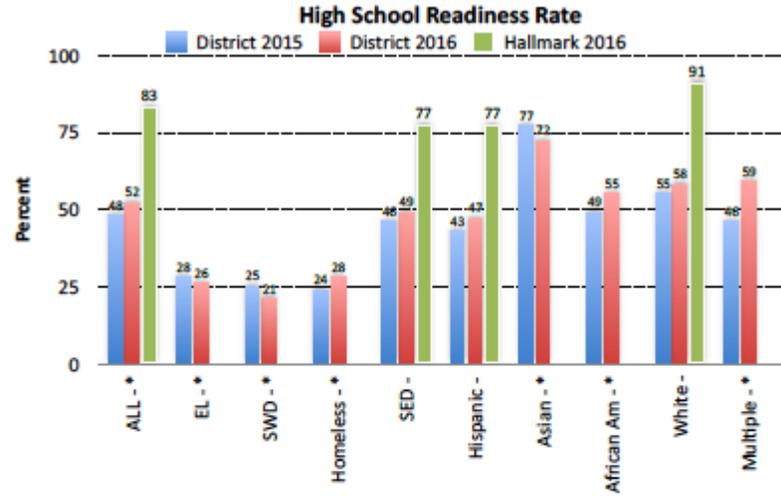
EXPECTED

- 11. Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state.
- 12. Meet or exceed AMAO 2, EL proficiency rates established by the state.
- 13. Increase district-wide English Learner reclassification rate.
- 14. Decrease annually the locally defined high school readiness rate of; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions.
- 15. Meet or be lower than the state and county middle school dropout rates for all subgroups annually.
- 16. Meet or be lower than the state and county high school dropout rates for all subgroups annually.
- 17. Meet or exceed the state and county high school graduation rates for all subgroups annually.
- 18. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded in English Language Arts and Mathematics.

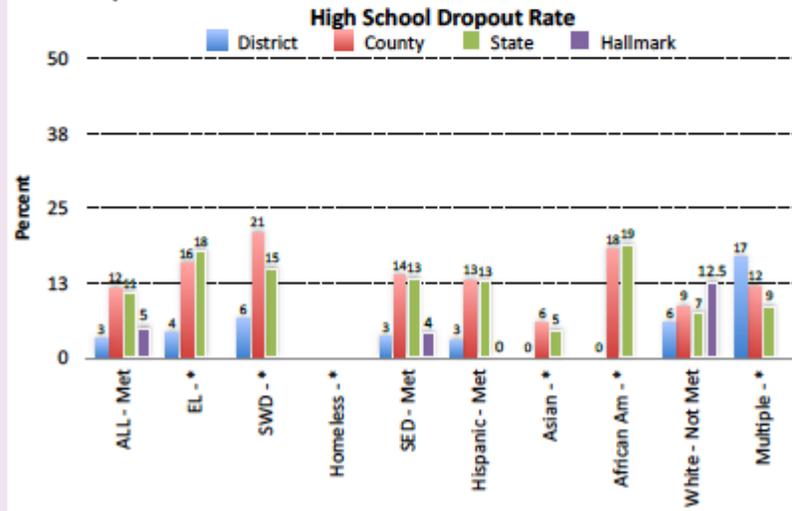
ACTUAL

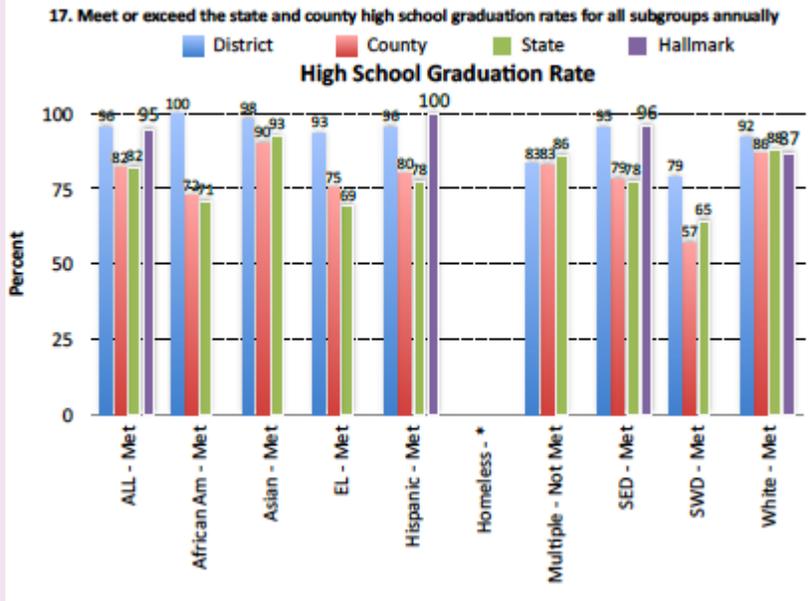
- 11. Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state.
No AMAO 1 for 2016, However:
59.97% percent EL students made progress
 - 12. Meet or exceed AMAO 2, EL proficiency rates established by the state.
No AMAO 2 for 2016, However:
31.3% EL students proficient for students less than 5 years
46.3 % EL students proficient for students greater than 5 years
 - 13. Increase district-wide English Learner reclassification rate.
Met 2015 - 10.2 %, 2016 - 13.3%
 - 15. 15. Meet or be lower than the state and county middle school dropout rates for all subgroups annually.
Met - All students and all Student Groups are 0%
- See graphs below for other Annual Measurable Outcome metrics

14. Increase annually the locally defined high school readiness rate of; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions.

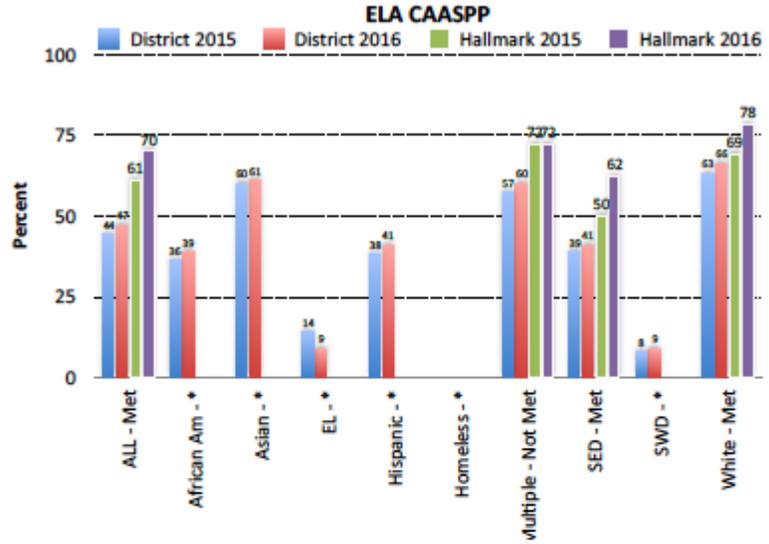


16. Meet or be lower than the state and county high school dropout rates for all subgroups annually.

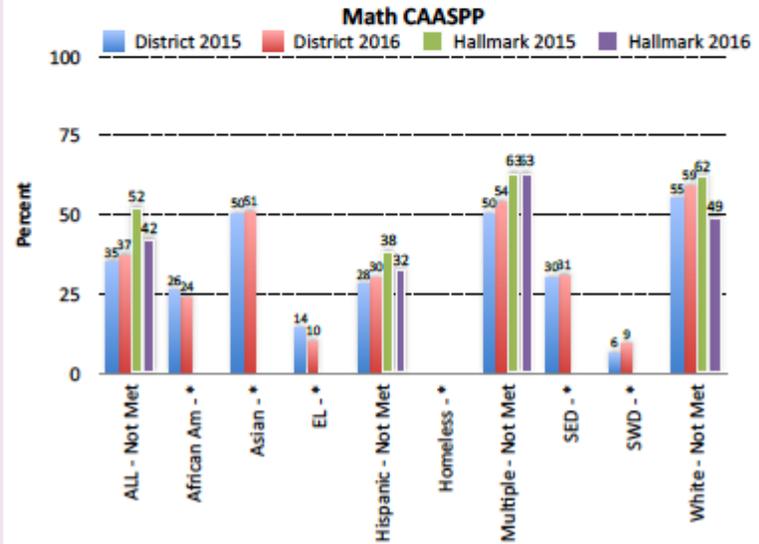




18A. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded in English Language Arts (Same as 2A)



18B. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded in Mathematics (Same as 2B)



ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
 Goal 2 - Action 1
 Supplemental/Concentration - Academic Intervention and Support
 This specific action/service is principally directed to increase services and supports directly to school sites to provide interventions and supports to meet at-risk, Low Income, English Learners, and Foster Youth students. including, but not limited to beyond the school day

Provide for Sanger High, Sequoia and Quail Lake School After School Program to include coordinator, support staff, teachers, and materials for intervention and enrichment principally directed to create enrollment and participation opportunities for low income pupils.

This specific action/service is principally directed towards and effective in, increasing or improving outcomes for at-risk, low income, English Learners, Foster Youth through Response to Intervention (RTI) training and support to sites on processes and procedures. Increasing the capacity of staff to better identify and serve struggling readers. Supplemental curriculum and materials will be supplied as needed.

Provide Student Advocates (8) at both SHS and WAMS with 50% of the expenditures from District LCAP. This action/services is principally direct to increase services and supports directly to at-risk, low income, English Learners, and Foster Youth students to increase school engagement and academic achievement.

Summer School for remediation, intervention, course completion, and course re-takes that fulfill a-g requirements, principally directed towards at risk, low income, English

ACTUAL
 During the 2016-2017 school year Sanger Unified provided literacy interventions and supports directly to sites to meet the needs of at-risk, Low Income, English Learners and Foster Youth students. Site provided a multi-tiered response to student's needs based on the skill set and performance level each student presented a need in. Services and supports included small group instruction, target curriculum materials to support students' skill development, with an increase in time of intervention and a decrease in group size to support the level of intensity and duration needed. 36% of the funds allocated to his area was spent leaving a balance of \$152,475.00

During the 2016-2017 school year, LCAP funding provided After School Programing to Sanger High School, Sequoia, and Quail Lake. After School Programing provided opportunities for low income pupils to participate in enrichment and intervention programs that are offered through the After School Programing. 100% of the funds allocated for this area were spent.

