LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sanger Unified School District

CDS Code: 1062414

School Year: 2022-23

LEA contact information:

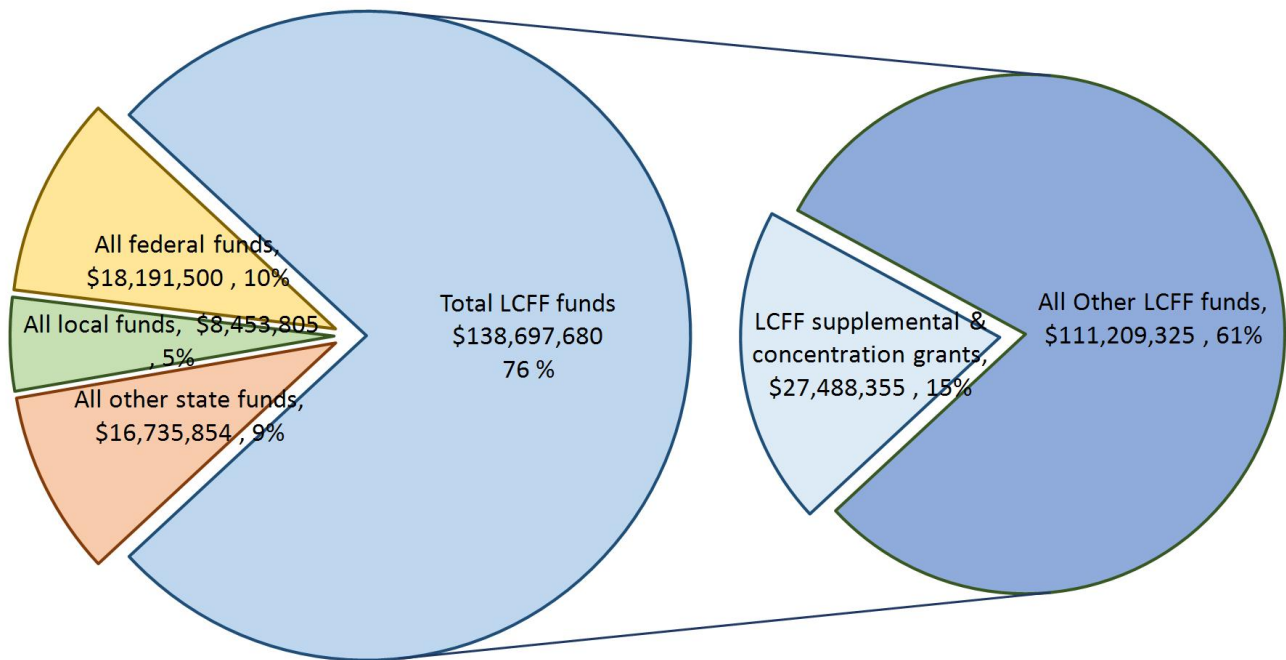Adela Madrigal Jones

Superintendent

adela_jones@sangerusd.net

(559) 524-6521

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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $18,191,500 , 10%

All local funds, $8,453,805 , 5%

All other state funds, $16,735,854 , 9%

Total LCFF funds $138,697,680 76 %

LCFF supplemental & concentration grants, $27,488,355 , 15%

All Other LCFF funds, $111,209,325 , 61%

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

The text description for the above chart is as follows: The total revenue projected for Sanger Unified School District is $182,078,839, of which $138,697,680 is Local Control Funding Formula (LCFF), $16,735,854 is other

state funds, $8,453,805 is local funds, and $18,191,500 is federal funds. Of the $138,697,680 in LCFF Funds, $27,488,355 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.

Budgeted Expenditures in the LCAP
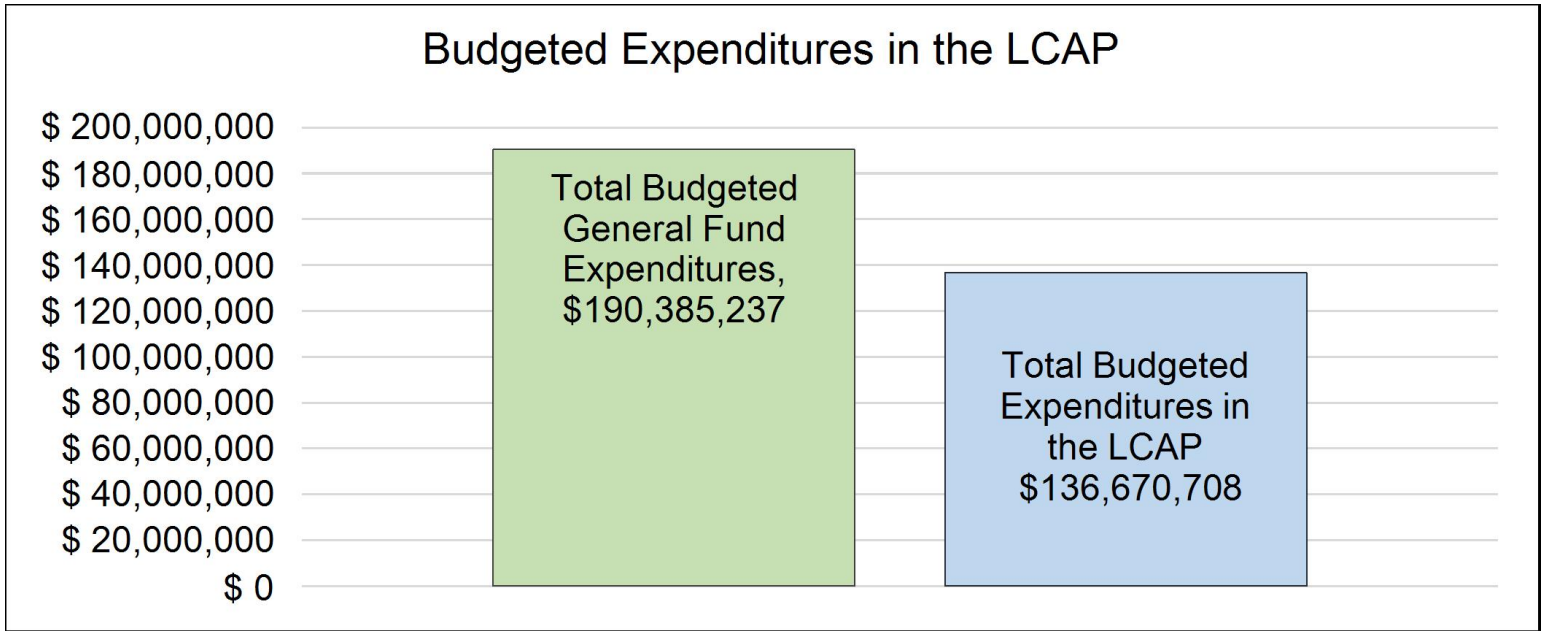
This chart provides a quick summary of how much Sanger Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sanger Unified School District plans to spend $190,385,237 for the 2022-23 school year. Of that amount, $136,670,708 is tied to actions/services in the LCAP and $53,714,529 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
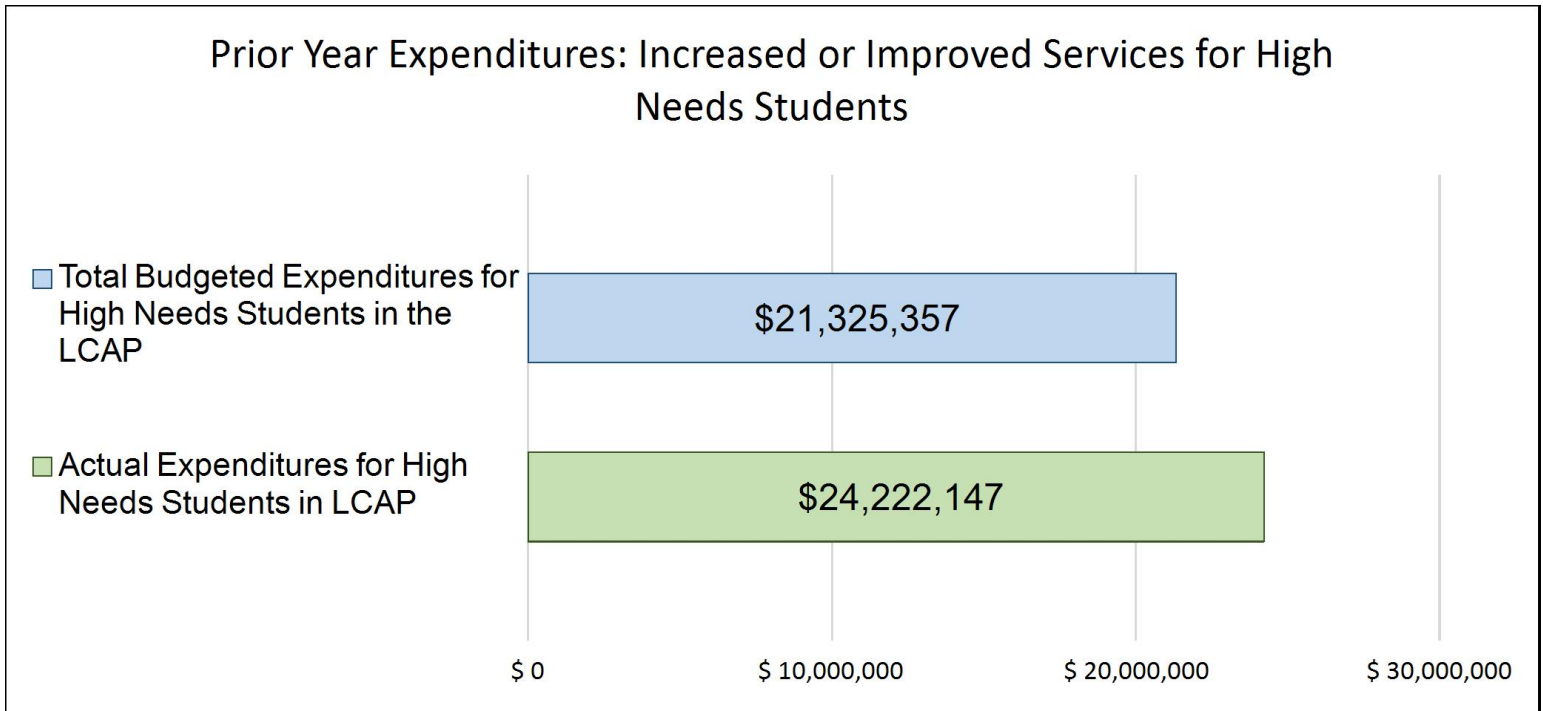
Categorical Expenditures for Supplemental Student Services, After School Programs, SPED Services, Mental Health Services, CTE grants, COVID relief funds, Professional Development Opportunities, Curriculum Development, and other local grants

