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

Budget Overview for the 2019-20 LCAP Year

This chart shows the total general purpose revenue Sanger Unified School District-Hallmark Charter School expects to receive in the coming year from all sources.

The total revenue projected for Sanger Unified School District-Hallmark Charter School is $3,245,599, of which $3,140,599 is Local Control Funding Formula (LCFF), $105,000 is other state funds, $0 is local funds, and $0 is federal funds. Of the $3,140,599 in LCFF Funds, $212,847 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

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

Sanger Unified School District-Hallmark Charter School plans to spend $3,245,599 for the 2019-20 school year. Of that amount, $3,245,599 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Lottery funds

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

In 2019-20, Sanger Unified School District-Hallmark Charter School is projecting it will receive $212,847 based on the enrollment of foster youth, English learner, and low-income students. Sanger Unified School District-Hallmark Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sanger Unified School District-Hallmark Charter School plans to spend $212,847 on actions to meet this requirement.
LCFF Budget Overview for Parents

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

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

In 2018-19, Sanger Unified School District-Hallmark Charter School's LCAP budgeted $224,940 for planned actions to increase or improve services for high needs students. Sanger Unified School District-Hallmark Charter School estimates that it will actually spend $221,160 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-3,780 had the following impact on Sanger Unified School District-Hallmark Charter School's ability to increase or improve services for high needs students:

Slight difference between originally budgeted amounts and actual supplemental grants received in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanger Unified School District-Hallmark Charter School</td>
<td>Adela Madrigal Jones Superintendent</td>
<td><a href="mailto:adela_jones@sangerusd.net">adela_jones@sangerusd.net</a> (559)524-6521</td>
</tr>
</tbody>
</table>

2017-20 Plan Summary

The Story

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 25,313. 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 56,614. 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.

Hallmark Charter School, a Sanger Unified School District dependent charter, is located in the town of Sanger, California and serves the students from Fresno County and the eight surrounding counties. The school offers a program to serve homeschooling parents in grades K-12. Teachers meet one a week, for one hour, with their assigned students in the student's home. Students and parents have access to the Hallmark campus for specialized classes, tutorials, and administrative and counseling services.

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

**Greatest Progress**

Sanger Unified focused on the analysis of the Fall 2018 release of the California Dashboards for English Language Arts, Mathematics, English Learner Progress Indicator, Graduation Rate and Suspension Rate. The format of the information below includes the Color, Status and Change from each of the CA Dashboards. For the areas of greatest progress, we have identified the district student groups in green or blue status based on the CA Dashboard. The plans of action to maintain follows the data for each indicator.

**English Language Arts Dashboard**

• **Hallmark Charter**  
  Color: Green (All, White, Hispanic)  
  Status: High (All, White, Hispanic)  
  Change: Increased (Hispanic), Maintained (White, All)

Plan of Action to Maintain  
- Continue to implement, refine and expand all elements of balanced literacy program with direct support and coaching from Early Literacy Teacher.  
- Continue to implement, refine and expand Universal Design for Learning to provide access to all learners  
- Continue to focus on Academic Discourse in student discussion and lesson design  
- Continue to offer effective instruction opportunities to improve student achievement  
- Response to Intervention efforts in Literacy through fidelity of implementation checks, updating intervention curriculum, and continue collaboration between Intervention Teachers, Literacy Support Teachers, and Classroom Teachers  
- MTSS efforts includes: additional tutorial options during school, and assigned interventions; one on one tutorial support for students with early literacy needs.  
- Continue to provide writing support for students and parents through writing tutorial classes.  
- PLCs utilize high leverage team actions to address instructional practices that analyze lessons and syllabi to improve student achievement in ELA  
- MTSS improvement cycle process will be used for improvement through continual and consistent analysis and progress monitoring of student performance data  
- Professional development opportunities in English Language Arts (ELA) for teacher to build their capacity in ELA instruction

**Mathematics Dashboard**

• **Hallmark Charter**  
  Color: Green - (All, Hispanic)  
  Status: High - (All)  
  Change: Increased - (All, Hispanic)

Plan of Action to Maintain
-Continue to provide onsite math tutorials during each school day.
-Continue to provide one-on-one intervention support to struggling math students.
-Continue to offer effective instruction opportunities to improve student achievement.
-Continue to provide the supplemental online math program for all students grades 3-8 to help monitor and measure student progress in mathematics.
-Make available, online professional development opportunities in Mathematics for teacher to build their capacity in math instruction
-Provide Professional Development to support teachers in math instruction and math curriculum development.
-Refine and calibrate math course syllabi to accurately reflect course rigor and standards.
-PLCs utilize high leverage team actions to address instructional practices that analyze lessons and syllabi to improve student achievement in Math
-Continue to implement, refine and expand Universal Design for Learning to provide access to all learners

English Learner Dashboard

• Hallmark Charter
Not Applicable - not enough students in cohort group

Plan of Action to Maintain
-SUSD has refined and become innovative in our processes, systems and instructional practices in service of English Learners
-Continue to focus on Academic Discourse in student discussion and lesson design
-Continued use of ELLevation software to streamline communication across the district, within sites and among teachers for access to data on English Learners.

Graduation Rate Dashboard

• Hallmark Charter
Color: Blue - (All)
Status: Very High - (All)
Change: n/a

Plan of Action to Maintain
-Continue Tutorial opportunities
-Continue robust school program to support students in both core and electives
-Continue to monitor students attending tutorial and intervention
-Maintain graduation rate and tracking of students who have met A-G requirements.
-Increase career and college connection opportunities for students.
-Expand student goal setting / college & career awareness opportunities
-Continue to refine the level of rigor and relevance of content
-Continue concurrent opportunities for students in 9th – 12th grade

Suspension Rate Dashboard
Plan of Action to Maintain
- Utilize PBIS and Restorative Justice plans
- Continue development of integrated MTSS team and monitor data regularly through iDashboard
- Continue to build capacity for effective classroom management strategies through ongoing site and district PD opportunities
- Continue family engagement opportunities.

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

Greatest Needs

Hallmark Charter does not have an indicator in "Red" or "Orange".

Hallmark Charter does not have enough English Learners for this dashboard

Hallmark Charter does not have enough student population for Student Groups in this category (less than 11 students) for a color.

All students and Student Groups at Hallmark Charter School are Blue for this indicator

Hallmark Charter has one Student Group - Socioeconomically Disadvantaged with a Medium status and Declined growth

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 Early Literacy Teacher.
- Response to Intervention efforts in Literacy through fidelity implementation checks and increased collaboration between Intervention Teachers, homeschool teachers, and parents.
- 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
- Continue to monitor key indicators of performance and provide support in area of needs.
Math Progress Indicator
Identified Need

Hallmark Charter has one Student Group - Socioeconomically Disadvantaged with a Medium status and Declined Significantly growth

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
-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
-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
-Continue to monitor key indicators of performance and provide support in area of needs and scale-out best practices

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

Performance Gaps
Sanger Unified analyzed the CA Dashboards to identify performance gaps of student groups that are two or more levels below all student performance and found gaps in the Suspension and Graduation indicators.

The Child and Adult Resource and Education (CARE) Team will provide additional support to students that meet both the Homeless and Foster Youth categories. The CARE team provides additional support for students both during school and after school hours.

For Hallmark Charter School, the CA Dashboard on Mathematics the All student group was at a High and Green performance level with a 3.4 Difference from level 3. The student groups that were two or more performance levels below the All Student included the Socioeconomically Disadvantaged Students at -38.6 and decreased significantly. Additional Math labs and tutorials will be provided at Hallmark Charter School with a specific outreach for SED students.

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.

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

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

Sanger Unified does not have any schools identified as Comprehensive Support and Improvement status.

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

Sanger Unified does not have any schools identified as Comprehensive Support and Improvement status.