During the 2016-2017 school year, Response to Intervention (RTI) training and support was provided to sites to support process and procedures to improve literacy outcomes for at-risk, low income, English Learners and Foster Youth. A Universal Screening tool is used through out the district to provide benchmark assessment and progress monitoring to quickly identify students that require additional supports and services, as well as monitor student progress. Sanger is beginning Math RTI starting with two pilot sites. Universal Screener, progress monitoring tool, and supplemental curriculum was purchased to support these efforts, with the intention to scale-out Math RTI to additional school sites

Learners, Foster Youth students.

during the 2017-2018 school year. 12% allocated to this area was spent leaving a balance of \$88,053.00.

During the 2016-2017 school year, LCAP supported 50% of the cost of (8) Student Advocates provided at Sanger High School and Washington Academic Middle School. Student Advocates support a Multi-Tiered Systems of Support (MTSS) through their work that provides more intensive support and increased time with at-risk, Low Income, English Learners, and Foster Youth students. 100% of the funds allocated for this area were spent.

During the summer between the 16-17 school year and 17-18 school year, Summer School is provided and available for at-risk, low income, English Learners, Foster Youth students that would benefit or require intervention, course completion re-takes that fulfill A-G requirements allowing them to stay on-track for graduation and provide continuity for continued intervention efforts to remediate skill deficits

Expenditures

BUDGETED
 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$236,000
 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$454,000
 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$100,000
 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$205,000
 Title 1 Summer School Other \$300,000

ESTIMATED ACTUAL
 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$150,000
 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration \$454,000
 4000-4999: Books And Supplies \$10,000
 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration \$202,000
 Title I Summer School Other \$300,000

Action

2

Actions/Services

PLANNED
 Goal 2 - Action 2
 Supplemental/Concentration - Social-Emotional and Behavioral Support
 Add Social-Emotional support personnel, principally directed, to support the social-emotional health of at-risk students including; low income, english learner, foster youth, redesignated fluent English proficient, and special education. SEL personnel train at-risk and trauma affected youth, to

ACTUAL
 For the 2016-2017 school year, we were able to add Social-Emotional support personnel, principally directed, to support the social-emotional health of at-risk students including; low income, english learner, foster youth, redesignated fluent English proficient, and special education. This allocation was to be principally directed to one additional school psychologist position which the district was unable to fill due to staffing shortages in that field. Instead, the district utilized these funds

acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Funding principally directed to a Community Liaison whose goal is to provide on-site support to foster youth and homeless students as well as increase identification and tracking of incoming students. The Liaison will also coordinate and collaborate with care providers, social workers, service providers, and school-based service providers to ensure that foster and homeless youth receive the full benefit of their education.

Implementation of a PBIS framework, principally directed, for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for students including; low income, english learner, foster youth, and redesignated fluent English proficient. This framework is also supplemented by a Restorative Justice system focused on mediation, relationship-reparation, and alternatives to a punitive punishment response that is principally directed to those same at-risk, Tier 2 students who require specific support for unique needs.

to hire four school psychologist interns. These positions will expend the total allocation of \$115,000 AND the amount of \$8,036 which is the balance of the allocation to our Community Liaison.

For the 2016-2017 school year, we funded a Community Liaison, principally directed to provide on-site support to foster youth and homeless students as well as increase identification and tracking of incoming students. The Liaison also coordinated and collaborated with care providers, social workers, service providers, and school-based service providers to ensure that foster and homeless youth received the full benefit of their education. Allocated funds were expended completely.

For the 2016-2017 school year, we continued to implement a PBIS framework, principally directed, for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for students including; low income, english learner, foster youth, and redesignated fluent English proficient. This framework was also supplemented by a Restorative Justice system focused on mediation, relationship-reparation, and alternatives to a punitive punishment response that is principally directed to those same at-risk, Tier 2 students who require specific support for unique needs. 38% of the funds allocated to this framework was expended, leaving a balance of \$15,075.

Expenditures

BUDGETED

0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration	\$115,000
0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration	\$87,500
0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration	\$40,000

ESTIMATED ACTUAL

1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration	\$115,000
1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration	\$87,500
4000-4999: Books And Supplies Local Supplemental/Concentration	\$24,925

Action

3

Actions/Services

PLANNED
Goal 2 - Action 3

ACTUAL
In order to enhance instruction and support for English

Supplemental/Concentration - English Learners
In order to enhance instruction and support for English Learners, resources will be allocated to all school sites based on EL populations to support a robust program to meet the diverse needs of English Learners.

To enhance English Learner achievement and language proficiency, professional development will be provided to K-8 and primary sites on the new ELA/ELD Framework, the ELD Standards, Academic Discourse, and the use of both Designated and Integrated ELD. Materials will be purchased to support EL programs and resources. Allocations for stipends will be provided for English Learner site contacts, and sub time will be provided for EL Individualized Language Plan team meetings.

Additional resources will be allocated to enhance and support the LTEL project grant in order to provide resources and child care for parent education and engagement. Professional development to increase elementary administrator English Learner pedagogy, materials, and supplies.

Provide professional development to teachers, instructional specialists, and administration centered around the ELA/ELD Framework, Speaking and Listening, ELPAC training, EL strategies, and the ELD standards to increase effective instructional practices for English Learners.

Learners, resources were allocated to all school sites based on EL populations to support a robust program to meet the diverse needs of English Learners.

To enhance English Learner achievement and language proficiency, professional development was provided to K-8 and primary sites on the ELA/ELD Framework, the ELD Standards, Academic Discourse, and the use of both Designated and Integrated ELD. Materials were purchased to support EL programs and resources. Allocations for stipends were provided for English Learner site contacts, and sub time was provided for EL Individualized Language Plan team meetings. Through the support of the LTEL Project grant monies the allocation from LCAP was much less than expected.

Additional resources were allocated to enhance and support the LTEL project grant in order to provide resources and child care for parent education and engagement. Professional development was provided to increase elementary administrator English Learner pedagogy, materials, and supplies. Through the support of the LTEL Project grant monies the allocation from LCAP was much less than expected.

Professional development was provided to teachers, instructional specialists, and administration centered around the ELA/ELD Framework, Speaking and Listening, ELPAC training, EL strategies, and the ELD standards to increase effective instructional practices for English Learners. Through the support of the LTEL Project grant monies the allocation from LCAP was much less than expected.

BUDGETED

0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$300,000

Title III Other \$75,000

Title III Other \$50,000

Title III Other \$25,000

ESTIMATED ACTUAL

0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$45,835

Expenditures

Action

4

Actions/Services	PLANNED	ACTUAL
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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.

During the 2016-2017 school year Sanger Unified provided literacy interventions and supports directly to sites to meet the needs of at-risk, Low Income, English Learns and Foster Youth students. Site provided a multi-tiered response to students needs based on the skill set and performance level each student presented a need in. Services and supports included, small group instruction, target curriculum materials to support students' skill development, with an increase in time of intervention and a decrease in group size to support the level of intensity and duration needed.

To enhance instruction and support for English Learners, resources were allocated to all school sites based on EL populations and supported a robust program to meet the diverse needs of English Language Learners

To enhance English Learner achievement and language proficiency, professional development was provided to K-8 and primary sites on the ELA/ELD Framework, the ELD Standards, Academic Discourse, and the use of both Designated and Integrated ELD. Materials were purchased to support EL programs and resources. Allocations for stipends were provided for English Learner site contacts, and sub time was provided for EL Individualized Language Plan team meetings. Through the support of the LTEL Project grant monies the allocation from LCAP was less than expected.

Additional resources were allocated to enhance and support the LTEL project grant in order to provide resources and child care for parent education and engagement. Professional development was provided to increase elementary administrator English Learner pedagogy, materials, and supplies. Through the support of the LTEL Project grant monies the allocation from LCAP was much less than expected.

Professional development was provided to teachers, instructional specialists, and administration centered around the ELA/ELD Framework, Speaking and Listening, ELPAC training, EL strategies, and the ELD standards to increase effective instructional practices for English Learners. Through the support of the LTEL Project grant monies the allocation from LCAP was much than expected.

For the 2016-2017 school year, we continued and added school psychologist interns to implement a PBIS framework, principally directed, for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for students including; low income, english learner, foster youth, and redesignated fluent English proficient. This framework was also supplemented by a Restorative Justice system focused on mediation, relationship-reparation, and alternatives to a punitive punishment response that is principally directed to those same at-risk, Tier 2 and 3 students who require specific support for unique needs.

Based on our LCAP allocations for 16-17, we were able to provide after school participation in Literacy and Mathematics to our low income and English Language Learners at an additional three school sites.

Professional Development:

- Designated and Integrated English Language Development Language Matrix and ELD standards
- Stanford- Understanding Language MOOC
- ELPAC Training
- MTSS Team Training
- Ongoing professional learning for Intervention Teacher PLC

Challenges:

- Teacher availability to provide before and after school interventions
- Implementing math RTI Pilots due to schedule demands
- District Wide Implementation of Designated and Integrated ELD with mastery

Successes:

- Implementation of District MTSS DATA Team
- Implementation of Site Based MTSS Team
- School receiving Champion Gold Awards for PBIS
- Implementation of Individualized Language Plan District Wide

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

The planned actions and services resulted in greater participation rates of teachers and students in English Language Development, Academic Discourse and ELD standards resulting in increased EL reclassification rates and academic growth for Ever EL's.

Academic Growth on ELPI (English Learner Progress Indicator)

Academic and PBIS interventions and supports have resulted in increased high school readiness rates for the overall student population. Two subgroups which did not see increased readiness rates are EL and SPED.

The high graduation rate and low drop out rates for all student subgroups is a result of academic PBIS supports through restorative justice and providing after school support so students are always connected to their school

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenses were less than expected due to availability of teachers to participate in after school or before school intervention. Limitations in math RTI due to school calendar and other professional learning demands.

Through the support of the LTEL grant monies, allocation from LCAP was less than expected.

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.

Increase Professional Learning for site based MTSS teams that will focus on DATA analysis specifically desegregating targeted student groups.
Next steps:
Provide fidelity rubrics for sites to self reflect and analyze their MTSS and PBIS implementation
Progress monitoring for the district MTSS Team will review local measures that would provide benchmark data for long term goals
English Learner allocations and supports will be embedded throughout every LCAP Goal and Action

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3	<p>Goal 3 The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.</p>
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Maintain a minimum of 90% properly credentialed teachers.
 Reduce the teacher vacancies and teacher misassignments at 5.0%.
 Reduce or maintain chronic absenteeism at 5.0%.
 Reduce the suspension rates annually by 0.5%.
 Reduce expulsion rates annually by 0.2%.
 All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better.
 Maintain student attendance rate above 90%.
 Maintain Parent Involvement above 80% as measured by Parent Survey.