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Sanger Unified School District is projecting it will receive $27,488,355 based on the enrollment of foster youth, English learner, and low-income students. Sanger Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sanger Unified School District plans to spend $27,488,355 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $21,325,357

☐ Actual Expenditures for High Needs Students in LCAP — $24,222,147

| $ 0 | $ 10,000,000 | $ 20,000,000 | $ 30,000,000 |

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

The text description of the above chart is as follows: In 2021-22, Sanger Unified School District's LCAP budgeted $21,325,357 for planned actions to increase or improve services for high needs students. Sanger Unified School District actually spent $24,222,147 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sanger Unified School District	Adela Madrigal Jones Superintendent	adela_jones@sangerusd.net (559) 524-6521

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Sanger Unified received a variety of additional funds provided by the Budget Act of 2021 including the Educator Effectiveness Block Grant; the A-G Completion Improvement Grant; the Expanded Learning Opportunities Program; and the Pre-K Planning and Implementation Grant. Initially, the Sanger Unified LCAP survey serves as a widespread informational survey to the educational partners including the parents, students, staff and community. The survey provides and opportunity for input regarding student support services, multi-tiered systems of support for students, college and career awareness for students, school climate, professional development, parent engagement, and district priorities. The general and widespread information is the first step in providing input from the educational partners. The target impact of the funding model impacted the method of engagement with the educational partners. For example, the outreach of the Educational Effectiveness Block grant includes feedback from all previous district staff trainings, site level trainings, and district leader feedback regarding the specific type of professional learning required by the teachers, leaders, and staff. The A-G completion improvement grant includes a focus on the secondary staff and leaders to improve the A-G rates of the students. The meeting topics have and will include academic support, interventions, grade replacement courses, and staff grading strategies. Staff outreach will include small focus groups as well as larger site staff outreach depending upon the size and scope of the site level staff meetings. The Expanded Learning Opportunities grant provides an impact on the subset of elementary students after school and summer programs. This subset of the educational partners communication has be the focus of our after school LEAP program. The expansion of this well designed program enables the flexibility to ensure all ourTK-6th grade students to access the after school and extensive summer program. Extensive outreach to parents include flyers, remind messages, and calls to parents regarding the expansion of the current program after school. The expansion of the summer program will be additional outreach to parents that will take place in the March through May. The Pre-K Planning and Implementation outreach has primarily been through the staff task force that includes Preschool, transitional kindergarten and Kindergarten staff, site leaders, and district leaders. The focus of the outreach to the staff educational partners has been the background information on the new legislation, the impact of the expansion of transitional kindergarten the and the opportunity for staff input through the various stages of implementation.

The additional concentration add-on funding will be dispersed in a similar model to the manner in which Sanger Unified provided the Expanded Learning Opportunity funds to the site level depending upon the factor of concentration of the enrollment of students. School sites received additional funding depending upon the number of students that met the concentration grant funding criteria of low-come, English Learners, and/or foster youth greater than 55 percent. The site level teams determine the need of the additional staff required based on the student achievement and social-emotional needs of the students, staff input and site level programmatic implementation needs. Site leaders have already conducted several layers of meetings, analyzed data and identified students' needs to support accelerated learning and remediation support to address the learning gaps and socio-emotional needs of the students. School site with greater than 55% concentration include; Centerville, Community Day School, Del Rey, Jackson, Jefferson, John Wash, Kings River, Lincoln, Lone Star, Madison, Reagan, Sanger High School including the West Campus, Sequoia, Taft, Washington Academic Middle School, Wilson, and Sanger Academy. Staff positions range from teachers on special assignment for reading or English Learners; counselors to provide additional socio-emotional support; and para-educators to provide additional support in the classroom.

Sanger Unified has a long established foundational principle of meaningful educational engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Sanger Unified sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Local Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Opportunity Plan and the ESSER III Expenditure Plan. The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID Pandemic.