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

Sanger Unified does not have any schools identified as Comprehensive Support and Improvement status.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Goal 1
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:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students provided sufficient access to standards aligned curricular materials as measured by local indicator self-reflection tool.</td>
<td></td>
<td>All students have sufficient access to standard aligned curricular materials</td>
</tr>
<tr>
<td><strong>(Priority 1)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>2. Implementation of the CA state standards as measured by the state self-reflection tool.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average score of all measures state reflection tool is 4.3</td>
</tr>
</tbody>
</table>
**Expected**

(Priority 2)

18-19
Positive growth from 2017-18 data

**Baseline**
Average score of all measures state reflection tool is 3.76

**Metric/Indicator**
3. CAASPP Student Average Distance from Level 3 in English Language Arts (ELA) for all students including applicable Student Groups

(Priority 4)

18-19
Positive Growth from 2017-18 for all students including applicable Student Groups

**Baseline**
CAASPP English Language Arts

Average Distance from Level 3
- ALL - High (31.8)
- African Am - *
- Asian - *
- EL - *
- Hispanic - High (14.3)
- Homeless - *
- Multiple - *
- SED - Medium (6.8)
- SWD – Very Low *
- White - Very High (54.5)

**Actual**

CAASPP English Language Arts

Average Distance from Level 3
- ALL - (30.4 above standard) Declined 7.9
- African Am - *
- Asian - *
- EL - *
- Hispanic - (16.7 above standard) Declined 9.2
- Homeless - *
- Multiple - *
- SED - (1.6 above standard) Declined 12.3
- SWD – *
- White - (49.2 above standard) Increased 5.5

**Metric/Indicator**
4. CAASPP Student Average Distance from Level 3 in Mathematics for all students including applicable Student Groups

(Priority 4)

18-19
Positive Growth from 2017-18 for all students including applicable Student Groups

**Baseline**
CAASPP Mathematics

Average Distance from Level 3
- ALL - (-16.3 below standard) Declined 13.5
- African Am - *
- Asian – *
- EL - *
- Hispanic - (-42 below standard) Declined 15.5
- Homeless - *
- Multiple - *
<table>
<thead>
<tr>
<th><strong>Baseline</strong></th>
<th><strong>Actual</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Mathematics</td>
<td>SED - (-60.5 below standard) Declined 16.2</td>
</tr>
<tr>
<td><strong>Average Distance from Level 3</strong></td>
<td>SWD – *</td>
</tr>
<tr>
<td>• ALL - High (0.4)</td>
<td>White -(16 above standard) Maintained -0.5</td>
</tr>
<tr>
<td>• African Am - *</td>
<td></td>
</tr>
<tr>
<td>• Asian – *</td>
<td></td>
</tr>
<tr>
<td>• EL - *</td>
<td></td>
</tr>
<tr>
<td>• Hispanic - Medium (-24.1)</td>
<td></td>
</tr>
<tr>
<td>• Homeless - *</td>
<td></td>
</tr>
<tr>
<td>• Multiple - *</td>
<td></td>
</tr>
<tr>
<td>• SED - Medium (-21.7)</td>
<td></td>
</tr>
<tr>
<td>• SWD – *</td>
<td></td>
</tr>
<tr>
<td>• White - High (26.2)</td>
<td></td>
</tr>
</tbody>
</table>

**Metric/Indicator**

5. A-G Completion rates for all students including applicable Student Groups

(Priority 4)

---

**Baseline**

A-G Rates -

• ALL – 58%  
• African Am – *  
• Asian – *  
• EL – *  
• Hispanic – 64%  
• Homeless - *  
• Multiple – 100%  
• SED – 59%  
• SWD – *  
• White – 46%

---

**College/ Career Indicator**

Prepared Students: Met via a-g Coursework

Completion of courses that meet the University of California (UC) or California State University (CSU) a–g criteria with a grade of C- or better, plus one of the following criteria:

CTE Pathway completion with a C- or better on the capstone course

Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area.

One semester/two quarters of college coursework with a grade of C- or better in Academic/CTE subjects where college credit is awarded.

A score of 3 on one AP Exam OR a score of 4 on one IB Exam.

• ALL – 52.9% Increased 8.1%  
• African Am – *  
• Asian – *  
• EL – *  
• Hispanic – 28.6% Declined 7.4%  
• Homeless - *  
• Multiple – *  
• SED – 47.6% Increased 5.2%
### Metric/Indicator
5. Career Tech Education Pathway Completion rate for all students including applicable Student Groups

**Baseline**
CTE Completion Rates -
- ALL – *
- African Am – *
- Asian – *
- EL – *
- Hispanic – *
- Homeless – *
- Multiple – *
- SED – *
- SWD – *
- White – *

**Expected**

**Actual**
- SWD – *
- White – 63.6% Increased 19.2%

### Metric/Indicator
6. Advanced Placement pass rate for all students scoring 3 or higher including applicable Student Groups

**Baseline**
AP Pass Rates -
- ALL –
- African Am –
- Asian –

**18-19**
Positive Growth from 2017-18 for all students including applicable Student Groups

**Baseline**
CTE Completion Rates -
- ALL – *
- African Am – *
- Asian – *
- EL – *
- Hispanic – *
- Homeless – *
- Multiple – *
- SED – *
- SWD – *
- White – *

**Expected**

**Actual**
0 Students tested
### Metric/Indicator

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.

(Priority 4)

### 18-19

Positive Growth from 2017-18 Baseline for all students including applicable Student Group

### Baseline

EAP ELA Rates ELA

#### Ready and Conditionally Ready
- **ALL** – 82%
- **African Am** – *
- **Asian** – *
- **EL** – *
- **Hispanic** – 76%
- **Homeless** – *
- **Multiple** – *
- **SED** – 81%
- **SWD** – N/A
- **White** – 85%

### Metric/Indicator

9. Early Assessment Program Mathematics pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups.

(Priority 4)

### EAP ELA Rates ELA

#### Ready and Conditionally Ready
- **ALL** – 81.63%
- **African Am** – *
- **Asian** – *
- **EL** – *
- **Hispanic** – 72%
- **Homeless** – *
- **Multiple** – *
- **SED** – 69.56%
- **SWD** – N/A
- **White** – 100%

### EAP Mathematic Rates

#### Ready and Conditionally Ready
- **ALL** – 47.92%
- **African Am** – *
- **Asian** – *
**Metric/Indicator**
10. Student access to a broad course of study as measured by the analysis of school site master schedule

(Priority 7)

**18-19**
Positive Growth from 2017-18 Baseline for all students including applicable Student Group

**Baseline**
EAP Mathematic Rates

- Ready and Conditionally Ready
  - ALL – 18%
  - African Am – *
  - Asian – *
  - EL – *
  - Hispanic – 4%
  - Homeless – *
  - Multiple – *
  - SED – 12%
  - SWD – N/A%
  - White – 26%

**18-19**
Positive Growth from 2017-18 Baseline for all students including applicable Student Group

**Baseline**
100% access to a broad course of study

---

**Actual**

- EL – *
- Hispanic – 16.67%
- Homeless – *
- Multiple – *
- SED – 22.73%
- SWD – N/A%
- White – 93.75%

100% access to a broad course of study

---

**Metric/Indicator**
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)

(Priority 8)

**18-19**
### Expected

100% access to a broad course of study

**Baseline**

TK-2 DPA ELA Mastery Rates
- ALL – 94%
- African Am – *
- Asian – 98%
- EL – 90%
- Hispanic – 93%
- Homeless – *
- Multiple – *
- SED – 90%
- SWD – 60%
- White – 96%

Need Baseline info for:

ICA ELA rates

### Actual

**Metric/Indicator**

12. Other Pupil Outcome - Student Met or Exceeded rate on SUSD TK-2 District Progress Assessments in Mathematics and CDE Interim Comprehensive Assessments for Mathematics

(Priority 8)

18-19

Positive Growth from 2017-18 for all students including applicable Student Groups

**Baseline**

TK-2 DPA Math Mastery Rates
- ALL – 73.6%
- African Am – *
- Asian – 78.7%
- EL – 60.6%
- Hispanic – 50%
- Homeless – *
- Multiple – *
- SED – 54.0%
- SWD – 29.5%
Expected

- White – 81.5%

Need Baseline info for:
ICA Math rates

Actual

**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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Services</strong>&lt;br&gt;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.</td>
<td><strong>Base Services</strong>&lt;br&gt;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.</td>
<td>The above amount includes Actions 1-5&lt;br&gt;0000: Unrestricted Base $3,025,842</td>
<td>The above amount includes Actions 1-5&lt;br&gt;0000: Unrestricted Base $3,025,842</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional Programs</strong>&lt;br&gt;On-going operating costs to maintain existing programs and support services to students such as Special Friends, Guidance</td>
<td><strong>Additional Programs</strong>&lt;br&gt;On-going operating costs to maintain existing programs and support services to students</td>
<td>See Action 1&lt;br&gt;0000: Unrestricted Base</td>
<td>0000: Unrestricted Base</td>
</tr>
</tbody>
</table>
Learning Specialists, Counselors, Psychologists, Nurses and Health assistants.