ACTUAL

19. Maintain a minimum of 90% properly credentialed teachers.
 Not Met - 86.5% (2015-16 Highly Qualified in core academic subjects).

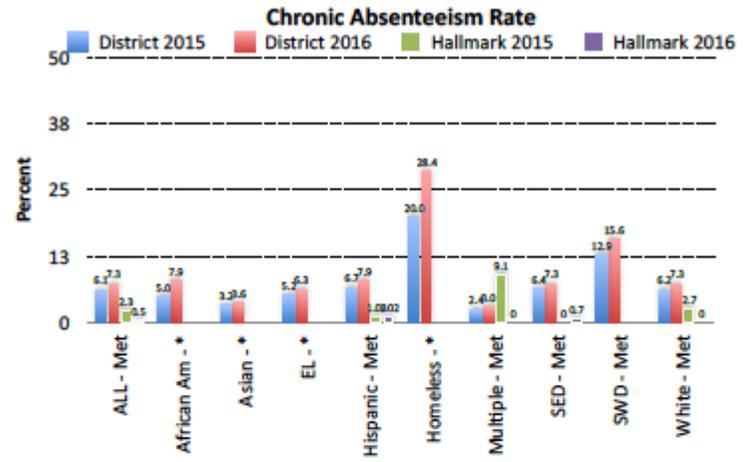
20. Reduce the teacher vacancies and teacher misassignments at 5.0%
 Met
 Vacant teacher positions - 2
 Misassignments of teachers of English Learner - 0
 Total teacher misassignments - 0

24. All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better.
 Met - 97.8%

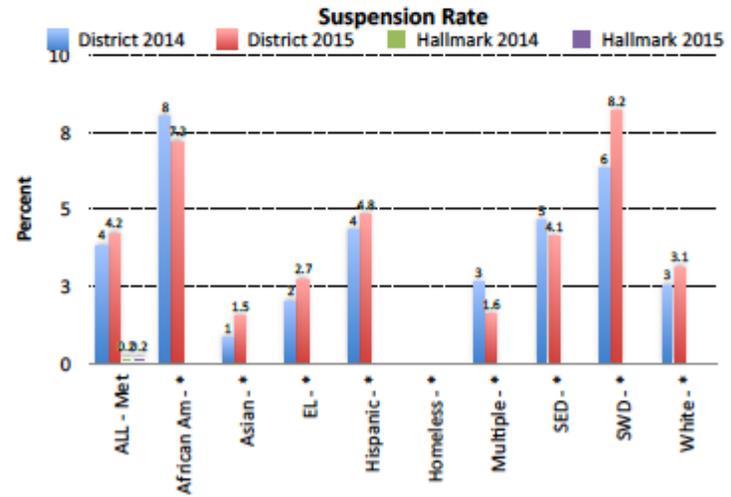
26. Maintain Parent Involvement above 80% as measured by Parent Survey.
 Met - 82.5%

See graphs below for other Annual Measurable Outcome metrics

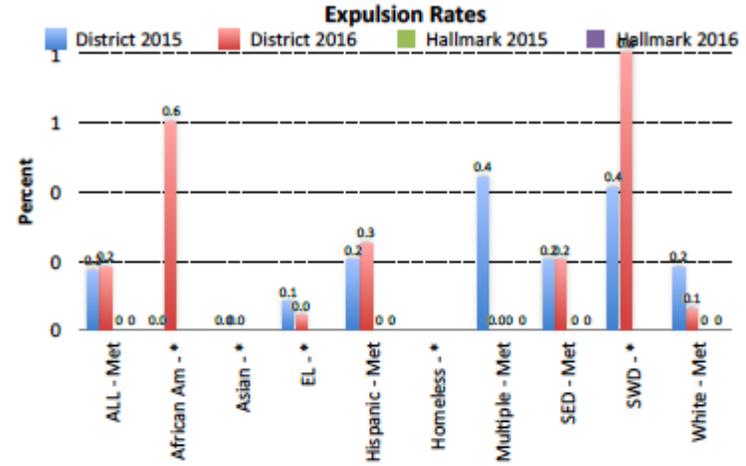
21. Reduce or maintain chronic absenteeism at 5.0%.



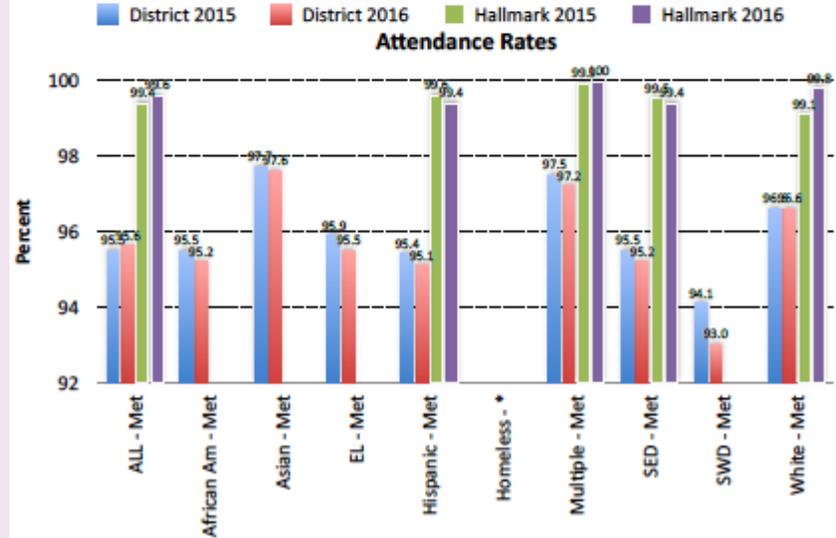
22. Reduce suspension rates annually by 0.5%.



23. Reduce expulsion rates annually by 0.2%.



25. Maintain student attendance rate above 90%.



ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED Goal 3 - Action 1 Supplemental/Concentration - Facilities Provide well-maintained, up-to-date facilities to enhance student safety. Facilities upgrades included a focus on facility upgrades to enhance technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation.</p>	<p>ACTUAL SUSD provided well-maintained, up-to-date facilities to enhance student safety. Facilities upgrades included a focus on facility upgrades to enhance technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation. \$2,000,000 was expended on purchase of land for the Sanger Educational CTE Center</p>
Expenditures	<p>BUDGETED 0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$2,902,420</p>	<p>ESTIMATED ACTUAL 6000-6999: Capital Outlay Local Supplemental/Concentration \$3,000,000</p>
Action	2	
Actions/Services	<p>PLANNED Goal 3 - Action 2 Supplemental/Concentration - Parent and Community Involvement Resources will be allocated to develop the concept of “Parent University”. These resources will help increase parent involvement, especially for low-income families and parents of English Learners and foster youth, by providing the skills necessary to support their children’s health, safety, and academic success. Provide translation services including the purchase of devices for parents and community.</p>	<p>ACTUAL A wide variety of parent engagement has been scheduled at each school site. District wide parent activities include College Knowledge Academy, PIQE, Literacy Nights and Parent Coffee Hours to name a few. In an effort to develop the concept of "Parent University" District Wide, a grant proposal (PE MTSS- Parent Engagement Multi Tiered System of Support) was submitted in November to the Cowell Foundation and was awarded in late December. Phase 1 of the grant was awarded for January through August and has contributed funding for parent engagement planning. (Phase 1 - Current Reality) Phase 1- "Current Reality" will focus on an analysis of parent involvement data and feedback from the Parent Conference, Parent Forums, small group focus sessions at each site and individual interviews.</p>

		<p>A " Parent's as Partners" conference was held in March to provide a variety of resources and information including: Early Literacy, Common Core Math, Proper use of technology, College and Career (Preparing for Middle School/High School).</p> <p>Three parent forums are scheduled for April through October for all Sanger Unified Parents. The purpose is to determine our "Current Reality" in regards to Current Parent Involvement practices and needs.</p> <p>Translation Services were used to support College Knowledge Academy and District parent meetings.</p>
Expenditures	<p>BUDGETED</p> <p>0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$80,000</p> <p>0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$10,000</p>	<p>ESTIMATED ACTUAL</p> <p>0001-0999: Unrestricted: Locally Defined Local Supplemental/Concentration \$12,000</p> <p>2000-2999: Classified Personnel Salaries Local Supplemental/Concentration \$10,000</p>

ANALYSIS

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

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

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

A wide variety of parent engagement has been scheduled at each school site. District wide parent activities include College Knowledge Academy, PIQE, Literacy Nights and Parent Coffee Hours to name a few.

In addition, resources were allocated to develop the concept of "Parent University" District Wide. A grant proposal (PE MTSS- Parent Engagement Multi Tiered System of Support) was submitted in November to the Cowell Foundation and was awarded in late December. Phase 1 of the grant was awarded for January through August and has contributed funding for parent engagement planning. (Phase 1 - Current Reality)

Phase 1- "Current Reality" will focus on an analysis of parent involvement data and feedback from the Parent Conference, Parent Forums, small group focus sessions at each site and individual interviews.

A " Parent's as Partners" conference was held in March to provide a variety of resources and information including: Early Literacy, Common Core Math, Proper use of technology, College and Career (Preparing for Middle School/High School).

Three parent forums are scheduled for April through October for all Sanger Unified Parents. The purpose is

to determine our "Current Reality" in regards to Current Parent Involvement practices and needs.

Challenges:

Gathering input from parents
Attendance at Parent Forums

Successes:

A Parent Engagement Multi Tiered System of Support Team has been created
A Parent Survey has been developed and distributed
Currently establishing "Current Reality" for baseline data regarding parent engagement

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

The actions performed under this goal have given the Parent Engagement MTSS Team a baseline for needs, expectations and next steps to continue Phase 1 and prepare for Phase 2 of the grant proposal

A parent involvement team made up of 8 parents districtwide provide perspective and offer suggestions in providing services for parents as well as outreach for those hard to reach parents, especially those of students who are suspended, expelled or dealing with poor attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenses were less than expected due to availability of funding from the Cowell Foundation Grant for our Parent Engagement Multi-Tiered Systems of Support.

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

The parent engagement action will now be embedded throughout the LCAP document rather than stand as a unique action. This is a constant reminder that parent engagement is a high priority and should be implemented within each of our goals, services and actions.