• Local Continuity and Attendance Plan https://drive.google.com/file/d/11UkchK8hmLILbsZM9Nfmzh.J__AXFXdAM/view (p.2-3)
• Expanded Learning Opportunity Grant https://drive.google.com/file/d/1Msu_Acy7xNUxH-zPdnxNRjjd0D_vgkB2/view (p. 1-2)
• Local Control and Accountability Plan https://www.sanger.k12.ca.us/district-resources/district-reports/local-control-accountability-plan (p.10-14)
• ESSER III Expenditure Plan https://www.sanger.k12.ca.us/ (p. 2-4)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Sanger Unified Implementation of ESSER III Plan continues to be a steady progress throughout the school year. ESSER III dollars are successfully been used to upgrade projects to improve the indoor air quality in school facilities, and to improve the indoor air quality in school facilities including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning systems to reduce the risk of virus transmission and exposure. The smaller projects have been completed while the larger projects are in the planning stage and will be completed at a later date. The school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental hazards, and to support student health projects are in the final planning stages with implementation to occur later in the school year.

The ESSER III Plan funds designed for addressing the impact of lost instructional time have been ongoing through the year. These funds have been distributed to the school sites aligned to the Expanded Learning Opportunities grant and are monitored by the school site Summit Success Plans. Progress of site level implementation will follow the site Summit Success Plans that each school site leader develops. The implementation of the Summit Success plans are monitored by site and district level leaders. Monitoring of specific actions of the Summit Success Plans include data from district-wide academic assessments such as iReady, DIBELs, and BAS as well as classroom level common formative assessments. Social and Emotional data will be monitored through the Panorama survey. The results of the data show a steady improvement of both the Reading and Math scores of iReady at the Kindergarten through Eighth grade. The Panorama survey will not take place until May to determine the growth of students socio-emotionally. The challenges to the implementation of the funds have included to increase in COVID related absences of students and staff to fully implement the plans due to the lack of personnel.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Sanger Unified used its fiscal resources to implement the requirements of the ESSR IIII Safe to Return In Person Instruction and Continuity of Services Plan by facility HVAC and Air quality and school office repair for and improvement for healthy and safe operation updates that align directly with the LCAP Goal 3 of providing a safe environment for the students and staff. The additional ESSER III funds provide an opportunity to focus on the facilities that support this vision of a healthy environment.
Sanger Unified used its fiscal resources to implement the requirements of ESSER III Expenditure Plan for lost instructional time actions such as extending instructional learning time; accelerating progress to close learning gaps; integrated student supports; supporting credit deficient students; additional academic services; and training school staff aligns with our Goal 2 of the LCAP regarding the closing of the achievement gap of our students. Specific actions to address the academic impact instructional time, Sanger Unified continues to implement on the existing ELO and LCAP actions by accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sanger Unified School District	Adela Madrigal Jones Superintendent	adela_jones@sangerusd.net (559) 524-6521

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 26,617. Of the total population, 83% are identified as Hispanic, 12.4 % as White and 2.9% Asian (July 2019 US Census Quick Facts). The median income for a household in the city was $48,929 and 23.2% of the population living below the poverty line.

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 number 13,434 students. Of Sanger Unified students, 68% (8,925 students) of our students qualify for Free and Reduced Lunch, and 14% (1,862 students) are English Language learners. Despite the challenges our children face, Sanger has an 94% Daily Attendance rate, a rate we continually strive to improve.

Our district operates on the vision that "All students will have the options to demonstrate what they learn and the opportunities to be successful and achieve their dreams." Our district is centered on the educational practices that focus all efforts on three goals:
1. Raise the achievement of ALL students
2. Close the achievement gap
3. Ensure a safe environment

We push to achieve those goals through the following Strategies and Initiatives:

Strategies:

1. Professional Learning Communities

2. Effective Instruction

3. Multi-Tiered Systems of Support

Initiatives:

1. Balanced Literacy

2. College and Career Readiness

Sanger Unified's success continues to be built on foundational Beliefs 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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Sanger Unified focused on the analysis of the most recent release of the California Dashboards for English Language Arts, Mathematics, Chronic Absenteeism, College and Career, Graduation Rate and Suspension Rate. We examined the data for all students as well as Student Groups. In terms of progress, the All student group increased in both the English Language Arts Dashboard and the Mathematics Dashboard. The English Learner student group increased in English Language Arts Dashboard. The socioeconomically disadvantaged student group increased in both ELA and Math Dashboards. The Hispanic student group increased in ELA and Math. In terms of specific schools, 13 out of 17 schools increased in the ELA Dashboard, 13 out of 17 increased in Math Dashboard, 5 out of 20 schools decreased in Suspension Dashboard.

Sanger Unified is proud of the fact that students are in school and learning. Reading Diagnostic results on i Ready show that students went from 23% to 44 % on Tier I from Diagnostic 1 to Diagnostic 3. In math, students went from 12% on Diagnostic 1 to 36% on Diagnostic 3 for Tier 1.

In order to build upon success, we plan to focus on the solid foundational practices with a focus on Professional Learning Communities, Effective Instruction and Multi-Tiered Systems of Support. Informed data throughout the year will ensure metrics, collection design and reporting are set prior to implementation.

We will continue to monitor the following actions and expectations: Positive Behavioral Interventions and Support, Social Emotional Learning , Multi- Tiered Systems of Support, Tier 1 Instruction, Response to Intervention and English Language Development.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Sanger Unified performed at an Orange level in English Language Arts and Math on the overall for the All student group. The English Language Arts performance level was due to a minimal increase (1.1) in the average distance from the standard and the Math performance level was also the result of a minimal increase (1.5) in the average distance from the standard. In addition, the indicators of Chronic Absenteeism and Graduation showed a discrepancy of two or more performance levels between the All students and targeted student groups. For Chronic Absenteeism, the All group was at the Green level with a rate of 6.4% and the Homeless group was at the Red level with a rate of 21.3%. For Graduation, the All group was at the Blue level with a rate of 96.6% and the White student group at the Yellow level with a rate of 92.3%.

Sanger Unified Low Income, English Learner, and Foster Youth students perform at a lower proficiency rates on the state indicators on the CAASPP for 11th grade in 2020-21 English Language Arts All: 64.35%, EL: 3.33%, SED: 59.27% and Math All: 23.12%, EL: 0%; SED: 17.29%. Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 45%, EL: 21%, LI: 37% and iReady Math All: 36%; EL: 15%; LI: 32%The Sanger Unified LI, EL, FY students have lower rates on the College and Career indicator percentage prepared: All - 57.5%, EL 15.4%, LI - 56.2%, and Foster 23.1%; Chronic Absenteeism: All - 12.3%, EL 16.9%, LI - 15.6%, and Foster 20.1% and graduation rates; All - 96.3%, EL 94.4%, LI - 96.4%, and Foster N/A.

Plan of Action

- Implement Universal Design for Learning- designed to provide access to all learners especially those on the margins as indicated in our student data, by setting clear goals as identified by the standards while providing students options and choice
- Continue to focus on Academic Discourse in student discussion and lesson design, expand teacher and leadership capacity in implementing and monitoring Academic Discourse
- Teachers continue to use and refine Effective instruction to improve student achievement
- Professional development for new teachers and referred to teachers which focuses on best practices and effective instruction
- Professional Learning Communities utilize high leverage team actions to address instructional practices that analyze a unit (before, after and during) to improve student achievement
- Multi Tiered Systems of Support (MTSS) improvement cycle process will be used for continual and consistent analysis and progress monitoring of student performance data

- Supported MTSS improvement cycle process for targeted schools and/or student groups
- Differentiated supports will be provided to schools based on identified areas of need
- Include special education teachers in training aimed at unpacking standards and determination of essential standards.
- RTI implemented with fidelity and utilizing a model that does not pull a student from core content to offer support.
- Modeled instruction by District Instructional Specialist (DIS) and Curriculum Support Provider (CSP)
- Lesson study opportunities at sites
- Math walks with DISs, administration, and CSPs supporting high quality math instruction using mathematical practices
- Maximize time in general education classroom accessing core instruction through expansion of co-teaching and other embedded models of support.
- Continued Professional Development on Designated(ELD) topics to build capacity of administration, coaches (e.g., EL Site Contacts), and teachers which will improve

effectiveness of site ELD implementation.