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Special Education</td>
<td>See Action 1 0000: Unrestricted Base</td>
<td></td>
</tr>
<tr>
<td>Provide services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.</td>
<td>Provided services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer LCFF funding to Fresno County Office of Education for County-educated students.</td>
<td>Transferred LCFF funding to Fresno County Office of Education for County-educated students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics and VROP</td>
<td>Athletics and VROP</td>
<td>See Action 1 0000: Unrestricted Base</td>
<td></td>
</tr>
<tr>
<td>Elementary and Secondary Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues</td>
<td>Elementary and Secondary Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide initial career technical education courses at high school including supplies, equipment, facilities and some staff.</td>
<td>Provided initial career technical education courses at high school including supplies, equipment, facilities and some staff.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 5
### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Services District Operations including Business, Human Resources, Facilities and Grounds Maintenance, Data Management, and other centralized district operations</td>
<td>Administrative Services District Operations including Business, Human Resources, Facilities and Grounds Maintenance, Data Management, and other centralized district operations</td>
<td>See Action 1 0000: Unrestricted Base</td>
<td></td>
</tr>
</tbody>
</table>

### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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, Redesignated 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</td>
<td>Hallmark allocated 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 was expanded in all classrooms.</td>
<td>supplemental materials 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 20,000</td>
<td>Local Supplemental/Concentration 20,000</td>
</tr>
</tbody>
</table>
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, 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 support 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.

### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Literacy Resources will be allocated to support a literacy-rich environment at Hallmark to increase the exposure for low-income 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 received appropriate technology devices for instructional purposes. Additionally, all high school students will participated 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 6-12 received iPads and appropriate instruction for implementation for Edgenuity.</td>
<td>Early Literacy Resources were allocated to support a literacy-rich environment at Hallmark to increase the exposure for low-income students.</td>
<td>Supplemental/Concentration $15,000</td>
<td>Supplemental/Concentration 15,000</td>
</tr>
</tbody>
</table>
Action 9

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Readiness Skills enhanced 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 to 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.</td>
<td>travel costs for college and industry visits 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $45,000</td>
<td>Test fees and other materials 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $15,000</td>
<td>travel costs for college and industry visits 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $45,000</td>
</tr>
</tbody>
</table>

Action 10

students, English Learners and foster youth. Individualized and small group reading intervention was provided by the Early Literacy teachers. Text sets, guided reading books, expanded classroom libraries, and home/school support was provided to support district goal of all Hallmark students being literate by 3rd grade.
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>Professional Learning</td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $22,000</td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 22,000</td>
</tr>
<tr>
<td>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.</td>
<td>Provided professional development to all teachers to build their capacity in educational pedagogy and assessment. Professional learning goals were designed to meet the needs for all students especially low-income students, English learners, and foster youth. The topics of the PD centered on our district’s initiatives of high achievement for all students and closing the achievement gap. Hallmark allocated 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 increased professional development opportunities for all teachers to build their capacity and focus on high achievement for all students. Teachers had 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action 11</td>
<td></td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $20,000</td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 20,000</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Enrichment</td>
<td>Music equipment and STEM supplies 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $20,000</td>
<td>Music equipment and STEM supplies 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 20,000</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 23 of 112
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.

subgroups identified to close achievement gaps, Hallmark allocated resources to the music program to purchase audiovisual equipment to enhance the teaching of music, history, repertoire, style and technique. Provided enrichment opportunities for students at the K-8 level in STEM activities.

**Action 12**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moved to College and Career</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 13**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Removed Action</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

**District Wide**

There are 14 actions in this goal. Actions 1 through 5 are part of the Base LCFF budget. Each of the Actions 1-5 were fully implemented.

**Action 6**

The entire action was fully implemented at each site and as a district. Site expenditures focused 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. Expenditures included site level training of personnel focused on student access to reduce the learning gaps.

**Action 8**
The Literacy Specialist Teacher action was fully implemented. Literacy Specialist Teachers provided coaching and support in evidenced-based practices that increased opportunities for English-learners and Low-Income students to access and participate in a balanced literacy learning environment. The action to support the literacy-rich environment was fully implemented. However, some sites no longer needed the additional funding. Text sets, guided reading books, expanded classroom libraries, and home/school support were readily available. In addition, all elementary schools hosted literacy nights, a community and family event which educates parents on ways to support literacy development in their children in a fun and creative atmosphere. Preschool services were fully implemented. The funding provided support early literacy development at no cost to increase access to students with risk factors such as socio-economic disadvantaged, English Learns, Homeless and Foster Youth.

Action 10
Professional Learning (PL) was fully implemented. The PL provided to our teachers to meet the needs of English Learners, Socially Disadvantaged Students (SED), Homeless and Foster Youth. This year we provided PL to teachers for writing, Math Lesson studies, Next Generational Science Standards, English Learners, Universal Design for Learning, College Career Readiness, and Project Based Learning.
Actions for site level PL was not fully implemented. Funds were allocated to sites to implement PD learned at district level. Teachers had time to work in PLCs to discuss best strategies learned in PD and plan, did instructional focused walk-throughs to identify best practices, and aligned instruction to our Guaranteed Viable Curriculum. However, not all sites used the two days per teacher training allocated. English Learner PL was fully implemented. The district focused on additional support for the secondary levels at the high school and middle school and district collaboration around best practices for English Learners. Our District Instructional Specialists action was fully implemented. We provided most of the PL that included learning to reduce the barriers for English Learners, SED, homeless and foster youth. Additionally, we had two consultants help with Professional Learning Communities (PLC) for math instruction and Next Generational Science Standards (NGSS).

Action 11
Provided summer school enrichment activities were fully implemented. Resources supported the VAPA TSA and the additional music teachers.
Enrichment opportunities for students in grades K-8 was fully implemented. Enrichment in district led STEM activities was fully implemented.
Support for the Dual Language programs were fully implemented.
Action 13
Library hour extension was fully implemented. However, we did not use all the funding. Additional library support days and additional support for Library Service coordinator was fully implemented.
Action 14
Class size reduction was fully implemented.
Action 7 -
The technology software was fully implemented, but from another funding source. The technology support specialist was fully implemented.
Action 9 -
College and Career Readiness actions regarding the new CTE site support was not fully implemented.

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

District Wide

Effectiveness
Action 6 - Site allocations provided opportunities for specific actions directed at local actions of the site.
Action 7 - One to one ipads for grades 3-12 have continued to enhance the technology access for targeted students.
Action 8 - Enabled the continued focus of our Balanced Literacy initiatives to increase the grade level reading of ALL students by third grade.
Action 9 - Enabled the continued development of CTE Pathways 9-12, Pathway developmental courses 6-8, and the College and Career exposure of the Sanger Pledge.
Action 10 - Professional learning provided district support for the implementation of our initiatives including Professional Learning Communities, Effective Instruction, Multi-Tiered System of Supports. Specific focus for professional learning included Academic Discourse, Universal Design for Learning, Guaranteed Viable Curriculum, Next Generation Science Standards and English Language Development
Action 11 - Provided additional support for students regarding Visual and Performing Arts in grades K-12, STEM activities K-12 and the continued development of the Dual Language programs at two sites.
Action 13 - Enhanced the library access, support and library environment for students at all sites.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District Wide

For Action 7, we did not use the $20,000 budgeted funding for technology software. For Action 9, we did not use the entire budgeted allocation in College and Career site support, CTE parent engagement, and CTE Pathway course support for books and supplies. Action 7 - Technology - The technology software funding was budgeted, but provided from another funding source.
Action 9 - College and Career Readiness - Budgeted funds for CTE site support, CTE parent engagement and CTE Pathway course support was not fully expended.
Action 1 - An increase in personnel costs resulted in an increase in the expenditure.
Action 3 - An increase in personnel costs resulted in an increase in the expenditure.
Action 5 - An increase in personnel costs resulted in an increase in the expenditure.
Action 8- Early Literacy Books and Supplies expenditures were less than allocated due to the fact that many sites had already updated and increased their their Guided Reading Libraries.
Action 10- Professional Learning Actual Expenditures surpassed the budgeted expenditure due to the fact that much of the grant funded Professional Learning has begun to be phased out due to completion of grants.
Action 11- Enrichment- STEM - Less start up STEM expenditures needed than anticipated.
Action 14- Class size reduction - increase in enrollment of students and full time equivalent teachers.

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.