Stakeholder Engagement

LCAP Year

- 2017–18
- 2018–19
- 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Sanger Unified School District has existing structures in place to disseminate information and seek input from parents, staff, and community. Stakeholder engagement for the LCAP followed the same communication structures in addition to specific presentation sessions focused on the LCFF at selected school sites and provided information to parents, administrators, teachers, and students. Throughout this process, the goals of the district have been clearly identified and articulated as the following:

1. Raise the Achievement of ALL Students
2. Close the Achievement Gap
3. Ensure a Safe Environment

Parent/School Staff/ Student LCAP Stakeholder Survey

As part of the planning process for developing the new Local Control Accountability Plan (LCAP), Sanger Unified contracted with ERC to survey parents, teachers/staff, and students. Surveys included a series of items to rate on a scale of 1 to 10, and one open-ended question which allowed teacher/staff and parent respondents to add anything else they wanted the district to know regarding funding priorities. Items included Sanger Unified services currently in place that meet the eight state priorities and areas identified as community priorities through previous surveys. All surveys were available online as well as on paper. The online survey was open from November 1, 2016- January 10, 2017.

Parent and student surveys were available in three languages (English, Spanish, Hmong) and in pencil/paper format.

In addition, a random survey was distributed to a broad sample of parents representing all schools and the district's demographics, to all district teachers and staff, and a sample of students from randomly-selected classrooms in grades 5 through 11. Survey responses contained a statistically-appropriate sample of all three stakeholder groups.

A total of 3,286 parents responded to the online survey.

Parent respondents represented the district's racial and ethnic diversity. Parent respondent demographics closely mirrored those of the student population. Of the parent respondents, 2101 (64%) qualify for free or reduced price meals, 1344 (41%) indicated their children are English Learners, and 112 (3%) are foster parents.

In addition to the LCAP Survey, the District also provides a Parent Survey to all parents and every school. The survey goes out in March and the input is used improve services for students. The expected return rate is 85% for elementary sites and 75% for secondary sites. The survey is distributed in English, Spanish and Hmong.

LCAP Presentation/Discussion/Input sessions

Each site principal a gave presentation to their school community which gave an overview of LCFF and the LCAP process.

Components of the presentation included the following:

Three District Goals

Goal 1: The District will provide a high quality system to raise the academic achievement of all students

Meet the API growth target established by the state.

Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics.

The district will increase A-G course completion rate for all students and applicable subgroups.

The district will demonstrate positive growth in CTE course completion rate for all students including applicable subgroups.

The district will demonstrate positive growth in AP course pass rate.
 The district will demonstrate positive growth in EAP pass rate.
 Other Pupil Outcome - Establish baseline proficiency level of updated TK-2 District Progress Assessments in ELA and Math and the new district Progress Block Assessments.
 All students will have access to standards-aligned curriculum as measured by access to board approved core textbooks.
 Implementation of Common Core will demonstrate positive growth as measured by the SUSD Ipad Walkthrough Implementation Tool.
 All students will have access to a broad course of study as measured by the analysis of school site master schedules.

Goal 2: The District will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.

Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state.
 Meet or exceed AMAO 2, EL proficiency rates established by the state.
 Increase district-wide English Learner reclassification rate.
 Decrease annually the locally defined high school readiness rate of; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions.
 Meet or be lower than the state and county middle school dropout rates for all subgroups annually.
 Meet or be lower than the state and county high school dropout rates for all subgroups annually.
 Meet or exceed the state and county high school graduation rates for all subgroups annually.
 Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded in English Language Arts and Mathematics.

Goal 3: The District will operate with increasing efficacy and effectiveness in all areas of operation promoting a safe school environment.

Maintain a minimum of 90% properly credentialed teachers.
 Reduce the teacher vacancies and teacher misassignments at 5.0%.
 Reduce or maintain chronic absenteeism at 5.0%.
 Reduce the suspension rates annually by 0.5%.
 Reduce expulsion rates annually by 0.2%.
 All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better.
 Maintain student attendance rate above 90%.
 Maintain Parent Involvement above 80% as measured by Parent Survey.

- Actions and Services
- Additional School Site Allocation of Dollars
- Technology
- Early Literacy
- Academic Intervention and Support
- Socio-Emotional and Behavioral Support
- English Learner Support
- College and Career Readiness
- Parent and Community Involvement
- Professional Development
- Enrichment in Arts and Science
- Class Size Reduction
- Library and Media Services
- Facilities

Additional stakeholder Presentation/ Input:
 January 10- Sanger Community Task Force which includes representation from Foster/ Homeless, Hope Sanger, Police and Fire Department, Recreation Department, Social Services, School District, Local Church Clergy, and local service clubs.
 January 25, 2017- DELAC
 February 14, 2017- Sanger High School Student Leadership
 February 14, 2017- Washington Academic Middle School Student Leadership

February 23, 2017- CSEA Classified
February 2017 - Rotary Club
March 7, 2017- SUTA Teachers

Community Stakeholders also provided feedback through an open ended survey.

1. What services do you suggest Sanger Unified should continue?
2. What current services do you suggest Sanger Unified enhance or expand on?
3. What services do you suggest Sanger Unified provide that we are not currently providing?
4. Other suggestions and input

LCAP Guidance Committee

Role: 1) Advise on LCAP Budget allocation, 2) share information with community members, 3) review annual progress on District goals, and 4) review other stakeholder input

Composition: Ensure that parents of students in Sanger Unified, including LCFF target subgroups, make up a majority of the membership.

Through the facilitated meetings, the guidance committee members provide important feedback that helps SUSD to shape the LCAP plan that authentically reflects the diverse interests of the community.

The members of the guidance committee included:

- 16 Parents
 - 4 EL
 - 8 SED
 - 1 Foster/Homeless
- 3 Students
- 3 Teachers
- 2 Administrators
- 1 SUSD board member
- 1 CSEA
- 2 SUTA

Observers

Superintendent - Mr. Navo -
Associate Superintendents Adela Jones and Eduardo Martinez
Area Administrator- Tim Lopez

LCAP Guidance Committee Calendar Dates and Focus Area

October 10, 2016	Intro, Norms, Purpose and LCFF/LCAP Overview
November 7, 2016	Review progress on current year's LCAP and Community Engagement
December 5, 2016	Budget Overview
January 30, 2017	Review Feedback from Community
March 1, 2017	Academic DATA overview by subgroup, Input on budget allocations
April 26, 2017	Review LCAP Draft/Allocations/ Title 2
May 10, 2017	District Advisory Council Review of LCAP

Cabinet Meeting

Presented stakeholder input to District Cabinet. Input included parent, staff and student survey results along with input from community stakeholders.

Curriculum and Instruction Cabinet Meeting

Met with the curriculum and instruction department leaders and provided an opportunity for input. The team synthesized the input from the LCAP survey and LCAP stakeholder feedback and developed recommendations.

Expanded Cabinet Prioritization

Met with expanded district cabinet from Curriculum and Instruction, Business, Operations, Pupil Services, Technology, and Human Resources. The team synthesized the input from the LCAP survey and LCAP stakeholder feedback. Recommendations were made regarding allocation reduction or addition for each service area.

Expanded Team presented to District Cabinet- April 3, 2017

Presented recommendation from Expanded Cabinet Prioritization meeting regarding service allocations.

Meetings and Opportunities to Provide additional input to LCAP Draft

April 26, 2017 LCAP Guidance Committee meeting. Members will be given opportunities to review LCAP process and provide feedback.

May 3, 2017 District English Learner Advisory Council to review LCAP draft and provide opportunities for feedback.

May 10, 2017 DAC Meeting with District Advisory Council at the Superintendent’s Forum to review LCAP draft and provide opportunities for feedback.

In addition, the LCAP draft was posted on May 10, 2017 on the district website for comment. An online form was made available to download and send to the district..

June 13, 2017 - Public Hearing at Board Meeting

June 27, 2017 - Board Meeting approval of Sanger Unified LCAPes.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The three goals of the district have maintained the stability and focus of the district. The goals set the tone for all levels of support to continue to develop and grow through capacity building, collaboration and reciprocal accountability.

Based on the input, we realized that English Learner services need to be embedded throughout the plan. We needed to refocus the priorities and add clarity, We separated the College and Career and Career Tech Education

Effective communication has been an emphasis throughout the process of the development of the LCAP with multiple, established methods of communication with stakeholders including parents, students, staff, local bargaining units and community. Transparent, open, and frequent opportunities for giving feedback are the hallmarks of a solid plan. The top recommendations from the LCAP Survey and Stakeholder feedback were processed and categorized by the district into general themes.

The action and services that remain a priority according to the Stakeholder feedback included the following:

Academic Intervention and Support (Goal 2 - Action 1)
 Facilities (Goal 3 - Action 1)
 College and Career Readiness (Goal 1 - Action 9)
 Technology (Goal 1 - Action 7)
 Socio-Emotional and Behavioral Support (Goal 2 - Action 2)
 Enrichment/Arts/Science (Goal 1 - Action 11)
 English Learner Support (Embedded throughout)

The top actions and services from the LCAP Guidance Committee included:

Academic Intervention and Support (Goal 2- Action 1)
 College and Career Readiness (Goal 1- Action 9)
 Social-Emotional and Behavioral Support (Goal 2 - Action 2)
 Technology (Goal 1- Action 7)
 English Learners Support (Goal 2 - Action 3)
 Facilities (Goal 3- Action 1)
 Enrichment Arts and Sciences (Goal 1- Action 11)
 Professional Development (Goal 1- Action 10)
 Additional School Site Allocation (Goal- Action)
 Parent and Community Involvement (Goal- Action)
 Additional Resources and Books (Goal- Action)
 Library and Media Services (Goal 1- Action 13)

Through the analysis of multiple measures of data including the new California Dashboards, the required LCAP metrics and multiple measures monitored by the Multi-tiered Systems of Support (MTSS) teams at the district and site levels and the Stakeholder Feedback including the LCAP Guidance Committee, the following actions have been addressed on our plan.

- Basic District-wide Services
- Additional School Site Allocation
- Technology
- Early Literacy
- College and Career Readiness Skills
- Professional Learning
- Enrichment
- Career Technical Education
- Library/Media Services

- Class Size Reduction
- Academic Intervention and Support
- Social-Emotional and Behavioral Support
- Facilities
- Additional Transportation

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.