- Push in extra support with DIS on a regular basis to support sites on how to utilize ELD resources available in Sanger Learns
- Refocus teachers on using Language Matrices aligned to ELD and CA standards for Speaking and Listening
- Peer observations/instructional rounds to observe ELD strategies and academic discourse.
- Differentiated supports will be provided to schools based on identified areas of need
- Increase support in core content areas for Special Education Students

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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 that 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

Sanger Unified leadership analyzed multiple measures of data including; the California Dashboards, the required LCAP metrics and other local measures at the district and site levels to determine student achievement. In addition, we focused on the implementation of our Sanger Unified strategies (Professional Learning Communities, Effective Instruction and Multi-tiered Systems of Support) and the Sanger Unified initiatives (Balanced Literacy and College and Career Readiness).

Through the analysis we have determined to focus on the following actions:

College and Career Readiness Skills
Academic Intervention and Support
Social-Emotional and Behavioral Support
Enrichment Arts and Science

Professional Learning
Technology
Additional School Site Allocation
Early Literacy
Class Size Reduction
Facilities
Additional Transportation

As a result of Educational Partners input and the analysis of Hanover Research on the 21-22 LCAP Survey and Sanger Unified's analysis of trend data and progress monitoring, the following aspects of the LCAP were explored for adjustment:
Parent and Family Engagement will continue to provide classes in a variety of settings and will include topics recommended by parents and staff. The addition of a Parent Education Program Specialist has been added as a support system for outreach and education.
Balanced Literacy will now only include District Pre-School. The Literacy Specialist Teachers will not be funded this year, as all sites have fully implemented the guided reading program and have trained staff to continue to coach and support teachers in this area.
English Learner Support will include a English Learner Program Specialist that will serve all sites in the district.

Educational Partners were supportive in maintaining the broad goals that captured specific actions intended to provide services to all students including English Learners, foster youth, low-income students, and students with exceptional needs. The top 5 priorities of our educational partners include: Academic Intervention,
Class Size Reduction, Safe School Facilities, Social Emotional Support, and College and Career. Support Systems and Education for families continues to emerge as another top recommendation. Actions also high on the list this year include: Technology, Early Literacy, Enrichment Arts and Science and English Learner Support.

Actions to continue based on Educational Partners input and supporting documents to ensure effectiveness include:

Goal 1- Raise Student Achievement for All Students
Balanced Literacy: District Pre- School
College and Career Readiness: AP Exam, CTE VROP Personnel
Technology: Tech Support Specialist to Support One-on-One, Tech Devices 1:1 Program
Professional Learning: District Professional Learning Initiatives, Teacher Development
Enrichment Opportunities: Summer School Enrichment, Visual and Performing Arts, Dual Language Site Support
Parent Engagement: Parent and Family Engagement Support
Additional Site Allocation: Includes Academic Intervention, Curriculum Support Providers and Site Professional Learning

Goal 2- Close the Achievement Gap
Academic Intervention and Support: SHS/Sequoia/Quail Lake/WAMS After School Programs, Parent Student Advocates
Social, Emotional and Behavioral Support: Psychologist at each site; expansion of services, Homeless/Foster Liaison, Restorative Justice Personnel, Teacher for Center for Behavioral Support, 7 Para Educators

English Learner Support: English Learner Professional Development, English Learner Program Specialist

Goal 3- Ensure a Safe Environment
Facilities, Additional Transportation, Class Size Reduction

There will be a continued focus on closing the achievement gap between all students, EL students and students with disabilities. Actions supporting this focus are reflected in Goal 2. Sanger Unified School District will continue to collaborate with educational partners throughout the school year to explore and monitor the progress of implemented actions.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Sanger Community Day School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Sanger Unified School District operates on the vision that "All students will have the options to demonstrate what they learn and the opportunities to be successful and achieve their dreams." Our district is centered on the educational practices that focus all efforts on three goals: 1) Raise the achievement of ALL students, 2) Close the achievement gap, and 3) Ensure a safe environment. These three goals have been established over the last 15 years and continue to provide guidance for all schools. We push to achieve those goals through the following Strategies and Initiatives: Professional Learning Communities, Effective Instruction, Multi-Tiered Systems of Support, Balanced Literacy, and College and Career Readiness. Sanger Unified's success continues to be built on foundational Beliefs 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, and Every child can and must learn.

Sanger Community Day School (CDS) provides an alternative educational environment to students in grades 7th through 10th, who are having difficulties in the following areas: behavioral issues, academic credit recovery, attendance issues, and/or having difficulty transitioning to a traditional school setting. Students are at risk of not graduating because of poor attendance, lack of credits, or serious behavior concerns. Some of the students are on temporarily suspended expulsions. A suspended expulsion is granted when a student is placed at CDS for an expellable offense. If the student is granted a "second chance" at staying in Sanger Unified via CDS, he or she must follow the stipulations on the rehabilitation contract. A student must maintain a 2.0 GPA, 97% attendance, no suspensions, counseling, and any other

services based on the offense. Our goal is to keep students in the district and maintain their understanding that our goal as a district is to provide them the options and opportunities their peers have to succeed. All students must eventually transfer to another school to graduate. An average length of time of placement for students is one semester, depending on their rehabilitation plan. Our purpose is to create a consistent and engaging learning environment that meets the individual needs of all students enrolled at CDS. Ultimately, CDS assists students in preparation toward our comprehensive high schools (middle school students) and progressing toward graduation (high school students). The school is currently serving 37 students. During the 2019-2020 school year, CDS enrolled and served approximately 90 students in grades 7-10. CDS certificated staff consists of a principal, four full-time teachers for core curriculum areas, two part-time intervention teachers, one part-time Resource Specialist (RSP) teacher, one full time Students Assistance Program (SAP) counselor, and one part-time school psychologist. CDS' support staff consists of: one full time office manager, one part time clerical assistance, one campus safety officer, one noon aide, one part time custodian, and one district food service personnel.

Upon the identification of the CSI status, Sanger Unified School District and Sanger Community Day School (CDS) developed a CSI committee. The purpose of the committee was to identify the practices which lead CDS to the CSI eligibility and search for practices to ameliorate the issues. The committee was notified that CDS was identified as a CSI school during the 2018/2019 school-year due to its high rates of suspensions and meeting the criteria for a CSI school. The 2018 California Department of Education Dashboard showed Orange levels for All Students (12.9% - 11 of 85 students), Socioeconomically Disadvantaged students (14.3% - 11 of 77 students), and Hispanic students (12.2% - 9 of 74 students). In addition, the 2019 California Department of Education Dashboard showed Red levels for All Students (23.0% - 20 of 87), Socioeconomically Disadvantaged students (24.1% - 19 of 79 students), and Hispanic students (23.0% - 17 of 74 students). As a result of meeting the CSI criteria for two years in a row, CDS was designated a CSI school. On local measures, Major offenses were at their highest in 2017/2018 but have declined in the last two years. Minors offenses appear to follow a similar pattern to majors and have taken a downward trend. A point to consider is that due to the low number of students that attend and grade levels tested on the state exams CDS only receives the color designation for the Suspension dashboard and not the English Language Arts, Mathematics, Chronic Absenteeism, or English Learner dashboards.