District Wide
In action 7, we determined that none of the funding for the technology software was used. Therefore, in Section 7 of Actions and Services we removed the funding for technology software. In Action 8 we found that we no longer need to spend additional funding on the literacy rich environment due the high level of investment in the previous years. In action 9, we decreased the funds in K-12 College and Career site support to better match actual costs of 18-19 expenditures. We decreased funds in PSAT and AP exams to only focus on the needs of the targeted students. in addition, we also decreased funds in the CTE parent engagement to reflect actual costs based on 18-19 expenditures. Action 10 will need to be reduced due to the analysis that not all the sites were using the allotted professional development funding. Action 11 we reduced the funds of VAPA and STEM activities to better match the 2018-19 expenditures.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

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 Priorities:
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. English Learner Progress Indicator percentage</td>
<td>(Priority 4)</td>
<td>No ELPI Score on current dashboard.</td>
</tr>
<tr>
<td>18-19 Positive Growth from 2017-18</td>
<td></td>
<td>12 students</td>
</tr>
<tr>
<td>Baseline English Learner Progress Indicator Status - 71. % Change - 0.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. English Learner Reclassification rate</td>
<td>(Priority 4)</td>
<td>0% No Reclassifications</td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong>&lt;br&gt;Maintain reclassification rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong>&lt;br&gt;English Learner Reclassification rate 13.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;15. Middle school dropout rates for all and applicable Student Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Priority 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong>&lt;br&gt;Meet or be lower than the state and county rates for all and applicable Student Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong>&lt;br&gt;0% for All and Student Groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16. High school dropout rates for all and applicable Student Groups</strong></td>
<td>High School Dropout Rates</td>
</tr>
<tr>
<td>(Priority 5)</td>
<td>• ALL – 0%</td>
</tr>
<tr>
<td></td>
<td>• African Am – 0%</td>
</tr>
<tr>
<td></td>
<td>• Asian – 0%</td>
</tr>
<tr>
<td></td>
<td>• EL – 0%</td>
</tr>
<tr>
<td></td>
<td>• Hispanic – 0%</td>
</tr>
<tr>
<td></td>
<td>• Homeless - *</td>
</tr>
<tr>
<td></td>
<td>• Multiple – 0%</td>
</tr>
<tr>
<td></td>
<td>• SED – 0%</td>
</tr>
<tr>
<td></td>
<td>• SWD – 0%</td>
</tr>
<tr>
<td></td>
<td>• White – 0%</td>
</tr>
</tbody>
</table>
### Expected

17. High school graduation rates for all and applicable Student Groups

(Priority 5)

18-19
Meet or be higher than the state and county rates for all and applicable Student Groups

**Baseline**

High School Graduation Rates
- ALL – 95.5%
- African Am – 100%
- Asian – 98.3%
- EL – 93.3%
- Hispanic – 95.7%
- Homeless - *
- Multiple – 83.3%
- SWD – 78.7%
- White – 92.2%

### Actual

- ALL – 100% (Increased 15.5%) All 34 students
- African Am – *%
- Asian – *%
- EL – *%
- Hispanic – *%
- Homeless - *
- Multiple – *%
- SED – %
- SWD – *%
- White – *%

### Metric/Indicator

18. Locally defined Sanger Pledge/Central Valley Promise rate of:
- GPA 2.7 or better
- No D/F in Math/English Language Arts/Science/Social Studies
- Attendance rate of 96% or better
- No suspensions

(Priority 8)

18-19
Positive Growth from 2017-18 for all and applicable Student Groups

**Baseline**

Sanger Pledge/Central Valley Promise Rates
- ALL – 48.4%
- African Am – 55.0%
- Asian – 71.7%
- EL – 25.7%
- Hispanic – 47.3%
- Homeless - 28.1%

**Sanger Pledge/Central Valley Promise Rates 17-18**
- ALL – 79.2%
- African Am – 66.7%
- Asian – 100%
- EL – 40.0%
- Hispanic – 79.0%
- Homeless - *
- Multiple – 83.3%
- SED – 61.0%
- SWD – 57.1%
- White – 78.7%
Expected

- Multiple – 58.6%
- SED – 49.4%
- SWD – 21.2%
- White – 57.7%

Actual

**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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Intervention and Support</strong></td>
<td></td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $30,000</td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $30,000</td>
</tr>
<tr>
<td>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.</td>
<td>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 were offered within the school day and beyond the school day.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
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 social-emotional 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.

social-emotional support personnel

1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $5,000

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.

District Wide

Action 1

Provided after school programs at Sanger High, Sequoia, and Quail Lake School, and additional funds for Washington Academic Middle School. Math RTI pilots were in year two of piloting software in five elementary schools. The five schools did participate in piloting math RTI through universal screening, diagnostic assessment, benchmark and progress monitoring of student growth, instructional shifts, student goal setting, and predictive data. We continued to provide, Response to Intervention (RTI) training and
support to sites on processes and procedures directly through Intervention Teacher PLCs. This action is designed to increase the capacity of staff to better identify and serve those struggling in reading and math, provide supplemental curriculum and materials as needed. Funded eight Student Advocates at both SHS and WAMS with 50% of the expenditures from District LCAP and 50% from SHS/WAMS LCAP allocation. We provided additional supports for English Learners were included: materials and supplies, targeted tutoring after school, push in support at the high school/middle school level, translating services and conference and travel for Professional Development opportunities to build the capacity of teachers and administrators to improve services and achievement outcomes for English Learner students. Provided parent engagement opportunities for their child's education. Activities/Events included College Knowledge Academy, participation on LCAP Guidance Committee, Migrant Parent Meetings and Events and District level Parent Involvement Meetings. Sanger provided an opportunity for students to enroll in a Dual Language Program.

Action 2 - Social Emotional Learning- Classified personnel to support new Center for Behavioral Evaluation was not fully expended. We hired two of the three expected para-educators at the beginning of the year and then hired the third para-educator at the end of the year in May. The district added social-emotional support personnel (expansion of psychological support services). 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. These skills, encouraging positive school experience, are shown to have a positive impact on academic growth. This approach is also directed at teaching anti-bullying skills in our schools and helpful in informing our parents on anti-bullying preventive measures taken in our schools. SUSD provided 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 also coordinated and collaborated 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. This support, encouraging positive school experience, has shown to have a positive impact on academic growth. Implementation of a Positive Behavior Intervention in Supports (PBIS) framework, principally directed, for assisting school personnel in maintaining and organizing evidence-based behavioral interventions.

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

District Wide
Action 1 - Provided academic intervention and support, after school programs, books and supplies for RTI support, Parent/Student Advocates, English Learner Targeted Support, Additional Site allocation for Interventions, parent engagement support and summer school remediation. This action supported our efforts for additional targeted student groups to close the achievement gap. The interventions are critical to the implementation of our district Multi-Tiered Systems of support for academics.

Action 2 - Expanded Psychological services, provided homeless/foster liaison, student incentives and supplies for PBIS/Restorative Justice, added restorative justice personnel, added certified teacher and classified Personnel for Center for Behavioral Evaluation. This action supported our efforts for additional targeted student groups to close the achievement gap. The interventions are critical to the implementation of our district Multi-Tiered Systems of support for behavior and Socio-emotional learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District Wide
Action 1 - Academic Intervention and Support- Budgeted funds for RTI Books and Supplies and Parent/Student Advocates was not fully expended
Targeted English Learner Support was budgeted but was partially funded from another funding source.
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.

District Wide
In the 2019-2020 school year, the following changes will be made to Goal 2:
Action 1 - We reduced the funds for RTI Books and Supplies and Parent/Student Advocates and the targeted English Learner support
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions</td>
<td>(Priority 1)</td>
<td>Misassignments of teachers of English Learner - 0</td>
</tr>
<tr>
<td>18-19</td>
<td>Maintain and/or improve levels</td>
<td>Total teacher misassignments - 0</td>
</tr>
<tr>
<td>Baseline</td>
<td>Misassignments of teachers of English Learner - 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total teacher misassignments - 0</td>
<td>Vacant teacher positions - 0</td>
</tr>
<tr>
<td></td>
<td>Vacant teacher positions - 2</td>
<td></td>
</tr>
<tr>
<td>20. Facilities maintained through the Facilities Inspection Tool</td>
<td>18-19</td>
<td>18-19</td>
</tr>
<tr>
<td></td>
<td>98.6%</td>
<td></td>
</tr>
</tbody>
</table>
### Expected

(Priority 1)

**18-19**
Maintain above 95%

**Baseline**
Facilities Inspection Tool
2015-16
97.8%

### Metric/Indicator

21. Parent involvement through the local indicator tool

(Priority 3)

**18-19**
Need Baseline Data from local indicator tool

**Baseline**
Need Baseline Data from local indicator tool

### Metric/Indicator

22. Student attendance rates for all and applicable Student Groups

(Priority 5)

**18-19**
Maintain above 95% for all and applicable Student Groups

**Baseline**
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%

### Actual

18-19 85.2%

Student Attendance Rates 18-19
- ALL – 100%
- African Am - *%
- Asian – *%
- EL – *%
- Hispanic – 99.2%
- Homeless - *%
- Multiple – 100%
- SED – 98.6%
- SWD – 93.22%
- White – 99.99%
### Metric/Indicator
23. Chronic absenteeism rates for all and applicable Student Groups (Priority 5)

**Expected**

**Baseline**
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%

**Actual**

Chronic Absenteeism Rates 17-18 Ca Dashboard
- ALL – 0% Maintained -0.4%
- African Am –*
- Asian –*
- EL – *
- Hispanic – 0% Declined 1%
- Homeless - *
- Multiple – *
- SED – 0% Maintained 0%
- SWD – *
- White – 0% Maintained 0%