New
 Modified
 Unchanged

Goal 1

Goal 1
The district will provide a high quality educational system to raise the academic achievement of ALL students.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Need:
ALL Sanger Unified students do not currently perform at or above grade level in Mathematics and English Language Arts. In addition, we want ALL SUSD students to strive for increasing academic achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Students provided sufficient access to standards aligned curricular materials as measured by local indicator self-reflection tool. (Priority 1)	100% sufficient access to standard aligned curricular materials	100% sufficient access to standard aligned curricular materials	100% sufficient access to standard aligned curricular materials	100% sufficient access to standard aligned curricular materials
2. Implementation of the CA state standards as measured by the state self-reflection tool. (Priority 2)	Average score of all measures state reflection tool is 3.76	Positive growth from 2016-17 baseline data	Positive growth from 2017-18 data	Positive growth from 2018-19 data
3. CAASPP Student Average Distance from Level 3 in English Language Arts (ELA) for all	CAASPP English Language Arts Average Distance from Level 3 • ALL - High (31.8)	Positive Growth from 2016-17 Baseline for all students including applicable Student	Positive Growth from 2017-18 for all students including applicable Student Groups	Positive Growth from 2018-19 for all students including applicable Student Groups

<p>students including applicable Student Groups</p> <p>(Priority 4)</p>	<ul style="list-style-type: none"> • African Am - * • Asian - * • EL - * • Hispanic - High (14.3) • Homeless - * • Multiple - * • SED - Medium (6.8) • SWD – Very Low * • White - Very High (54.5) 	<p>Groups</p>		
<p>4. CAASPP Student Average Distance from Level 3 in Mathematics for all students including applicable Student Groups</p> <p>(Priority 4)</p>	<p>CAASPP Mathematics Average Distance from Level 3</p> <ul style="list-style-type: none"> • ALL - High (0.4) • African Am - * • Asian – * • EL - * • Hispanic - Medium (-24.1) • Homeless - * • Multiple - * • SED - Medium (-21.7) • SWD – * • White - High (26.2) 	<p>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</p>	<p>Positive Growth from 2017-18 for all students including applicable Student Groups</p>	<p>Positive Growth from 2018-19 for all students including applicable Student Groups</p>
<p>5. A-G Completion rates for all students including applicable Student Groups</p> <p>(Priority 4)</p>	<p>A-G Rates -</p> <ul style="list-style-type: none"> • ALL – 58% • African Am – * • Asian – * • EL – * • Hispanic – 64% • Homeless - * • Multiple – 100% • SED – 59% • SWD – * • White – 46% 	<p>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</p>	<p>Positive Growth from 2017-18 for all students including applicable Student Groups</p>	<p>Positive Growth from 2018-19 for all students including applicable Student Groups</p>
<p>6. Career Tech Education Pathway Completion rate for all</p>	<p>CTE Completion Rates -</p> <ul style="list-style-type: none"> • ALL – * 	<p>Positive Growth from 2016-17 Baseline for all students</p>	<p>Positive Growth from 2017-18 for all students including</p>	<p>Positive Growth from 2018-19 for all students including</p>

<p>students including applicable Student Groups</p> <p>(Priority 4)</p>	<ul style="list-style-type: none"> • African Am – * • Asian – * • EL – * • Hispanic – * • Homeless - * • Multiple – * • SED – * • SWD – * • White – * 	<p>including applicable Student Groups</p>	<p>applicable Student Groups</p>	<p>applicable Student Groups</p>
<p>7. Advanced Placement pass rate for all students scoring 3 or higher including applicable Student Groups</p> <p>(Priority 4)</p>	<p>AP Pass Rates -</p> <ul style="list-style-type: none"> • ALL – • African Am – • Asian – • EL – • Hispanic – • Homeless - • Multiple – • SED – • SWD – * • White – 	<p>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</p>	<p>Positive Growth from 2017-18 for all students including applicable Student Groups</p>	<p>Positive Growth from 2018-19 for all students including applicable Student Groups</p>
<p>8. Early Assessment Program English Language Arts (ELA) pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups.</p> <p>(Priority 4)</p>	<p>EAP ELA Rates ELA Ready and Conditionally Ready</p> <ul style="list-style-type: none"> • ALL – 56% • African Am – * • Asian – 82% • EL – 2% • Hispanic – 50% • Homeless – * • Multiple – * • SED – 52% • SWD – 11% • White – 70% 	<p>Positive Growth from 2016-17 Baseline for all students including applicable Student Group</p>	<p>Positive Growth from 2017-18 Baseline for all students including applicable Student Group</p>	<p>Positive Growth from 2018-19 Baseline for all students including applicable Student Group</p>
<p>9. Early Assessment Program Mathematics pass rate for</p>	<p>EAP Mathematic Rates Ready and Conditionally Ready</p>	<p>Positive Growth from 2016-17 Baseline for all students</p>	<p>Positive Growth from 2017-18 Baseline for all students</p>	<p>Positive Growth from 2018-19 Baseline for all students</p>

<p>students meeting Conditionally Ready or higher status for all students including applicable Student Groups.</p> <p>(Priority 4)</p>	<ul style="list-style-type: none"> • ALL – 22% • African Am – * • Asian – 43% • EL – 0% • Hispanic – 15% • Homeless – * • Multiple – * • SED – 17% • SWD – 3% • White – 32% 	<p>including applicable Student Group</p>	<p>including applicable Student Group</p>	<p>including applicable Student Group</p>
<p>10. Student access to a broad course of study as measured by the analysis of school site master schedule</p> <p>(Priority 7)</p>	<p>100% access to a broad course of study</p>	<p>Positive Growth from 2016-17 Baseline for all students including applicable Student Group</p>	<p>Positive Growth from 2017-18 Baseline for all students including applicable Student Group</p>	<p>Positive Growth from 2018-19 Baseline for all students including applicable Student Group</p>
<p>11. Other Pupil Outcome - Student Met or Exceeded rate on SUSD TK-2 District Progress Assessments in English Language Arts (ELA) and CDE Interim Comprehensive Assessments for English Language Arts (ELA)</p> <p>(Priority 8)</p>	<p>TK-2 DPA ELA Mastery Rates</p> <ul style="list-style-type: none"> • ALL – 94% • African Am – * • Asian – 98% • EL – 90% • Hispanic – 93% • Homeless – * • Multiple – * • SED – 90% • SWD – 60% • White – 96% <p>Need Baseline info for: ICA ELA rates</p>	<p>100% access to a broad course of study</p>	<p>100% access to a broad course of study</p>	<p>100% access to a broad course of study</p>
<p>12. Other Pupil Outcome - Student Met or Exceeded rate on SUSD TK-2 District Progress Assessments in Mathematics and CDE Interim Comprehensive</p>	<p>TK-2 DPA Math Mastery Rates</p> <ul style="list-style-type: none"> • ALL – 73.6% • African Am – * • Asian – 78.7% 	<p>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</p>	<p>Positive Growth from 2017-18 for all students including applicable Student Groups</p>	<p>Positive Growth from 2018-19 for all students including applicable Student Groups</p>

Assessments for Mathematics (Priority 8)	<ul style="list-style-type: none"> • EL – 60.6% • Hispanic – 50% • Homeless – * • Multiple – * • SED – 54.0% • SWD – 29.5% • White – 81.5% Need Baseline info for: ICA Math rates			
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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	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
Location(s)	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Hallmark Charter School</u> <input type="checkbox"/> Specific Grade spans:

OR

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

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

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

2018-19

New
 Modified
 Unchanged

2019-20

New
 Modified
 Unchanged

Base Services
 On-going operating costs to maintain existing programs and services to students such as teachers; administrators; instructional supplies; technology; clerical support; salaries, statutory costs and benefits; co-curricular and extra-curricular programs; Alternative Education; and pupil assessment.

Base Services
 On-going operating costs to maintain existing programs and services to students such as teachers; administrators; instructional supplies; technology; clerical support; salaries, statutory costs and benefits; co-curricular and extra-curricular programs; Alternative Education; and pupil assessment.

Base Services
 On-going operating costs to maintain existing programs and services to students such as teachers; administrators; instructional supplies; technology; clerical support; salaries, statutory costs and benefits; co-curricular and extra-curricular programs; Alternative Education; and pupil assessment.

BUDGETED EXPENDITURES

2017-18

Amount	\$3,074,267
Source	Base
Budget Reference	0000: Unrestricted The above amount includes Actions 1-5

2018-19

Amount	\$3,198,334
Source	Base
Budget Reference	0000: Unrestricted The above amount includes Actions 1-5

2019-20

Amount	\$3,290,766
Source	Base
Budget Reference	0000: Unrestricted The above amount includes Actions 1-5

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Hallmark Charter School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Additional Programs
On-going operating costs to maintain existing programs and support services to students such as Special Friends, Guidance Learning Specialists, Counselors, Psychologists, Nurses and Health assistants. .

2018-19

New Modified Unchanged

Additional Programs
On-going operating costs to maintain existing programs and support services to students such as Special Friends, Guidance Learning Specialists, Counselors, Psychologists, Nurses and Health assistants.

2019-20

New Modified Unchanged

Additional Programs
On-going operating costs to maintain existing programs and support services to students such as Special Friends, Guidance Learning Specialists, Counselors, Psychologists, Nurses and Health assistants.

BUDGETED EXPENDITURES

2017-18

Source	Base
Budget Reference	0000: Unrestricted See Action 1

2018-19

Source	Base
Budget Reference	0000: Unrestricted See Action 1

2019-20

Source	Base
Budget Reference	0000: Unrestricted See Action 1

Action **3**

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

[Students to be Served](#) All Students with Disabilities Students with Disabilities

[Location\(s\)](#) All Schools Hallmark Charter School Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Special Education
Provide services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.

Transfer LCFF funding to Fresno County Office of Education for County-educated students

2018-19

New Modified Unchanged

Special Education
Provide services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.

Transfer LCFF funding to Fresno County Office of Education for County-educated students.

2019-20

New Modified Unchanged

Special Education
Provide services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.

Transfer LCFF funding to Fresno County Office of Education for County-educated students.

BUDGETED EXPENDITURES

2017-18

Source	Base
Budget Reference	0000: Unrestricted See Action 1

Source	Base
Budget Reference	0000: Unrestricted

2018-19

Source	Base
Budget Reference	0000: Unrestricted See Action 1

Source	Base
Budget Reference	0000: Unrestricted

2019-20

Source	Base
Budget Reference	0000: Unrestricted See Action 1

Source	Base
Budget Reference	0000: Unrestricted

Action **4**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Hallmark Charter School Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Athletics and VROP
Elementary and Secondary Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues

Provide initial career technical education courses at high school including supplies, equipment, facilities and some staff.

2018-19

New Modified Unchanged

Athletics and VROP
Elementary and Secondary Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues

Provide initial career technical education courses at high school including supplies, equipment, facilities and some staff.