The team met once per week to analyze the data and determine the best plan of action to address the issue at hand. The strength of the Community Day school is the limited number of students and the relationship building culture of the staff. As the team analyzes data, they are able to discuss student by student rather than raw numbers and subgroup demographic only data. The team was composed of teachers, parents, office staff, support staff, school counselor, school administrator and a district supervisor. The team analyzed data from a variety of sources such as grades, absenteeism, rates, mental health referrals, and academic achievement. Furthermore, the process of continuous improvement began with the FCSS CSI collaborative team along with our SUSD/CDS CSI team. The team developed a needs assessment by gathering and analyzing data from the current Western Association of Schools and Colleges (WASC) visit, School Plan for Student Achievement (SPSA) plan, Comprehensive School Safety Plan (CSSP), Power-school, grades, attendance, Healthy Kids Surveys, minor/major data, restorative justice practices, counseling referrals, CDS Internal discipline logs, and the CDE data dashboard. Each year the principal develops a Principal's Summit that provides insight to the data and identifies school established goals to meet for the year. The Principal Summit is delivered to the site, educational partners, and district office personnel. In addition, educational partners were able to provide input via the Café Con Ponce meetings and School Site Council meetings. Educational Partners also completed annual parent surveys in the spring of each year.

Furthermore, the needs assessment yielded a decline in discipline referrals and suspensions on Wednesdays and on days which expanded learning beyond the classroom. Students participate in the College and Career Readiness (CCR) Program on Wednesdays. In addition, teachers reported that on those days, they had opportunities to strengthen their relationships with their students which led to a positive and safe environment. Based on these data discussions, it was determined that the most effective approach to strengthening the school culture, increasing student self-efficacy, student engagement, and reducing the discipline and suspension rates would be by the expansion of the CCR program at CDS.

Sanger Community Day School offers a CCR class one time per week. Students have the option of selecting from a variety of courses such as Culinary Arts, Video Production, Culinary, Wood Working, Computer Programming, and Entrepreneurship. Each of the aforementioned courses offers an off-site component. This phase of the course is designed to give students real-life exposure and experiences in the careers they have chosen to explore. The goal is for CDS to continue to expand its college and career readiness options for our students. SUSD will continue to meet and evaluate MTSS data. Students at comprehensive high schools have a variety of career options on a daily basis, which students at CDS currently do not have. CDS will develop a multi-tier system to allow students to explore careers of their choosing. The 1st phase will be the onsite career day. The 2nd phase will provide students opportunities to go directly to the work area to expose them to the environment. The 3rd phase will be the apprenticeship component. Students will be transported to the worksite to continue to learn and engage in a safe manner. The 4th phase will allow students to engage in real life career activities i.e. learn in real time. The 5th outcome goal is to allow the student to develop a relationship with a possible employer once the student is of age.

In an effort to reduce the number of suspensions, CDS will have the ease and confidence to deliver a more robust College and Career Readiness Component. Teachers and Counselors will have the responsibility of planning a variety of real-life experience expeditions on a weekly basis. Teachers will be responsible for connecting and developing relationships with community businesses and colleges, which in turn will facilitate trips to those locales. With access to transportation, teachers will feel more confident to plan and organize such offsite experiences for our students. The goal is to ensure the CCR Program is predictable and sustainable for years to come. In an effort to offer a more relevant program to CDS students, we will implement a supplemental personal growth/goal setting curriculum. To achieve this goal, CDS will utilize the 7 Habits of Highly Effective Teens books, curriculum and activities along with the CCR program. These activities will be delivered daily along with the 2nd Step in the Leadership class. The 2nd step program appears more of a psycho-analytical (getting to the root of the problem) approach. The 7 habits main focus is on a cognitive behavior approach (learning replacement behaviors). In other words, moving forward from here. These curriculums will be utilized daily during the Leadership class (1st period). A career inventory will be provided to every student at CDS.   The data will serve to provide students with a guide as they progress throughout their educational and professional careers. CDS will utilize the data to develop career options and opportunities of high interest for our students.

Sanger Unified provides equal to or greater level of funding for Sanger Community Day School. The funding formulas for Title I and LCAP are equal to all the other sites within the district. The Administrative staff, Counseling staff, Health staff, clerical, and safety officer, and teacher ratios to students are appropriate for a community day school setting. Sanger Unified recognizes the community day school setting requires small class sizes with appropriate support staff. An Area Administrator is assigned to CDS to ensure appropriate resources are provided to the site. We have not determined any resource inequities both budgetary and personnel for CDS relative to all the other SUSD schools.

CDS staff prides itself on their instructional practices that are always improving and engaging students in learning with the goal of providing SUSD Guaranteed and Viable Curriculum. The work for improving strategies is due to our staff's approach in Professional Learning Community (PLCs). Our PLC is special because it contains all disciplines rather than traditional PLCs that are designed by grade level. The PLC collaborates to design curriculum and instruction to meet the needs of all learners with strong first time lessons. The changes to Common Core State Standards (CCSS) and California Assessment of Student Performance and Progress (CAASPP) have shifted us to look at refining our curriculum to match that to our parent schools: Washington Academic Middle School and Sanger High School. CDS PLCs continue to look at curriculum, strategies, and rigor to develop scaffolds that can help students achieve upon returning to their comprehensive sites. The collaboration is not only within our site's staff, but outreaches to other sites and district instructional specialists to assist in bridging the learning gap.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The CSI educational partners along with a SUSD supervisor will meet monthly to analyze Multi-Tiered Systems of Support (MTSS) data to ensure the services are calibrated with the CSI plan. The MTSS process is used throughout the district and has been implemented and refined over the last 10 years. Currently the sites are expected to identify district and site level data each month and provide analysis by identifying trends of the academic, behavioral, and socio-emotional data of all students, targeted student groups as well as individual student needs when appropriate. The implementation and impact of the CCR program will be added to the MTSS process. Additional data of student participation in CCR, engagement data provided by the teachers and reflection summaries of the student experience will be analyzed and compared to the other output data from the MTSS process described below. In addition, CDS plans to provide a pre-test and post-test of student knowledge of CCR initiatives at the beginning and end of the year or entry and exit if the student leaves mid-year.

The purpose of the SUSD MTSS process addresses the needs of students through screening data, researched based interventions, and constant progress monitoring. The process ensures equity and access for all learners and expects the implementation of a continuous cycle of improvement. The cycle of improvement not only includes the site level, but also the feedback loop includes leaders from other sites in our Administrative Professional Learning Communities, and district leaders in the District MTSS team. The data analyzed varies and includes site focused data as well as district data expectations. Examples of data includes reading scores in DIBELs and BAS, minor and major discipline data, various types of PBIS data, D/F list data, SEL data, iReady data, NWEA data, Restorative practice data, students on-track data, seniors on-track data, Attendance and Engagement data, Chronic absenteeism data, classroom walkthrough data, English Learner specific data, FAFSA completion data, A-G on track data, suspension and expulsion data, and college and career readiness data. For the Sanger Community Day school, the specific data related to minor/major discipline infractions, suspension and expulsion data, Restorative practices data and college and career readiness data, attendance and engagement data, D/F and GPA data will be discussed in the MTSS meetings. In addition to the CSI plan, the MTSS data analysis supports the School Plan for Student Achievement (SPSA) plan, the site level Western Association of Schools and Colleges (WASC) plan, the principal's summit plan and district/school Local Control Local Control and Accountability Plan (LCAP) at Community Day School.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Sanger Unified School District has existing structures in place to disseminate information and seek input from parents, staff, and community. Educational Partner engagement for the LCAP followed the same communication structures in addition to specific presentation sessions focused on the LCFF 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/Community LCAP Educational Partners 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 educational partner groups.
A total of 3,815 responded to the online survey from November 2- November 19, 2021.
Of the respondents, 32% qualify for free or reduced price meals, 8% indicated their children are English Learners, 4% indicated their children are on an Individualized Education Plan, 1% are Migrant and 1% are foster parents and 59% were none of the above.