### Metric/Indicator
24. Student suspension rates for all and applicable Student Groups (Priority 6)

**Expected**

**Baseline**
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%

**Actual**

Suspension Rates - 17-18 Ca Dashboard
- ALL – 0.0%
- African Am – 0.0%
- Asian – 0.0%
- EL – 0.0%
- Hispanic – 0.0%
- Homeless - *
- Multiple – 0.0%
- SED – 0.0%
- SWD – 0.0%
- White – 0.0%
### Metric/Indicator
25. Student expulsion rates for all and applicable Student Groups
(Priority 6)

**18-19**
Maintain levels for All and applicable Student Groups at or below All student Baseline

**Student Expulsion Rates**
- **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%

### Metric/Indicator
26. School climate from locator indicator tool
(Priority 6)

**18-19**
Need Baseline data from local indicator tool

**Baseline**
Need Baseline data from local indicator tool

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

**Action 1**
## Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>Facilities</td>
<td>6000-6999: Capital Outlay Local Supplemental/Concentration $35,940</td>
<td>6000-6999: Capital Outlay Local Supplemental/Concentration $35,940</td>
</tr>
<tr>
<td>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.</td>
<td>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. Added an additional building at Hallmark to accommodate a Parent/Student tutorial area. Hallmark also used the space to accommodate the additional Social-Emotional support personnel, academic counseling, and college and career presentations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

**District Wide**
- We have 2 actions in goal 3 and both were fully implemented.

**Facilities**
- The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment. The Sanger Unified School District is committed to providing quality education to its students that includes student safety and well maintained up to date facilities. Facilities upgrades included a focus on enhancing technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation.
These services provided safety improvements districtwide. These services to the facilities also resulted in greater student collaboration and more efficient teacher presentation that enhanced the learning experience of the unduplicated student population. The enhanced technology facilitated quicker English acquisition for our English Learners. Well maintained and up to date facilities have had a positive impact on student performance for English Learner and Socioeconomically Disadvantaged students as well as all students.

Transportation:
To ensure all our students including English Learners and Socio-Economic Disadvantaged students are provided equal access and opportunities regardless of their home to school transportation status, Sanger Unified provided additional transportation services to students. Sanger Unified transportation services covers approximately one hundred eighty square miles and transports over five thousand students daily; District transportation continues to ensure student access to daily educational services and interventions before and after school.

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

Action 1
Facility upgrades have resulted improved technological access, classroom configuration which allows for greater student collaboration, and classroom design has enhanced teacher presentation, improving the learning experience of the unduplicated student population.

Action 2
District transportation is committed to ensure student access to daily educational services and interventions before and after school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences

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 goals and actions will remain the same for goal 3.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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 updating our Local Control Accountability Plan (LCAP), Sanger Unified contracted with Hanover Research to survey parents, teachers/staff, students and community. Survey included a series screener questions, background questions, as well as opportunities to respond to current LCAP services including Student Support Services, Multi-Tiered Systems of Support, College and Career Readiness, School Climate and Culture, Professional Development, Parent and Community Engagement and District Priorities.
Respondents were able to indicate how much they agree or disagree with statements, how satisfied they are with a variety of topics as well as an open ended response with any additional thoughts related to community involvement in Sanger Unified.

Survey responses contained a statistically-appropriate sample of all three stakeholder groups.
A total of 8,350 parents responded to the online survey which was over 2,000 more responses than last year.
Of the parent respondents, 2,325 qualify for free or reduced price meals, 721 indicated their children are English Learners, 233 indicated their children are on an Individualized Education Plan, 62 are Migrant and 68 are foster parents and 4723 were none of the above.
Of the respondents, (53%) are Hispanic or Latino, (13%) are Asian, (13%) are White, (2%) are Black or African American and (10%) are two or more race

LCAP Presentation/Discussion/Input sessions
Each site principal gave a 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 30, 2019 DELAC
February 13, 2019 Sanger Unified Teachers Association Leadership- Certificated Bargaining Unit
February 14, 2019 WAMS Student Group
February 19, 2018 Sanger Community Task Force which includes representation from Foster/ Homeless, Hope Sanger, Police and Fire Department, Recreation Department and Social Services, School District, Local Church Clergy, and local service clubs.

February 19, 2019 Sanger High Student Group

March 1, 2019 PTA Council

March 7, 2019 Parent Involvement Team

March 25, 2019 California State Employees Association (CSEA) Classified Bargaining Unit

April 25, 2019 United Neighbors Community Group

May 1, 2019 Parent Advisory Council

Stakeholders were given an opportunity to give input regarding LCAP Actions and Allocations. 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:

17 Parents
  5 EL
  9 SED
  3 None of the above

3 Students

3 Teachers

2 Administrators

1 SUSD board member

Observers
  Superintendent - Adela Jones
  Associate Superintendents- Eduardo Martinez and Tim Lopez

LCAP Guidance Committee Calendar Dates and Focus Area

LCAP Guidance Committee Calendar Dates and Focus Area
October 24, 2018 Intro, Norms, Purpose and LCFF/LCAP Overview
December 4, 2018 8 state priorities, district goals and Student Achievement by sub groups
February 6, 2019 Budget and Dashboard Overview
March 13, 2019 Review Stakeholder Feedback and Budget Activity
April 24, 2019 Review LCAP Actions/Services and Allocations
May 1, 2019 @ 4pm District English Language Advisory Council review of LCAP Draft
May 1, 2019 @ 6pm District Advisory Council Review of LCAP Draft
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.

Meetings and Opportunities to Provide additional input to LCAP Draft
October 23, 2018 LCAP Process and timeline presented to School Board
April 24, 2019 LCAP Guidance Committee meeting. Members will be given opportunities to review LCAP proposed allocations and provide feedback.
May 1, 2019 District English Learner Advisory Council to review LCAP draft and provided opportunities for feedback.
May 1, 2019 LCAP Guidance Committee/DAC review of LCAP draft and provided opportunities for feedback.
June 11, 2019 - Public Hearing at Board Meeting
June 25, 2019 - 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.

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

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 Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students provided sufficient access to standards aligned curricular materials as measured by local</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td>100% sufficient access to standard aligned curricular materials</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>indicator self-reflection tool. (Priority 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Implementation of the CA state standards as measured by the state self-reflection tool. (Priority 2)</td>
<td>Average score of all measures state reflection tool is 3.76</td>
<td>Positive growth from 2016-17 baseline data</td>
<td>Positive growth from 2017-18 data</td>
<td>Positive growth from 2018-19 data</td>
</tr>
<tr>
<td>3. CAASPP Student Average Distance from Level 3 in English Language Arts (ELA) for all students including applicable Student Groups (Priority 4)</td>
<td>CAASPP English Language Arts Average Distance from Level 3</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>4. CAASPP Student Average Distance from Level 3 in Mathematics for all students including applicable Student Groups (Priority 4)</td>
<td>CAASPP Mathematics Average Distance from Level 3</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>• ALL - High (0.4)</td>
<td>ALL 3.4 (+3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• African Am - *</td>
<td>African Am*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asian – *</td>
<td>Asian*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EL - *</td>
<td>EL*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hispanic - Medium (-24.1)</td>
<td>Hispanic-16.1(+8.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Homeless - *</td>
<td>Homeless*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multiple - *</td>
<td>Multiple*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SED - Medium (-21.7)</td>
<td>SED-38.6 (-16.9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SWD – *</td>
<td>SWD*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• White - High (26.2)</td>
<td>White 20.9 (-5.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. A-G Completion rates for all students including applicable Student Groups (Priority 4)</td>
<td>A-G Rates -</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>• ALL – 58%</td>
<td>A-G Rates -</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• African Am – *</td>
<td>• ALL – 66%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asian – *</td>
<td>• ALL – 66%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EL – *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hispanic – 64%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Homeless - *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multiple – 100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED – 59%</td>
<td>African Am – *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD – *</td>
<td>Asian – *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White – 46%</td>
<td>EL – *</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic – 78%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homeless - *</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple – *</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SED – 56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SWD – *</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White – 57%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SED – 56%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD – *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White – 57%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 6. Career Tech Education Pathway Completion rate for all students including applicable Student Groups

**Priority 4**

<table>
<thead>
<tr>
<th>CTE Completion Rates -</th>
<th>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</th>
<th>CTE Completion Rates -</th>
<th>Positive Growth from 2017-18 for all students including applicable Student Groups</th>
<th>Positive Growth from 2018-19 for all students including applicable Student Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL – *</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>ALL – *</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>African Am – *</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>African Am – *</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>Asian – *</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Asian – *</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>EL – *</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>EL – *</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>Hispanic – *</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Hispanic – *</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>Homeless - *</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Homeless - *</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>Multiple – *</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Multiple – *</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>SED – *</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>SED – *</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>SWD – *</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>SWD – *</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>White – *</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>White – *</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
</tbody>
</table>