2019-20

New Modified Unchanged

Athletics and VROP
Elementary and Secondary Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues

Provide initial career technical education courses at high school including supplies, equipment, facilities and some staff.

BUDGETED EXPENDITURES

2017-18

Source	Base
Budget Reference	0000: Unrestricted See Action 1
Source	Base
Budget Reference	0000: Unrestricted

2018-19

Source	Base
Budget Reference	0000: Unrestricted See Action 1
Source	Base
Budget Reference	0000: Unrestricted

2019-20

Source	Base
Budget Reference	0000: Unrestricted See Action 1
Source	Base
Budget Reference	0000: Unrestricted

Action **5**

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

[Students to be Served](#) All Students with Disabilities

Location(s) All Schools Hallmark Charter School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Administrative Services
District Operations including Business, Human Resources, Facilities and Grounds Maintenance, Data Management, and other centralized district operations

2018-19

New Modified Unchanged

Administrative Services
District Operations including Business, Human Resources, Facilities and Grounds Maintenance, Data Management, and other centralized district operations

2019-20

New Modified Unchanged

Administrative Services
District Operations including Business, Human Resources, Facilities and Grounds Maintenance, Data Management, and other centralized district operations

BUDGETED EXPENDITURES

2017-18

Source	Base
Budget Reference	0000: Unrestricted See Action 1

2018-19

Source	Base
Budget Reference	0000: Unrestricted See Action 1

2019-20

Source	Base
Budget Reference	0000: Unrestricted See Action 1

Action **6**

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

Students to be Served All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Hallmark Charter School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Additional School Site Allocation
Allocate resources directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally focus on with an emphasis on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Hallmark to allocate expenditures for additional hours for teachers to spend with struggling students, especially English Learners, both at the elementary and high school levels. Technology hardware and software to enable English learners and struggling readers to improve reading skills

2018-19

New Modified Unchanged

Additional School Site Allocation
Allocate resources directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally focus on with an emphasis on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Hallmark to allocate expenditures for additional hours for teachers to spend with struggling students, especially English Learners, both at the elementary and high school levels. Technology hardware and software to enable English learners and struggling readers to improve reading skills

2019-20

New Modified Unchanged

Additional School Site Allocation
Allocate resources directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally focus on with an emphasis on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Hallmark to allocate expenditures for additional hours for teachers to spend with struggling students, especially English Learners, both at the elementary and high school levels. Technology hardware and software to enable English learners and struggling readers to improve reading skills

BUDGETED EXPENDITURES

2017-18

Amount
Source

2018-19

Amount
Source

2019-20

Amount
Source

Budget Reference 4000-4999: Books And Supplies supplemental materials

Budget Reference 1000-1999: Certificated Personnel Salaries supplemental materials

Budget Reference 1000-1999: Certificated Personnel Salaries supplemental materials

Action **7**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Hallmark Charter School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Technology
To assist our low-income students, English Learner, and foster youth students in being College and Career ready, each teacher will receive appropriate technology devices for instructional purposes. Additionally, to assist low-income students and English learners. Each Hallmark teacher will receive appropriate technology devices for instructional purposes. Additionally, all high school students will participate in a blended

2018-19

New Modified Unchanged

Technology
To assist our low-income students, English Learner, and foster youth students in being College and Career ready, each teacher will receive appropriate technology devices for instructional purposes. Additionally, to assist low-income students and English learners. Each Hallmark teacher will receive appropriate technology devices for instructional purposes. Additionally, all high school students will participate in a blended

2019-20

New Modified Unchanged

Technology
To assist our low-income students, English Learner, and foster youth students in being College and Career ready, each teacher will receive appropriate technology devices for instructional purposes. Additionally, to assist low-income students and English learners. Each Hallmark teacher will receive appropriate technology devices for instructional purposes. Additionally, all high school students will participate in a blended

learning program, including online Conceptual Physical Science, Spanish I and Spanish II. Hallmark teachers will receive training and support implementation. All students' grades 7-12 will receive iPads and appropriate instruction for implementation for Edgenuity.

Applications, software, and materials that supports the instructional focus will be provided. Conference and training expenses have also been allocated.

To ensure the implementation of instruction and assessment through technology integration, staffing for technical support and instructional coaching will be maintained along with addition of positions. Funding for staffing will be supplemented by other sources.

learning program, including online Conceptual Physical Science, Spanish I and Spanish II. Hallmark teachers will receive training and support implementation. All students' grades 7-12 will receive iPads and appropriate instruction for implementation for Edgenuity.

Applications, software, and materials that supports the instructional focus will be provided. Conference and training expenses have also been allocated.

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Applications, software, and materials that supports the instructional focus will be provided. Conference and training expenses have also been allocated.

To ensure the implementation of instruction and assessment through technology integration, staffing for technical support and instructional coaching will be maintained along with addition of positions. Funding for staffing will be supplemented by other sources.

BUDGETED EXPENDITURES

2017-18

Amount	\$31,831
Source	Local Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies devices for 1-to-1 program

2018-19

Amount	\$31,831
Source	Local Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies devices for 1-to-1 program

2019-20

Amount	\$31,831
Source	Local Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies devices for 1-to-1 program

Action **8**

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

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

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Hallmark Charter School Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Early Literacy
Resources will be allocated to support a literacy-rich environment at Hallmark to increase the exposure for low-income students, English Learners and foster youth. Text sets, guided reading books, expanded classroom libraries, and home/school support will be readily available to support district goal of all Hallmark students being literate by 3rd grade

2018-19

New Modified Unchanged

Early Literacy
Resources will be allocated to support a literacy-rich environment at Hallmark to increase the exposure for low-income students, English Learners and foster youth. Text sets, guided reading books, expanded classroom libraries, and home/school support will be readily available to support district goal of all Hallmark students being literate by 3rd grade

2019-20

New Modified Unchanged

Early Literacy
Resources will be allocated to support a literacy-rich environment at Hallmark to increase the exposure for low-income students, English Learners and foster youth. Text sets, guided reading books, expanded classroom libraries, and home/school support will be readily available to support district goal of all Hallmark students being literate by 3rd grade

[BUDGETED EXPENDITURES](#)

2017-18

Budget Reference	
Amount	\$17,322
Source	Local Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies

2018-19

Budget Reference	,
Amount	\$17,322
Source	Local Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies

2019-20

Budget Reference	
Amount	\$17,322
Source	Local Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies

Action **9**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Hallmark Charter School Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

College and Career Readiness Skills
To enhance the College and Career opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will: To enhance the college and career opportunities of low-income students, English Learners and Re-designated Fluent English Proficient students, Hallmark will provide additional academic counseling services to promote knowledge of future opportunities. Hallmark will also facilitate additional visits to colleges and local industries. Hallmark will provide access for all 8th and 10th grade students to the College Board PSAT. Hallmark will provide support for all students taking the College Board Advanced Placement test at a reduced fee.

2018-19

- New Modified Unchanged

College and Career Readiness Skills
To enhance the College and Career opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will: To enhance the college and career opportunities of low-income students, English Learners and Re-designated Fluent English Proficient students, Hallmark will provide additional academic counseling services to promote knowledge of future opportunities. Hallmark will also facilitate additional visits to colleges and local industries. Hallmark will provide access for all 8th and 10th grade students to the College Board PSAT. Hallmark will provide support for all students taking the College Board Advanced Placement test at a reduced fee.

2019-20

- New Modified Unchanged

College and Career Readiness Skills
To enhance the College and Career opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will: To enhance the college and career opportunities of low-income students, English Learners and Re-designated Fluent English Proficient students, Hallmark will provide additional academic counseling services to promote knowledge of future opportunities. Hallmark will also facilitate additional visits to colleges and local industries. Hallmark will provide access for all 8th and 10th grade students to the College Board PSAT. Hallmark will provide support for all students taking the College Board Advanced Placement test at a reduced fee.

BUDGETED EXPENDITURES

2017-18

Amount

Amount

2018-19

Amount

Amount

2019-20

Amount

Amount

Source	Local Supplemental/Concentration	Source	Local Supplemental/Concentration	Source	Local Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures travel costs for college and industry visits	Budget Reference	5000-5999: Services And Other Operating Expenditures travel costs for college and industry visits	Budget Reference	5000-5999: Services And Other Operating Expenditures travel costs for college and industry visits
Amount	\$467	Amount	\$467	Amount	\$467
Source	Local Supplemental/Concentration	Source	Local Supplemental/Concentration	Source	Local Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Test fees and Grading Costs	Budget Reference	5000-5999: Services And Other Operating Expenditures Test fees and Grading Costs	Budget Reference	5000-5999: Services And Other Operating Expenditures Test fees and grading costs
Amount	\$	Amount		Amount	

Action **10**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Hallmark Charter School Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

Professional Learning
 Provide professional development for all Pre-K through 12th grade teachers to build their capacity in educational pedagogy and assessment. Professional learning goals will meet the needs for all students especially low-income students, English learners, and foster youth. The topics of the PD will be centered on our district's initiatives of high achievement for all students and closing the achievement gap.
 Hallmark will allocate funds to support teachers to meet in their Professional Learning Communities, off site, if necessary, and review student data and student achievement on regular basis. Hallmark will increase professional development opportunities for all teachers to build their capacity and focus on high achievement for all students. Teachers would have time to work in PLC's and focus on site-based issues such as new curriculum and syllabi; new assessments aligned to CCSS; revised grading policies and rubrics, and other goals.

New Modified Unchanged

Professional Learning
 Provide professional development for all Pre-K through 12th grade teachers to build their capacity in educational pedagogy and assessment. Professional learning goals will meet the needs for all students especially low-income students, English learners, and foster youth. The topics of the PD will be centered on our district's initiatives of high achievement for all students and closing the achievement gap.
 Hallmark will allocate funds to support teachers to meet in their Professional Learning Communities, off site, if necessary, and review student data and student achievement on regular basis. Hallmark will increase professional development opportunities for all teachers to build their capacity and focus on high achievement for all students. Teachers would have time to work in PLC's and focus on site-based issues such as new curriculum and syllabi; new assessments aligned to CCSS; revised grading policies and rubrics, and other goals.

New Modified Unchanged

Professional Learning
 Provide professional development for all Pre-K through 12th grade teachers to build their capacity in educational pedagogy and assessment. Professional learning goals will meet the needs for all students especially low-income students, English learners, and foster youth. The topics of the PD will be centered on our district's initiatives of high achievement for all students and closing the achievement gap.
 Hallmark will allocate funds to support teachers to meet in their Professional Learning Communities, off site, if necessary, and review student data and student achievement on regular basis. Hallmark will increase professional development opportunities for all teachers to build their capacity and focus on high achievement for all students. Teachers would have time to work in PLC's and focus on site-based issues such as new curriculum and syllabi; new assessments aligned to CCSS; revised grading policies and rubrics, and other goals.