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

LCAP Presentation/Discussion/Input sessions
Each site principal communicates the importance and intent of LCAP and encourages input from all educational partners.
Components of the communication include the following:

Three District Goals

Goal 1: The District will provide a high quality system to raise the academic achievement of all students
1. Students provided sufficient access to standards aligned curricular materials as measured by local indicator self-reflection tool. (Priority 1)

2. Implementation of the CA state standards as measured by the state self-reflection tool. (Priority 2)

3. CAASPP Student Average Distance from Level 3 in English Language Arts (ELA) for all students including applicable Student Groups (Priority 4)

4. CAASPP Student Average Distance from Level 3 in Mathematics for all students including applicable Student Groups (Priority 4)

5. A-G Completion rates for all students including applicable Student Groups (Priority 4)

6. Career Tech Education Pathway Completion rate for all students including applicable Student Groups (Priority 4)

7. Advanced Placement pass rate for all students scoring 3 or higher including applicable Student Groups (Priority 4)

8. Early Assessment Program English Language Arts (ELA) pass rate for all students including applicable Student Groups. (Priority 4)

9. Early Assessment Program Mathematics pass rate for all students including applicable Student Groups. (Priority 4)

10. Student access to a broad course of study as measured by the analysis of school site master schedule (Priority 7)

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)

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)

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.

13. English Learners making annual growth as measured by/ELPAC annual growth data (Priority 4)

14. English Learner Reclassification rate (Priority 4)

15. Middle school dropout rates for all and applicable Student Groups (Priority 5)

16. High school dropout rates for all and applicable Student Groups (Priority 5)

17. High school graduation rates for all and applicable Student Groups (Priority 5)

18. Locally defined Sanger Pledge/Central Valley Promise (Priority 8)

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

19. Properly Credentialed teachers as measured by Misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions (Priority 1)

20. Facilities maintained above 95% as measured by the Facilities Inspection Tool (Priority 1)

21. Parent involvement through the local indicator tool (Priority 3)

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

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

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

25. Student expulsion rates for all and applicable Student Groups (Priority 6)

26. School climate from locater indicator tool (Priority 6)

In addition to the school site communication, SUSD holds LCAP Educational Partner meetings/ input opportunities:

LCAP Educational Partner Presentation/ Input:

November 2-19 2021   Hanover LCAP Educational Partner Survey

Teachers and staff were provided an opportunity during the school day to complete the LCAP survey which provided feedback to the district. Some completed the digital survey during staff meetings and others completed on their own time.

March 1, 2022   Sanger High Student Presentation
March 1, 2022   Sanger Unified Teachers Association Leadership Meeting
March 3, 2022   District English Language Advisory Council
March 10, April 7, 2022   SELPA Meeting- No input provided
March 11, 2022   Washington Academic Middle School Student Presentation

April/May Sanger UnifiedCertificated Bargaining Unit collection of responses, Classified Bargaining Unit collection of responses

Educational Partners were given an opportunity to give input regarding LCAP Actions and Allocations.
Community Educational Partners 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

This information was compiled and shared with the district leadership, site leadership, the DELAC committee and the LCAP Guidance Committee. The feedback was one of the many different forms of communication to the district leadership teams to determine ongoing LCAP Goal, Actions, Services and Expenditures.

LCAP Actions and Services
Additional School Site Allocation
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
Transportation

Another avenue for communication and educational partner input is through the LCAP Guidance Committee.
The role of the LCAP Guidance Committee is to: 1) Advise on LCAP Budget allocation, 2) share information with community members, 3) review annual progress on District goals, and 4) review other educational partner input.
Composition: Ensure that parents of students in Sanger Unified, including LCFF target subgroups, make up a majority of the membership.
Through facilitated meetings, the LCAP Guidance Committee members provide important feedback that helps SUSD to shape the LCAP plan that authentically reflects the diverse interests of the community.
The LCAP Guidance Committee includes 17 members

14 Parents
4 EL
6 SED
4 None of above
3 Students
3 Teachers
1 Staff Member
1 Administrator
1 SUSD board member
Certificated and Classified Local Bargaining units members

Observers
Superintendent - Adela Jones
Assistant Superintendent Tim Lopez

LCAP Guidance Committee Calendar and Focus Area

February 7, 2022   Intro, Norms, Purpose and LCFF/LCAP Overview, LCAP Past and Present, Metrics and Goals and Priorities, Student Achievement and 8 State Priorities
March 10, 2022   Budget Overview, Local Indicator Survey, Mid Year Update, Goals and Metrics and Student Achievement
April 21, 2022   Overview of Goals, Actions, Services and Expenditures presented by LCAP Writers, English Language Leaner
Presentation, LCAP Survey Results and Educational Partner Input
May 17, 2022   LCAP Writers small group discussions with committee to Review Draft considerations
June 6, 2022   @ 4pm District English Language Advisory Council review of LCAP Draft
June 6, 2022   @ 5pm Parent Advisory Council (PAC) Review of LCAP Draft

Curriculum and Instruction Cabinet Meetings- March- May 2022

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 educational partners feedback and developed recommendations.

Meetings and Opportunities to Provide additional input to LCAP Draft

May/June LCAP Guidance Committee meeting. Members will be given opportunities to review LCAP proposed allocations and provide feedback.

May 6, 2022   Post Public Notice of Public Hearing on LCAP

June 6, 2022 District English Learner Advisory Council to review LCAP draft and provided opportunities for feedback.

June 6, 2022 LCAP Guidance Committee/DAC review of LCAP draft and provided opportunities for feedback.

The Superintendent responds to questions from /DAC and LCAP Guidance committees in response to specific questions.

In addition, the LCAP draft will be posted on May 25, 2022 on the district website for comment. An online form was made available to download and send to the district.

June 14, 2022 - Public Hearing at Board Meeting

June 28, 2022 - Board Meeting adoption of Sanger Unified LCAP, Annual Update, Budget and Local Indicators

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A summary of the feedback provided by specific educational partners.

LCAP Survey 21-22, 20-21, 19-20, 18-19

Four areas have emerged as a common trend in each of the last 4 years of the LCAP Survey. The first is developing a system of resources and interventions for struggling students. It is recommended that the district continue to enhance efforts to highlight existing district and school support networks and mechanisms, particularly to parents. Respondents overall have a positive opinion of existing support resources and positive trends in the longitudinal data exhibit an improvement year to year not just of the perception of sufficiency of the support resources in place, but also of the educational partner awareness of these resources.   However, there is still a significant number of respondents, parent respondents in particular, that are not aware of district and school resources.

The second area is reducing class size. This has been a consistent factor, particularly in the last 2 years.