#### 7. Advanced Placement pass rate for all students scoring 3 or higher including applicable Student Groups

<table>
<thead>
<tr>
<th>AP Pass Rates -</th>
<th>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</th>
<th>Positive Growth from 2017-18 for all students including applicable Student Groups</th>
<th>Positive Growth from 2018-19 for all students including applicable Student Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL –</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>African Am –</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>Asian –</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>EL –</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>Hispanic –</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| (Priority 4) | • Homeless -  
• Multiple –  
• SED –  
• SWD – *  
• White – | AP Pass Rates - (10 students)  
• ALL – 80%  
• African Am – *  
• Asian – *  
• EL – *  
• Hispanic – 100%  
• Homeless - *  
• Multiple – *  
• SED – *  
• SWD – *  
• White – 66% | | |
| 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. | EAP ELA Rates ELA Ready and Conditionally Ready  
- ALL – 82%  
- African Am – *  
- Asian – *  
- EL – *  
- Hispanic – 76%  
- Homeless – *  
- Multiple – *  
- SED – 81%  
- SWD – N/A  
- White – 85% | Positive Growth from 2016-17 Baseline for all students including applicable Student Group  
- Ready and Conditionally Ready  
- ALL – 75%  
- African Am – *  
- Asian – *  
- EL – *  
- Hispanic – 76.5%  
- Homeless – *  
- Multiple – *  | Positive Growth from 2017-18 Baseline for all students including applicable Student Group  
- Positive Growth from 2018-19 Baseline for all students including applicable Student Group  
- Positive Growth from 2019-20 Baseline for all students including applicable Student Group  |
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>
| 9. Early Assessment Program Mathematics pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups.  
(Priority 4) | EAP Mathematic Rates Ready and Conditionally Ready  
- ALL – 18%  
- African Am – *  
- Asian – *  
- EL – *  
- Hispanic – 4%  
- Homeless – *  
- Multiple – *  
- SED – 12%  
- SWD – N/A%  
- White – 26% | Positive Growth from 2016-17 Baseline for all students including applicable Student Group  
- ALL – 35%  
- African Am – *  
- Asian –*  
- EL – *  
- Hispanic – 17.7%  
- Homeless – *  
- Multiple – *  
- SED – 21.1%  
- SWD – *  
- White – 53.8% | Positive Growth from 2017-18 Baseline for all students including applicable Student Group | Positive Growth from 2018-19 Baseline for all students including applicable Student Group |
| 10. Student access to a broad course of study as measured by the analysis of school site master schedule  
(Priority 7) | 100% access to a broad course of study | Positive Growth from 2016-17 Baseline for all students including applicable Student Group | Positive Growth from 2017-18 Baseline for all students including applicable Student Group | Positive Growth from 2018-19 Baseline for all students including applicable Student Group |
<p>| 11. Other Pupil Outcome - Student Met | TK-2 DPA ELA Mastery Rates | 100% access to a broad course of study | 100% access to a broad course of study | 100% access to a broad course of study |</p>
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>
| or Exceeded rate on SUSD TK-2 District Progress Assessments in English Language Arts (ELA) (Priority 8) | ・ ALL – 94%  
・ African Am – *  
・ Asian – 98%  
・ EL – 90%  
・ Hispanic – 93%  
・ Homeless – *  
・ Multiple – *  
・ SED – 90%  
・ SWD – 60%  
・ White – 96%  |                                                                                           |                                                                                           |                                                                                           |
| Need Baseline info for:                                                          | ICA ELA rates                                                                              |                                                                                           |                                                                                           |                                                                                           |
| 12. Other Pupil Outcome - Student Met or Exceeded rate on SUSD TK-2 District Progress Assessments in Mathematics and CDE Interim Comprehensive Assessments for Mathematics (Priority 8) | TK-2 DPA Math Mastery Rates  
・ ALL – 73.6%  
・ African Am – *  
・ Asian – 78.7%  
・ EL – 60.6%  
・ Hispanic – 50%  
・ Homeless – *  
・ Multiple – *  
・ SED – 54.0%  
・ SWD – 29.5%  
・ White – 81.5%  | Positive Growth from 2016-17 Baseline for all students including applicable Student Groups | Positive Growth from 2017-18 for all students including applicable Student Groups | Positive Growth from 2018-19 for all students including applicable Student Groups |
**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**

<table>
<thead>
<tr>
<th>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served:</strong></td>
</tr>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td>All</td>
</tr>
<tr>
<td><strong>Location(s):</strong></td>
</tr>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Specific Schools: Hallmark Charter School</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served:</strong></td>
</tr>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
</tr>
<tr>
<td><strong>Scope of Services:</strong></td>
</tr>
<tr>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
<tr>
<td>[Add Scope of Services selection here]</td>
</tr>
<tr>
<td><strong>Location(s):</strong></td>
</tr>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

<table>
<thead>
<tr>
<th>Base Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**2018-19 Actions/Services**

<table>
<thead>
<tr>
<th>Base Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**2019-20 Actions/Services**

<table>
<thead>
<tr>
<th>Base Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$3,010,479</td>
<td>$3,025,842</td>
<td>$2,927,752</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td>The above amount includes Actions 1-5</td>
<td>The above amount includes Actions 1-5</td>
<td>The above amount includes Actions 1-5</td>
<td></td>
</tr>
</tbody>
</table>

## Action 2

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

#### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Hallmark Charter School |
| Specific Schools: |

OR

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

#### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

#### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

### Actions/Services

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

### 2017-18 Actions/Services

<table>
<thead>
<tr>
<th>Additional Programs</th>
</tr>
</thead>
</table>

### 2018-19 Actions/Services

<table>
<thead>
<tr>
<th>Additional Programs</th>
</tr>
</thead>
</table>

### 2019-20 Actions/Services

<table>
<thead>
<tr>
<th>Additional Programs</th>
</tr>
</thead>
</table>
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Base</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Action 1</td>
</tr>
<tr>
<td></td>
<td>Base</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td></td>
<td>See Action 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Base</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td></td>
<td>See Action 1</td>
<td></td>
</tr>
</tbody>
</table>

Action 3

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- Students with Disabilities
- Specific Student Groups: Students with Disabilities

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- Hallmark Charter School
- Specific Schools:

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

- 2017-18 Actions/Services
  - Special Education

- 2018-19 Actions/Services
  - Special Education

- 2019-20 Actions/Services
  - 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td></td>
<td>See Action 1</td>
<td>See Action 1</td>
<td>See Action 1</td>
</tr>
</tbody>
</table>

Action 4

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- Hallmark Charter School
  - Specific Schools:

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action
## Athletics and VROP
### Elementary and Secondary Athletic Programs
- Providing coaches, supplies, and equipment, and transportation to and from game venues.

### Athletics Programs
- Providing initial career technical education courses at high school including supplies, equipment, facilities and staff.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Base</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td>2018-19</td>
<td>Base</td>
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</tr>
<tr>
<td>2019-20</td>
<td>Base</td>
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</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td>Hallmark Charter School</td>
<td>All</td>
</tr>
</tbody>
</table>

**OR**

### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>Scope of Services:</th>
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</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
<tr>
<td>Specific Schools:</td>
<td>[Add Scope of Services selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18
Modified Action

2017-18 Actions/Services
Administrative Services District Operations including Business, Human Resources, Facilities and Grounds Maintenance, Data Management, and other centralized district operations

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
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<tr>
<td>2018-19</td>
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<td>0000: Unrestricted</td>
</tr>
<tr>
<td>2019-20</td>
<td>Base</td>
<td>0000: Unrestricted</td>
</tr>
</tbody>
</table>

Action 6
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Hallmark Charter School
Specific Schools:
### Actions/Services

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

- **Modifi ed Action**

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

- **Unchanged Action**

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

- **Unchanged Action**

### 2017-18 Actions/Services

**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 Actions/Services

**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 Actions/Services

**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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>Local Supplemental/Concentration</td>
</tr>
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</table>

### Action 7

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

**Students to be Served:**

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

- [Add Students to be Served selection here]

**Location(s):**

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

- [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:

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

- English Learners
- Foster Youth
- Low Income

### Scope of Services:

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

- LEA-wide

### Location(s):

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

- Hallmark Charter School

### Actions/Services

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

- Modified Action

### 2017-18 Actions/Services

**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 support 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.

### 2018-19 Actions/Services

**Technology**

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<table>
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<tr>
<th>Year</th>
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<tr>
<td>2018-19</td>
<td>$15,000</td>
<td>Local Supplemental/Concentration</td>
<td>4000-4999: Books And Supplies devices for 1-to-1 program</td>
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<tr>
<td>2019-20</td>
<td>$25,000</td>
<td>Local Supplemental/Concentration</td>
<td>4000-4999: Books And Supplies devices for 1-to-1 program</td>
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</table>