BUDGETED EXPENDITURES

2017-18

Amount	\$1,857
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$1,857
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$1,857
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **11**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Enrichment

To enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Hallmark will: Allocate resources to the music program to purchase audiovisual equipment to enhance the teaching of music, history, repertoire, style and technique. Provide enrichment opportunities for students at the K-8 level in STEM activities.

2018-19

- New Modified Unchanged

Enrichment

To enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Hallmark will: Allocate resources to the music program to purchase audiovisual equipment to enhance the teaching of music, history, repertoire, style and technique. Provide enrichment opportunities for students at the K-8 level in STEM activities.

2019-20

- New Modified Unchanged

Enrichment

To enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Hallmark will: Allocate resources to the music program to purchase audiovisual equipment to enhance the teaching of music, history, repertoire, style and technique. Provide enrichment opportunities for students at the K-8 level in STEM activities.

BUDGETED EXPENDITURES

2017-18

Amount	\$6,790
Source	Local Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Music equipment and STEM supplies

2018-19

Amount	\$6,790
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Music equipment and STEM supplies

2019-20

Amount	\$6,790
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Music equipment and STEM supplies

Action **12**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Career Technical Education
 To enhance the Career Technology Education opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Hallmark will:

Career Technical Education personnel support in the K-12 grade levels to increase the awareness of CTE through exploration ad exposure of identified students and the implementation of CTE Pathways.

Hallmark will provide additional academic

2018-19

New Modified Unchanged

Career Technical Education
 To enhance the Career Technology Education opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Hallmark will:

Career Technical Education personnel support in the K-12 grade levels to increase the awareness of CTE through exploration ad exposure of identified students and the implementation of CTE Pathways.

Hallmark will provide additional academic

2019-20

New Modified Unchanged

Career Technical Education
 To enhance the Career Technology Education opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Hallmark will:

Career Technical Education personnel support in the K-12 grade levels to increase the awareness of CTE through exploration ad exposure of identified students and the implementation of CTE Pathways.

Hallmark will provide additional academic

counseling services to increase the awareness of CTE and the opportunities it involves. Hallmark will promote concurrent enrollment with local community colleges in the area of CTE, through additional academic counseling services.

counseling services to increase the awareness of CTE and the opportunities it involves. Hallmark will promote concurrent enrollment with local community colleges in the area of CTE, through additional academic counseling services.

counseling services to increase the awareness of CTE and the opportunities it involves. Hallmark will promote concurrent enrollment with local community colleges in the area of CTE, through additional academic counseling services.

BUDGETED EXPENDITURES

2017-18

Amount	\$7,345
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries CTE course support

2018-19

Amount	\$7,345
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries CTE course support

2019-20

Amount	\$7,345
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries CTE course support

Action **13**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

Library/Media Services
 To expand access and opportunity to quality literacy materials, conducive learning spaces, and qualified support personnel, for low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps Hallmark will provide additional Circulation/Resources/Work Spaces

New Modified Unchanged

Library/Media Services
 To expand access and opportunity to quality literacy materials, conducive learning spaces, and qualified support personnel, for low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps Hallmark will provide additional Circulation/Resources/Work Spaces

New Modified Unchanged

Library/Media Services
 To expand access and opportunity to quality literacy materials, conducive learning spaces, and qualified support personnel, for low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps Hallmark will provide additional Circulation/Resources/Work Spaces

BUDGETED EXPENDITURES

2017-18

Amount	\$3,724
Source	Local Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies expansion of library resources

2018-19

Amount	\$3,724
Source	Local Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies expansion of library resources

2019-20

Amount	\$3,724
Source	Local Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies expansion of library resources

Action **14**

OR

ACTIONS/SERVICES

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

Action **15**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

- English Learners
- Foster Youth
- Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

- All Schools
- Specific Schools:
- Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

- New
- Modified
- Unchanged

2018-19

- New
- Modified
- Unchanged

2019-20

- New
- Modified
- Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Action **16**

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

[Students to be Served](#)

- All
- Students with Disabilities
-

[Location\(s\)](#)

- All Schools
- Specific Schools:
- Specific Grade spans:

OR

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

[Students to be Served](#)

- English Learners
- Foster Youth
- Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

- All Schools
- Specific Schools:
- Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

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.

New
 Modified
 Unchanged

Goal 2

Goal 2
 The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all Student Groups.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Need:
 An achievement gap exists for at risk students, including English Learners, Foster Youth and Low Income subgroups.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
13. English Learner Progress Indicator percentage (Priority 4)	English Learner Progress Indicator Status - 71.1% Change - 0.4%	Positive Growth from 2016-17 Baseline	Positive Growth from 2017-18	Positive Growth from 2018-19
14. English Learner Reclassification rate (Priority 4)	English Learner Reclassification rate 13.3%	Maintain reclassification rate	Maintain reclassification rate	Maintain reclassification rate
15. Middle school dropout rates for all and applicable Student Groups (Priority 5)	0% for All and Student Groups	Meet or be lower than the state and county rates for all and applicable Student Groups	Meet or be lower than the state and county rates for all and applicable Student Groups	Meet or be lower than the state and county rates for all and applicable Student Groups

<p>16. High school dropout rates for all and applicable Student Groups</p> <p>(Priority 5)</p>	<p>High School Dropout Rates</p> <ul style="list-style-type: none"> • ALL – 3.1% • African Am – 0% • Asian – 0% • EL – 4% • Hispanic – 2.9% • Homeless - * • Multiple – 16.7% • SED – 3.3% • SWD – 6.4% • White – 5.6% 	<p>Meet or be lower than the state and county rates for all and applicable Student Groups</p>	<p>Meet or be lower than the state and county rates for all and applicable Student Groups</p>	<p>Meet or be lower than the state and county rates for all and applicable Student Groups</p>
<p>17. High school graduation rates for all and applicable Student Groups</p> <p>(Priority 5)</p>	<p>High School Graduation Rates</p> <ul style="list-style-type: none"> • ALL – 95.5% • African Am – 100% • Asian – 98.3% • EL – 93.3% • Hispanic – 95.7% • Homeless - * • Multiple – 83.3% • SED – 95.3% • SWD – 78.7% • White – 92.2% 	<p>Meet or be higher than the state and county rates for all and applicable Student Groups</p>	<p>Meet or be higher than the state and county rates for all and applicable Student Groups</p>	<p>Meet or be higher than the state and county rates for all and applicable Student Groups</p>
<p>18. Locally defined Sanger Pledge/Central Valley Promise rate of:</p> <ul style="list-style-type: none"> • GPA 2.7 or better • No D/F in Math/English Language Arts/Science/Social Studies • Attendance rate of 96% or better • No suspensions <p>(Priority 8)</p>	<p>Sanger Pledge/Central Valley Promise Rates</p> <ul style="list-style-type: none"> • ALL – 48.4% • African Am – 55.0% • Asian – 71.7% • EL – 25.7% • Hispanic – 47.3% • Homeless - 28.1% • Multiple – 58.6% • SED – 49.4% • SWD – 21.2% 	<p>Positive Growth from 2016-17 Baseline for all and applicable Student Groups</p>	<p>Positive Growth from 2017-18 for all and applicable Student Groups</p>	<p>Positive Growth from 2018-19 for all and applicable Student Groups</p>

	<ul style="list-style-type: none"> White – 57.7% 			
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PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>Students needing additional academic support</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Academic Intervention and Support
 This specific action/service is principally directed to increase services and supports directly to school sites to provide interventions and supports to remediate skill deficits and accelerate learning to close the achievement gap. These services and supports are offered within the school day, but not

2018-19

New Modified Unchanged

Academic Intervention and Support
 This specific action/service is principally directed to increase services and supports directly to school sites to provide interventions and supports to remediate skill deficits and accelerate learning to close the achievement gap. These services and supports are offered within the school day, but not

2019-20

New Modified Unchanged

Academic Intervention and Support
 This specific action/service is principally directed to increase services and supports directly to school sites to provide interventions and supports to remediate skill deficits and accelerate learning to close the achievement gap. These services and supports are offered within the school day, but not

limited to beyond the school day. Interventions and supports are targeted and uniquely designed to take into account additional and unique risk factors for at-risk students, socio-economic disadvantaged students, English Learners, and Foster and Homeless Youth students. Hallmark will provide extra tutorial hours to improve outcomes for at risk, low-income and English Learners, both on-site and in the Hallmark homes. These services and supports are offered within the school day and beyond the school day.

limited to beyond the school day. Interventions and supports are targeted and uniquely designed to take into account additional and unique risk factors for at-risk students, socio-economic disadvantaged students, English Learners, and Foster and Homeless Youth students. Hallmark will provide extra tutorial hours to improve outcomes for at risk, low-income and English Learners, both on-site and in the Hallmark homes. These services and supports are offered within the school day and beyond the school day.

limited to beyond the school day. Interventions and supports are targeted and uniquely designed to take into account additional and unique risk factors for at-risk students, socio-economic disadvantaged students, English Learners, and Foster and Homeless Youth students. Hallmark will provide extra tutorial hours to improve outcomes for at risk, low-income and English Learners, both on-site and in the Hallmark homes. These services and supports are offered within the school day and beyond the school day.

BUDGETED EXPENDITURES

2017-18

Amount	\$13,539
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$13,539
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$13,539
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>Special Education</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Social-Emotional and Behavioral Support
 Add Social-Emotional support personnel, principally directed, to support the social-emotional health of at-risk students including; low income, english learner, foster youth, redesignated fluent English proficient, and special education. SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Hallmark will provide Social-Emotional support personnel, principally directed, to support the socialemotional health of at risk students including:

- Low-income
- English Learner
- RFEP Pupils
- Special Education

The extra support may be accessed through SUSD PPS department and other departments.

2018-19

New Modified Unchanged

Social-Emotional and Behavioral Support
 Add Social-Emotional support personnel, principally directed, to support the social-emotional health of at-risk students including; low income, english learner, foster youth, redesignated fluent English proficient, and special education. SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Hallmark will provide Social-Emotional support personnel, principally directed, to support the socialemotional health of at risk students including:

- Low-income
- English Learner
- RFEP Pupils
- Special Education

The extra support may be accessed through SUSD PPS department and other departments.