The third is Social Emotional Learning. Respondents for 21-22 survey suggest that SUSD has continued its positive trends when it comes to perception of social and emotional support. Compared to the past survey's, the 21-22 LCAP Survey had the largest number of respondents agree that schools provide resources for helping students with social or emotional problems (81%), that students and families are made aware of resources that could help them with emotional or mental health needs (76%), and that schools teach students how to ask for help when they need it (74%). In all three of these areas, it is recommended that the district provide additional resources and staff for social emotional learning and to further develop existing support networks and to make resources more visible to parents and students.

The fourth action that emerged in the last 4 years of the LCAP Survey is a focus on College and Career and Career Technical Education. Most respondents in the 21-22 Survey agree that Sanger USD schools prepare students for college or a career at similar rates to past iterations of the LCAP Survey.
                               A recommendation from the 20-21 survey suggested SUSD work with students to ensure

they are provided with adequate college and career preparation. The 19-20 survey suggested SUSD increase opportunities for Career and Technical Education. In 18-19 a top recommendation was to emphasize skills development as part of its College and Career Readiness efforts. Less than two-thirds of staff members agree that students have the skills to succeed in the workforce or in college after graduation.

An additional action that continues to emerge is networks for families to support their children. It is recommended that SUSD further develop existing support networks and make resources more visible to families and students. In the 19-20 survey, a top recommendation was to provide parents more information on how to support students at home.

Rounding out top findings and/or recommendations include: eliminate programs that are not working and modernize school facilities for safety,

Overall Results by specific groups:
Students: College and Career, Social Emotional Support and Enrichment, Arts, and Science.
Bargaining Units: Social Emotional Support, Class Size Reduction, Library, Visual and Performing Arts, Academic Intervention
DELAC: Academic Intervention, Social Emotional Support, Enrichment, Arts, and Science, Visual and Performing Arts, Family Engagement
Community: Social Emotional Support, College and Career, Class Size Reduction, Academic Intervention, Transportation, English Learner Support

Common trends based on written responses for 21-22:

What services to you suggest Sanger Unified should continue?

Social Emotional Support
Intervention
Class Size Reduction
Parent Classes/Engagement
Career Pathways
English Language Development
Intervention Teachers
Curriculum and Staff to support English Language Development
Library services
LEAP Program (Academic as well as Enrichment)
PE and Music Teachers
Summer School
Student Advocates
Technology including apps
Professional Learning

Response to Intervention
Literacy Support
Accelerated Reader
Teacher Planning Days
Campus Monitors
Health Services

What current services do you suggest Sanger Unified enhance or expand on?

Early Literacy
Social Emotional Support
Interventions
Welcoming Families
Smaller class size
Technology
Technology Support for Families
Programs for anti-bullying
Visual and Performing Arts
STEM
Science
Field Trips
Library Services
After school tutoring
Professional Learning
Special Education Services-Hire more teachers, psychologists and speech pathologist
Athletic Facilities
New electives

What services do you suggest Sanger Unified provide that we are not currently providing?

Outreach for Non English Speaking Families
Programs to enhance healthy eating for families
Build Arts and Reading Programs
Social Emotional Support for Students
Enrichment for Math, Science and Social Studies
Saturday Tutoring

Mental Health Support for Teachers
Class size reduction
Aides for TK/ Kinder/ elementary classes
Increase Professional Learning to include Innovation
English Language Learner Support/ Including PD
Math Support
Liaison to reach out and help parents learn about school programs
GATE opportunities at all schools
Accelerated Reader/ iReady Curriculum, science kits
Other suggestions and input
Hire more Social Emotional Support Staff

The LCAP Guidance Committee ranked the actions in the following order:

College and Career
Academic Intervention
Technology
Social Emotional Support
Class Size Reduction
Enrichment
Additional Transportation
Professional Learning
Facilities,English Learner Support, Literacy, Parent Engagement, Additional Site Allocation

Educational Partners ranked the actions in the following order:

Social Emotional Support
College and Career
Class Size Reduction
English Learner Support
Academic Intervention
Facilities
Technology
Enrichment
Literacy
Parent Engagement, Additional Transportation, Professional Learning, Additional Site Allocation

Student Parters Ranked the actions in the following order:

College and Career
Academic Intervention
Technology
Enrichment
Additional Site Allocation,
Class Size Reduction
Social Emotional Support
English Learner Support, Facilities and Literacy

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a result of educational partner input and the analysis of Hanover Research on the 21-22 LCAP Survey and Sanger Unified's analysis of trend data and progress monitoring, the following aspects of the LCAP were explored for adjustment:
Parent and Family Engagement will continue to provide classes in a variety of settings and will include topics recommended by parents and staff. The addition of a Parent Education Program Specialist will continue to add the needed support system for outreach and education.
Balanced Literacy will once again only include District Pre-School. The Literacy Specialist Teachers will not be funded this year, as all sites have fully implemented the guided reading program and have trained staff to continue to coach and support teachers in this area.
English Learner Support will once again include a English Learner Program Specialist that will serve all sites in the district.

Educational Partners were supportive in maintaining the broad goals that captured specific actions intended to provide services to all students including English Learners, foster youth, low-income students, and students with exceptional needs. The top priorities of educational partners include: Social Emotional Support, Academic Intervention and College and Career. Class Size Reduction, Modernizing School Facilities so they are safe,. Technology and Support Systems and Education for families continue to emerge as top recommendations. Actions also high on the list this year include: Enrichment Arts and Science, Visual and Performing Arts, Transportation and Professional Learning.

Actions to continue based on educational partners input and supporting documents to ensure effectiveness include:

Goal 1- Raise Student Achievement for All Students
Balanced Literacy: District Pre- School Services
College and Career Readiness: AP Exam, CTE VROP Personnel
Technology: Tech Support Specialist to Support One-on-One, Tech Devices 1:1 Program
Professional Learning: District Professional Learning Initiatives, Teacher Development
Enrichment Opportunities: Summer School Enrichment, Visual and Performing Arts, Dual Language Site Support
Parent Engagement: Parent and Family Engagement Support
Additional Site Allocation: Will continue to include Intervention and Curriculum Support Providers and Site Professional Learning

Goal 2- Close the Achievement Gap

Academic Intervention and Support: SHS/Sequoia/Quail Lake/WAMS After School Programs, Parent Student Advocates

Social, Emotional and Behavioral Support: Psychologist at each site; expansion of services, Homeless/Foster Liaison, Restorative Justice Personnel, Teacher for Center for Behavioral Support, 7 Para Educators

English Learner Support: English Learner Professional Development, English Learner Program Specialist

Goal 3- Ensure a Safe Environment

Facilities, Additional Transportation, Class Size Reduction

There will be a continued focus on closing the achievement gap between all students, EL students and students with disabilities. Actions supporting this focus are reflected in Goal 2.

Sanger Unified School District will continue to collaborate with educational partners throughout the school year to explore and monitor the progress of implemented actions.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to reflect the core program provided to all students in the district. Data reflects that the district continues to have all facilities in good repair and all students have sufficient access to standards aligned materials. Additionally, teachers continue to implement state board adopted standards and provide EL students access to standards for purposes of gaining academic content knowledge and English Language proficiency. The district, in collaboration with school staff, will ensure the actions aligned with the goal continue to sustain the positive progress by monitoring the implementation of each action described below. The district will continue to consult with stakeholders and will adjust actions as necessary if data begins to reflect a decrease in outcomes.