### Action 8

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- Hallmark Charter School

**Specific Schools:**

**Actions/Services**

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

- Modified Action

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

- Unchanged Action

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

- Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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
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

readily available to support district goal of all Hallmark students being literate by 3rd grade

readily available to support district goal of all Hallmark students being literate by 3rd grade

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
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<td>4000-4999: Books And Supplies</td>
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</table>

**Action 9**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Hallmark Charter School
Specific Schools:

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action
### 2017-18 Actions/Services

**College and Career Readiness Skills**
To enhance the College and Career opportunities of low-income pupils, English Learners, Redesignated 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 Redesignated 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 Actions/Services

**College and Career Readiness Skills**
To enhance the College and Career opportunities of low-income pupils, English Learners, Redesignated 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 Redesignated 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 Actions/Services

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To enhance the College and Career opportunities of low-income pupils, English Learners, Redesignated 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 Redesignated 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>5000-5999: Services And Other Operating Expenditures travel costs for college and industry visits</td>
<td>5000-5999: Services And Other Operating Expenditures travel costs for college and industry visits</td>
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<td><strong>Budget Reference</strong></td>
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<td>5000-5999: Services And Other Operating Expenditures Test fees and other materials</td>
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</table>
### Action 10

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- Hallmark Charter School
- Specific Schools:

### Actions/Services

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

- Modified Action

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

- Unchanged Action

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

- Unchanged Action

### 2017-18 Actions/Services

**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

### 2018-19 Actions/Services

**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

### 2019-20 Actions/Services

**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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>Source</td>
<td>Local Supplemental/Concentration</td>
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</table>

Action 11

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### 2017-18 Actions/Services

**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

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<tbody>
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<td>2018-19</td>
<td>$20,000</td>
<td>Local Supplemental/Concentration</td>
<td>1000-1999: Certificated Personnel Salaries Music equipment and STEM supplies</td>
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<tr>
<td>2019-20</td>
<td>$29,000</td>
<td>Local Supplemental/Concentration</td>
<td>1000-1999: Certificated Personnel Salaries Music equipment and STEM supplies</td>
</tr>
</tbody>
</table>

### Action 12

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### Actions/Services

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

- **Modified Action**

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

- **Unchanged Action**

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

- **Unchanged Action**

### 2017-18 Actions/Services

**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.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
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<td>Budget Reference</td>
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</tr>
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</table>
### Action 13

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]  
[Add Location(s) selection here]

OR

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

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

English Learners  
Foster Youth  
Low Income  
LEA-wide

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
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<td>New Action</td>
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<tr>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
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</tbody>
</table>

#### 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

Removed Action

Removed Action

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

Removed Action
## Budgeted Expenditures

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<thead>
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<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$3,724</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td></td>
</tr>
<tr>
<td>Action 14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>Modified Action</th>
<th>Modified Action</th>
<th>Modified Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

### Action 15

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

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

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

Select from New, Modified, or Unchanged for 2019-20
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budgeted Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action 16</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

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

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

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Actions/Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19 Actions/Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20 Actions/Services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>(Select from New Goal, Modified Goal, or Unchanged Goal)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Goal</td>
<td></td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
</table>

### Identified Need:

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

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. English Learner Progress Indicator percentage</td>
<td>English Learner Progress Indicator Status - 71.3% Change - 0.4%</td>
<td>Positive Growth from 2016-17 Baseline Status - * Change - *</td>
<td>Positive Growth from 2017-18</td>
<td>Positive Growth from 2018-19</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>14. English Learner Reclassification rate (Priority 4)</td>
<td>English Learner Reclassification rate 13.3%</td>
<td>Maintain reclassification rate 0%</td>
<td>Maintain reclassification rate</td>
<td>Maintain reclassification rate</td>
</tr>
<tr>
<td>15. Middle school dropout rates for all and applicable Student Groups (Priority 5)</td>
<td>0% for All and Student Groups</td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups 0% for All and Student Groups</td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups</td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups</td>
</tr>
<tr>
<td>16. High school dropout rates for all and applicable Student Groups (Priority 5)</td>
<td>High School Dropout Rates • 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%</td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups High School Dropout Rates • ALL – .6% • African Am – 0% • Asian – 0% • EL – 0% • Hispanic – 0% • Homeless - * • Multiple – 0% • SED – 0% • SWD –0%</td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups</td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>17. High school graduation rates for all and applicable Student Groups (Priority 5)</td>
<td>High School Graduation Rates</td>
<td>Meet or be higher than the state and county rates for all and applicable Student Groups</td>
<td>Meet or be higher than the state and county rates for all and applicable Student Groups</td>
<td>Meet or be higher than the state and county rates for all and applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>• ALL – 95.5%</td>
<td>• White –0.2%</td>
<td>• ALL – 95%</td>
<td>• ALL – 95%</td>
</tr>
<tr>
<td></td>
<td>• African Am – 100%</td>
<td></td>
<td>• African Am – *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asian – 98.3%</td>
<td></td>
<td>• Asian – *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EL – 93.3%</td>
<td></td>
<td>• EL – *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hispanic – 95.7%</td>
<td></td>
<td>• Hispanic – 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Homeless - *</td>
<td></td>
<td>• Homeless - *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multiple – 83.3%</td>
<td></td>
<td>• Multiple – *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SED – 95.3%</td>
<td></td>
<td>• SED – 96.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SWD – 78.7%</td>
<td></td>
<td>• SWD – *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• White – 92.2%</td>
<td></td>
<td>• White –87.5%</td>
<td></td>
</tr>
<tr>
<td>18. Locally defined Sanger Pledge/Central Valley Promise rate of:</td>
<td>Sanger Pledge/Central Valley Promise Rates</td>
<td>Positive Growth from 2016-17 Baseline for all and applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all and applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all and applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>• GPA 2.7 or better</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No D/F in Math/English Language Arts/Science/Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Attendance rate of 96% or better</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive Growth from 2016-17 Baseline for all and applicable Student Groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ALL – 48.4%</td>
<td></td>
<td>• ALL – 84.55%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• African Am – 55.0%</td>
<td></td>
<td>• African Am – *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asian – 71.7%</td>
<td></td>
<td>• Asian – *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EL – 25.7%</td>
<td></td>
<td>• EL – *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hispanic – 47.3%</td>
<td></td>
<td>• Hispanic – 84.00%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Homeless - 28.1%</td>
<td></td>
<td>• Homeless - *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multiple – 58.6%</td>
<td></td>
<td>• Multiple – *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive Growth from 2018-19 for all and applicable Student Groups</td>
<td></td>
<td>Positive Growth from 2017-18 for all and applicable Student Groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SED – 66.67%</td>
<td></td>
<td>• SED – 66.67%</td>
<td></td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No suspensions (Priority 8)</td>
<td>• SED – 49.4%</td>
<td>• SWD – *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SWD – 21.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• White – 57.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• White – 83.33%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Specific Student Groups: Students needing additional academic support</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>Specific Schools: Hallmark Charter School</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td></td>
</tr>
</tbody>
</table>

### Actions/Services

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

<table>
<thead>
<tr>
<th>Modified Action</th>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

Select from New, Modified, or Unchanged for 2019-20
### 2017-18 Actions/Services

**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.

### 2018-19 Actions/Services

**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.

### 2019-20 Actions/Services

**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.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$13,539</td>
<td>$30,000</td>
<td>$44,000</td>
</tr>
<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
</tr>
</tbody>
</table>

### Action 2

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| Specific Student Groups: Special Education [Add Students to be Served selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

[Add Location(s) selection here]

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

- Modified Action

**2017-18 Actions/Services**
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 social-emotional 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 Actions/Services**
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 social-emotional 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 Actions/Services**
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 social-emotional 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**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$6,894</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
</tr>
</tbody>
</table>

### Action 3

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Unchanged Goal |

Goal 3

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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

| Local Priorities: |

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

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions (Priority 1)</td>
<td>Misassignments of teachers of English Learner - 0 Total teacher misassignments - 0 Vacant teacher positions - 2</td>
<td>Maintain and/or improve levels</td>
<td>.Maintain and/or improve levels</td>
<td>.Maintain and/or improve levels</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>20. Facilities maintained through the Facilities Inspection Tool</td>
<td>Facilities Inspection Tool 2015-16 97.8%</td>
<td>Maintain above 95%</td>
<td>Maintain above 95%</td>
<td>Maintain above 95%</td>
</tr>
<tr>
<td>(Priority 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Parent involvement through the local indicator tool</td>
<td>Need Baseline Data from local indicator tool</td>
<td>Need Baseline Data from local indicator tool</td>
<td>Need Baseline Data from local indicator tool</td>
<td>Need Baseline Data from local indicator tool</td>
</tr>
<tr>
<td>(Priority 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Student attendance rates for all and applicable Student Groups</td>
<td>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%</td>
<td>Maintain above 95% for all and applicable Student Groups</td>
<td>Maintain above 95% for all and applicable Student Groups</td>
<td>Maintain above 95% for all and applicable Student Groups</td>
</tr>
<tr>
<td>(Priority 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Metrics/Indicators