2019-20

New Modified Unchanged

Social-Emotional and Behavioral Support
 Add Social-Emotional support personnel, principally directed, to support the social-emotional health of at-risk students including; low income, english learner, foster youth, redesignated fluent English proficient, and special education. SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Hallmark will provide Social-Emotional support personnel, principally directed, to support the socialemotional health of at risk students including:

- Low-income
- English Learner
- RFEP Pupils
- Special Education

The extra support may be accessed through SUSD PPS department and other departments.

BUDGETED EXPENDITURES

2017-18

Amount	\$6,894
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries socio-emotional support personnel

2018-19

Amount	\$6,894
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries socio-emotional support personnel

2019-20

Amount	\$6,894
Source	Local Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries socio-emotional support personnel

Action **3**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

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.

New
 Modified
 Unchanged

Goal 3

Goal 3
 The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Need:
 Student learning is maximized when the learning environment is comfortable and well-maintained, and when all students feel secure at school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
19. Misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions (Priority 1)	Misassignments of teachers of English Learner - 0 Total teacher misassignments - 0 Vacant teacher positions - 2	Maintain and/or improve levels	.Maintain and/or improve levels	.Maintain and/or improve levels
20. Facilities maintained through the Facilities Inspection Tool (Priority 1)	Facilities Inspection Tool 2015-16 97.8%	Maintain above 95%	Maintain above 95%	Maintain above 95%
21. Parent involvement through the local indicator tool (Priority 3)	Need Baseline Data from local indicator tool	Need Baseline Data from local indicator tool	Need Baseline Data from local indicator tool	Need Baseline Data from local indicator tool

22. Student attendance rates for all and applicable Student Groups
(Priority 5)

- Student Attendance Rates
- ALL – 95.6%
 - African Am – 95.2%
 - Asian – 97.6%
 - EL – 95.5%
 - Hispanic – 95.1%
 - Homeless - 93%
 - Multiple – 97.2%
 - SED – 95.2%
 - SWD – 93%
 - White – 96.6%

Maintain above 95% for all and applicable Student Groups

Maintain above 95% for all and applicable Student Groups

Maintain above 95% for all and applicable Student Groups

23. Chronic absenteeism rates for all and applicable Student Groups
(Priority 5)

- Chronic Absenteeism Rates
- ALL – 7.26%
 - African Am – 7.9%
 - Asian – 3.6%
 - EL – 6.31%
 - Hispanic – 7.9%
 - Homeless - 28.4%
 - Multiple – 3%
 - SED – 7.3%
 - SWD – 15.6%
 - White – 7.3%

Maintain and/or improve levels for all and applicable Student Groups

Maintain and/or improve levels for all and applicable Student Grou

Maintain and/or improve levels for all and applicable Student Grou

24. Student suspension rates for all and applicable Student Groups
(Priority 6)

- Suspension Rates - 2015
- ALL – 4.2%
 - African Am – 7.2%
 - Asian – 1.5%
 - EL – 2.7%
 - Hispanic – 4.8%
 - Homeless - *
 - Multiple – 1.6%
 - SED – 4.1%
 - SWD – 8.2%
 - White – 3.1%

Need 2016 Suspension rate data from CDE Dashboard

Need 2016 Suspension rate data from CDE Dashboard

Need 2016 Suspension rate data from CDE Dashboard

<p>25. Student expulsion rates for all and applicable Student Groups (Priority 6)</p>	<p>Student Expulsion Rates</p> <ul style="list-style-type: none"> • ALL – 0.18% • African Am – 0% • Asian – 0% • EL – 0.04% • Hispanic – 0.25% • Homeless - 0% • Multiple – 0% • SED – 0.2% • SWD – 0.8% • White – 0.06% 	<p>Maintain levels for All and applicable Student Groups at or below All students</p>	<p>Maintain levels for All and applicable Student Groups at or below All student</p>	<p>Maintain levels for All and applicable Student Groups at or below All student</p>
<p>26. School climate from locator indicator tool (Priority 6)</p>	<p>Need Baseline data from local indicator tool</p>	<p>Need Baseline data from local indicator tool</p>	<p>Need Baseline data from local indicator tool</p>	<p>Need Baseline data from local indicator tool</p>

PLANNED ACTIONS / SERVICES

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

Action 1

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

<p><u>Students to be Served</u></p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/></p>
<p><u>Location(s)</u></p>	<p><input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Hallmark Charter School</u> <input type="checkbox"/> Specific Grade spans:</p>

OR

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

<p><u>Students to be Served</u></p>	<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income</p>
<p><u>Scope of Services</u></p>	<p><input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)</p>

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Facilities
Provide well-maintained, up-to-date facilities to enhance student safety. Facilities upgrades included a focus on facility upgrades to enhance technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation. Add an additional building at Hallmark to accommodate a Parent/Student tutorial area. Teachers, parents, and students would be able to meet for additional tutorials service and support. Hallmark could also use the space to accommodate the additional Social-Emotional support personnel, academic counseling, and college and career presentations.

2018-19

New Modified Unchanged

Facilities
Provide well-maintained, up-to-date facilities to enhance student safety. Facilities upgrades included a focus on facility upgrades to enhance technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation. Add an additional building at Hallmark to accommodate a Parent/Student tutorial area. Teachers, parents, and students would be able to meet for additional tutorials service and support. Hallmark could also use the space to accommodate the additional Social-Emotional support personnel, academic counseling, and college and career presentations.

2019-20

New Modified Unchanged

Facilities
Provide well-maintained, up-to-date facilities to enhance student safety. Facilities upgrades included a focus on facility upgrades to enhance technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation. Add an additional building at Hallmark to accommodate a Parent/Student tutorial area. Teachers, parents, and students would be able to meet for additional tutorials service and support. Hallmark could also use the space to accommodate the additional Social-Emotional support personnel, academic counseling, and college and career presentations.

BUDGETED EXPENDITURES

2017-18

Amount: \$134,117
Source: Local Supplemental/Concentration
Budget Reference: 6000-6999: Capital Outlay

2018-19

Amount: \$134,520
Source: Local Supplemental/Concentration
Budget Reference: 6000-6999: Capital Outlay

2019-20

Amount: \$139,497
Source: Local Supplemental/Concentration
Budget Reference: 6000-6999: Capital Outlay

Action 2

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Hallmark Charter School Specific Grade spans:

OR

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

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

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

Location(s)

- All Schools
- Specific Schools:
- Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New
- Modified
- Unchanged

2018-19

- New
- Modified
- Unchanged

2019-20

- New
- Modified
- Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$280,624 Percentage to Increase or Improve Services: 9.13%

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 calculation tool provided by the state, Hallmark Charter School has calculated that it will receive \$280,000 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include: Additional School site allocations, Enhanced technology, Early Literacy, College and Career readiness skills, Professional Learning, Enrichment, Enhanced Career Tech Education, Additional Library/Media Services, Academic Intervention and Support, Socio-Emotional Learning support, and Enhanced facilities to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Sanger Unified be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Sanger Unified School District. Since our unduplicated student population count is xx.x%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

Using the calculation tool provided by the state, Sanger Unified School District has calculated that it will receive a total of \$280,000 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool, the proportionality percentage has been calculated at 9.1%. Sanger Unified has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as detailed in this plan in the Goals, Actions and Services.

In the effort to keep class size reduction and dedicated section counts for 6-12 low we believe that we will have to accommodate growth needs for school sites by adding additional classrooms, teachers and sections to continue with current instructional class loads. This directly impacts the quality of instruction for all students, primarily those principle subgroups as identified in LCFF funding. In addition, we intend to expand our literacy efforts by creating multi-use literacy/technology labs for our neediest communities. This allows after school and evening access for all stakeholders which impacts access to technology, literacy, and instructional supports.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - 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 UC or 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 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. A broad course of study including courses described under 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 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 *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	95,335,920.00	94,174,749.60	3,354,891.00	3,479,361.00	3,576,770.00	10,411,022.00
	0.00	10,000.00	0.00	0.00	0.00	0.00
Base	75,275,000.00	75,275,000.00	3,074,267.00	3,198,334.00	3,290,766.00	9,563,367.00
Local Supplemental/Concentration	19,285,920.00	18,464,749.60	280,624.00	281,027.00	286,004.00	847,655.00
Other	775,000.00	425,000.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type

Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	95,335,920.00	94,174,749.60	3,354,891.00	3,479,361.00	3,576,770.00	10,411,022.00
	775,000.00	425,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	75,275,000.00	79,075,000.00	3,074,267.00	3,198,334.00	3,290,766.00	9,563,367.00
0001-0999: Unrestricted: Locally Defined	19,285,920.00	695,617.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	7,728,471.00	29,635.00	91,163.00	91,163.00	211,961.00
2000-2999: Classified Personnel Salaries	0.00	748,544.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0.00	2,048,117.60	114,405.00	52,877.00	52,877.00	220,159.00
5000-5999: Services And Other Operating Expenditures	0.00	454,000.00	2,467.00	2,467.00	2,467.00	7,401.00
6000-6999: Capital Outlay	0.00	3,000,000.00	134,117.00	134,520.00	139,497.00	408,134.00

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

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	95,335,920.00	94,174,749.60	3,354,891.00	3,479,361.00	3,576,770.00	10,411,022.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Other	775,000.00	425,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	75,275,000.00	75,275,000.00	3,074,267.00	3,198,334.00	3,290,766.00	9,563,367.00
0000: Unrestricted	Local Supplemental/Concentration	0.00	3,800,000.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Local Supplemental/Concentration	19,285,920.00	695,617.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Local Supplemental/Concentration	0.00	7,728,471.00	29,635.00	91,163.00	91,163.00	211,961.00
2000-2999: Classified Personnel Salaries	Local Supplemental/Concentration	0.00	748,544.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies		0.00	10,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Local Supplemental/Concentration	0.00	2,038,117.60	114,405.00	52,877.00	52,877.00	220,159.00
5000-5999: Services And Other Operating Expenditures	Local Supplemental/Concentration	0.00	454,000.00	2,467.00	2,467.00	2,467.00	7,401.00
6000-6999: Capital Outlay	Local Supplemental/Concentration	0.00	3,000,000.00	134,117.00	134,520.00	139,497.00	408,134.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	3,200,341.00	3,324,408.00	3,416,840.00	9,941,589.00
Goal 2	20,433.00	20,433.00	20,433.00	61,299.00
Goal 3	134,117.00	134,520.00	139,497.00	408,134.00

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