<table>
<thead>
<tr>
<th>Priority</th>
<th>Description</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>Chronic absenteeism rates for all and applicable Student Groups (Priority 5)</td>
<td>Chronic Absenteeism Rates</td>
<td>White 99.2%</td>
<td>Maintain and/or improve levels for all and applicable Student Groups</td>
<td>Maintain and/or improve levels for all and applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ALL – 7.26%</td>
<td>ALL - 1.10%</td>
<td>ALL - 1.10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>African Am – 7.9%</td>
<td>African American*</td>
<td>African American*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Asian – 3.6%</td>
<td>Asian - 0%</td>
<td>Asian - 0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EL – 6.31%</td>
<td>EL*</td>
<td>EL*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hispanic – 7.9%</td>
<td>Hispanic - 2.10%</td>
<td>Hispanic - 2.10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Homeless – 28.4%</td>
<td>Homeless - N/A</td>
<td>Homeless - N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Multiple – 3%</td>
<td>Multiple - 0%</td>
<td>Multiple - 0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SED – 7.3%</td>
<td>SED - 1%</td>
<td>SED - 1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SWD – 15.6%</td>
<td>SWD - 0%</td>
<td>SWD - 0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>White – 7.3%</td>
<td>White - 0%</td>
<td>White - 0%</td>
</tr>
<tr>
<td>24.</td>
<td>Student suspension rates for all and applicable Student Groups (Priority 6)</td>
<td>Suspension Rates - 2015</td>
<td>Need 2016 Suspension rate data from CDE Dashboard</td>
<td>Need 2016 Suspension rate data from CDE Dashboard</td>
<td>Need 2016 Suspension rate data from CDE Dashboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ALL – 4.2%</td>
<td>ALL – 0%</td>
<td>ALL – 0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>African Am – 7.2%</td>
<td>African Am – 0%</td>
<td>African Am – 0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Asian – 1.5%</td>
<td>Asian – 0%</td>
<td>Asian – 0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EL – 2.7%</td>
<td>EL – 0%</td>
<td>EL – 0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hispanic – 4.8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Homeless - *</td>
<td></td>
<td>▶ Hispanic - 0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ Multiple – 1.6%</td>
<td></td>
<td>▶ Homeless - *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ SED – 4.1%</td>
<td></td>
<td>▶ Multiple – 0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ SWD – 8.2%</td>
<td></td>
<td>▶ SED – 0%</td>
<td></td>
<td>▶ SED – 0%</td>
</tr>
<tr>
<td>▶ White – 3.1%</td>
<td></td>
<td>▶ SWD – 0%</td>
<td></td>
<td>▶ SWD – 0%</td>
</tr>
<tr>
<td>▶ White – 0%</td>
<td></td>
<td>▶ White – 0%</td>
<td></td>
<td>▶ White – 0%</td>
</tr>
</tbody>
</table>

#### 25. Student expulsion rates for all and applicable Student Groups

(Priority 6)

<table>
<thead>
<tr>
<th>Student Expulsion Rates</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ ALL – 0.18%</td>
<td>▶ ALL – 0%</td>
<td>Maintain levels for All and applicable Student Groups at or below All student</td>
<td></td>
</tr>
<tr>
<td>▶ African Am – 0%</td>
<td>▶ African Am – 0%</td>
<td>▶ Hispanic – 0%</td>
<td>Maintain levels for All and applicable Student Groups at or below All student</td>
</tr>
<tr>
<td>▶ Asian – 0%</td>
<td>▶ Asian – 0%</td>
<td>▶ EL – 0%</td>
<td></td>
</tr>
<tr>
<td>▶ EL – 0.04%</td>
<td>▶ EL – 0%</td>
<td>▶ Hispanic – 0%</td>
<td></td>
</tr>
<tr>
<td>▶ Hispanic – 0.25%</td>
<td>▶ Hispanic – 0%</td>
<td>▶ Homeless - *</td>
<td></td>
</tr>
<tr>
<td>▶ Homeless - 0%</td>
<td>▶ Homeless - *</td>
<td>▶ Multiple – 0%</td>
<td></td>
</tr>
<tr>
<td>▶ Multiple – 0%</td>
<td>▶ Multiple – 0%</td>
<td>▶ SED – 0%</td>
<td></td>
</tr>
<tr>
<td>▶ SED – 0.2%</td>
<td>▶ SED – 0%</td>
<td>▶ SWD – 0%</td>
<td></td>
</tr>
<tr>
<td>▶ SWD – 0.8%</td>
<td>▶ SWD – 0%</td>
<td>▶ White – 0%</td>
<td></td>
</tr>
<tr>
<td>▶ White – 0.06%</td>
<td>▶ White – 0%</td>
<td>▶ White – 0%</td>
<td></td>
</tr>
</tbody>
</table>

#### 26. School climate from locater indicator tool

(Priority 6)

<table>
<thead>
<tr>
<th>Need Baseline data from local indicator tool</th>
<th>Need Baseline data from local indicator tool</th>
<th>Need Baseline data from local indicator tool</th>
<th>Need Baseline data from local indicator tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need Baseline data from local indicator tool</td>
<td>Need Baseline data from local indicator tool</td>
<td>Need Baseline data from local indicator tool</td>
<td>Need Baseline data from local indicator tool</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Action 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
</tr>
<tr>
<td><strong>Students to be Served:</strong></td>
</tr>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td>All</td>
</tr>
<tr>
<td><strong>Location(s):</strong></td>
</tr>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Specific Schools: Hallmark Charter School</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
</tr>
<tr>
<td><strong>Students to be Served:</strong></td>
</tr>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
</tr>
<tr>
<td><strong>Scope of Services:</strong></td>
</tr>
<tr>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
<tr>
<td>[Add Scope of Services selection here]</td>
</tr>
<tr>
<td><strong>Location(s):</strong></td>
</tr>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

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

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

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

#### 2017-18 Actions/Services

**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 Actions/Services

**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 Actions/Services

**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

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$134,117</td>
<td>Local Supplemental/Concentration</td>
<td>6000-6999: Capital Outlay</td>
</tr>
<tr>
<td>2018-19</td>
<td>$35,940</td>
<td>Local Supplemental/Concentration</td>
<td>6000-6999: Capital Outlay</td>
</tr>
<tr>
<td>2019-20</td>
<td>$14,160</td>
<td>Local Supplemental/Concentration</td>
<td>6000-6999: Capital Outlay</td>
</tr>
</tbody>
</table>

### Action 2

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- Specific Schools: Hallmark Charter School

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

Page 87 of 112
Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$212,847</td>
<td>7.27%</td>
</tr>
</tbody>
</table>

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, Sanger Unified School District has calculated that it will receive $212,847 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:

- **Goal 1**
  - Action 6 - Additional School site allocations
  - Action 7 - Enhanced technology
  - Action 8 - Early Literacy
  - Action 9 - College and Career Readiness
  - Action 10 - Professional Learning
  - Action 11 - Enrichment
  - Action 12 - Career Technical Education is now embedded in College and Career Readiness
  - Action 13 - Additional Library/Media Service
  - Action 14 - Class size reduction

- **Goal 2**
  - Academic Intervention and Support
  - Socio-Emotional Learning support

- **Goal 3**
  - Enhanced facilities
  - additional transportation

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 19-20 rolling unduplicated student population count is projected at 37.72% (36.35% single year), some 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 $212,847 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 7.27%. 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.

**LCAP Year: 2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$224,940</td>
<td>7.43%</td>
</tr>
</tbody>
</table>

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).
LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$280,000</td>
<td>3.65%</td>
</tr>
</tbody>
</table>

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 Schoo 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.
Addendum

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

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

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

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

Chart school[s] 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 chart [s]hool, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.
Goal
State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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

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

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

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

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

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement
Students to be Served
The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Location(s)

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

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

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

**Students to be Served**

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

**Scope of Service**

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

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

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

**Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**Actions/Services**

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

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.
For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: **School Climate** as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: **Course Access** addresses the extent to which pupils have access to and are enrolled in:
   A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. **Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

*Prepared by the California Department of Education, January 2019*
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
## Total Expenditures by Object Type and Funding Source

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