This goal was developed because student achievement data shows that Sanger Unified needs to increase the academic achievement of all students, including Low Income , English Learners, Foster Youth students and student groups with a performance gap. The actions and metrics associated with this goal were chosen specifically to target and improve academic performance of all students while closing the achievement gaps. The metrics will illustrate the year to year growth of both students and students groups with performance gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	5% misassigments 0 % vacancies Data Year: 2020-21 Data Source: CALSAAS	5% misassigments 0 % vacancies Data Year: 2021-22 Data Source: CALSAAS			0% misassignment 0% vacancies Data Year 2023-24 Data Source: CALSAAS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source: Local Indicator	100% Data Year: 2021-22 Data Source : Local Indicator			100% Data Year 2023-24 Data Source: Local Indicator
Implementation of State Standards	Data Year: 2020-21 Data Source: State Self Reflection Tool score of 3.78	Data Year: 2021-22 Data Source: State Self Reflection Tool score remained the same 3.78			Data Year: 2023-24 Data Source: State Self Reflection Tool - Positive Growth from baseline
Pupil Achievement ELA	Data Year: 2018-19 Data Source: State Dashboard All: 53% African Am: 41% Asian: 63% EL: 14% Hispanic: 48% Homeless:50% SED: 37% SWD: 14% White: 73%	2020-21 Data Source: DataQuest All: 64.35% African Am: N/A Asian: 80.28% EL: 3.33% Hispanic: 59.35% Homeless: N/A SED: 59.27% SWD: 18.42% White: 80.56% 11th Grade only			Data Year: 2023-24 Data Source State:Dashboard Positive Growth
Pupil Achievement Math	Data Year: 2018-19 Data Source: State Dashboard All: 43% African Am: 43%	2020-21 Data Source: DataQuest All: 23.12% African Am: N/A			Data Year: 2023-24 Data Source:State Dashboard Positive Growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement A-G	Asian: 56% EL: 13% Hispanic: 37% Homeless: 28% SED: 36% SWD: 9% White: 63% Data Year: 2019-20 Data Source: CALPADS Cohort Outcome 15.2 Report" completed A-G ALL: 48% African Am: 43% Asian: 75% EL: 11% Hispanic: 43% Homeless* SED: 45% SWD:6% White: 58%	Asian: 43.84% EL: 0% Hispanic: 17.23% Homeless: N/A SED: 17.29% SWD: 5.0% White: 36.99% Data Year: 2020-21 Data Source: DataQuest - completed A-G ALL: 52% African Am: 36.4% Asian: 81% EL: 29.9% Hispanic: 46% Homeless 20% SED: 48.7%% SWD: 17.5% White: 66.7%	11th Grade only		Data Year: 2023-24 Data Source: CALPADS Cohort Outcome 15.2 Report" completion Positive Growth
Pupil Achievement- CTE Pathway Completion	*Data Year: 2019-20 Data Source: DataQuest - pathway completion ALL: 29.8% African Am: 25% Asian: 36.5% EL: 7.7% Hispanic: 28% Homeless 5%	Data Year: 2020-2021 Data Source: DataQuest - pathway completion ALL: 29.4% African Am: 9.1% Asian: 36% EL: 19.5% Hispanic: 29.3% Homeless 6.7%			Data Year: 2023-24 Data Source: DataQuest - pathway completion Positive Growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED: 29.1% SWD: 24% White: 42% *This data was changed to show pathway completion percentage to allow for a comparison without the CDE Dashboard data.	SED: 30.4% SWD: 14.0% White: 27.3%			
Pupil Achievement- AP Pass Rate for all students scoring 3 or higher including applicable student groups	DataYear: 2019 - 20 Data Source: DataQuest AP Test Report(CollegeBoard) All: 65% African Am: 43% Asian: 75% EL: 11% Hispanic: 43% Homeless* SED: 45% SWD: 6% White: 58%	DataYear: 2020-21 Data Source: DataQuest AP Test Report(CollegeBoard) All: 8.4%% African Am: * Asian: 4.1% EL: 1.6% Hispanic: 8.9% Homeless* SED: 6.7% SWD: * White: 11.7% ** Limited scores in the Spring 2021 cohort due to pandemic.		Data Year: 2023-24 Data Source: DataQuest AP Test Report(CollegeBoard) Positive Growth	
Pupil Achievement- Early EAP English Language Arts pass	Data Year: 2018-19	2020-21			Data Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
rate for students meeting conditionally ready for higher status for all students including student groups	Data Source: CAASPP Test Results from DataQuest All: 64% African Am: 44% Asian: 75% EL: 3% Hispanic: 60% Homeless*: SED: 59% SWD: 23% White: 85%	Data Source: CAASPP Test Results from DataQuest All: 64.35% African Am: N/A Asian: 80.28% EL: 3.33% Hispanic: 59.35% Homeless: N/A SED: 59.27% SWD: 18.42% White: 80.56% 11th Grade only			Data Source: CAASPP Test Results Positive Growth
Pupil Achievement- Early EAP Math pass rate for students meeting conditionally ready for higher status for all students including student groups	Data Year: 208-19 Data Source: CAASPP Test Results from DataQuest All:37% African Am: 28% Asian: 55% EL: 3% Hispanic: 30% Homeless*: SED: 32% SWD: 7% White: 66%	2020-21 Data Source: CAASPP Test Results from DataQuest All: 23.12% African Am: N/A Asian: 43.84% EL: 0% Hispanic: 17.23% Homeless: N/A SED: 17.29% SWD: 5.0% White: 36.99% 11th Grade only			Data Year: 2023-24 Data Source: CAASP Test Results Positive Growth
Access to a Broad Course of Study	Data Year: 2020-21	Data Year: 2021-22			Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Other Pupil Outcomes- i ready ELA	100% of students have access to Broad Course of Study Data Source: School Site Master Schedules	100% of students have access to Broad Course of Study Data Source: School Site Master Schedules			100% of students have access to Broad Course of Study Data Source: School Site Master Schedules
	Data Year: 2020-21 Data Source: i ready diagnostic reports. First year of implementation. Will have diagnostic report in June for future comparison to be used as the 20-21 baseline data 38% On Grade Level or Above Diagnostic Results for #2 of 3 Grades K-8 *Diagnostic 3 All - 46% EL - 24% Hispanic - 40% SED - N/A SWD - N/A	Data Year: 2021-22 Data Source: Reading/ELA i-Ready Diagnostic #3 Report % On/Above Grade Level (Early On, Mid, Above) K-8th Grade All - 45% EL - 21% Hispanic - 40% SED - 37% SWD - 11%			Data Year: 2020-21 Data Source: i ready diagnostic reports showing positive growth
Other Pupil Outcomes- i ready Math	Data Year: 2020-21 Data Source: i ready diagnostic reports. First year of diagnostic reports. First year of	Data Year: 2021-22 Data Source: Math i-Ready Diagnostic #2 Report			Data Year: 2020-21 Data Source: i ready diagnostic reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	implementation. Will have diagnostic report in June for future comparison to be used as the 20-21 baseline data 26% On Grade Level or Above Diagnostic Results for #2 of 3 Grades K-8 *Diagnostic 3 All - 41% EL - 22% Hispanic - 34% SED - N/A SWD - N/A	% On/Above Grade Level (Early On, Mid, Above) K-8th Grade All - 36% EL - 15% Hispanic - 30% SED - 32% SWD - 8%			showing positive growth
Other Pupil Outcomes - US/CSU Coursework	Data Year: 2020-2021 Percentage of pupils who have successfully completed both requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences 2020-21. All Students Number of Grads 827 Meeting A-G 446 53.93%	Data Year: 2020-2021 (Adjusted) Percentage of pupils who have successfully completed both requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences 2020-21. All Students Number of Grads 815			Positive progress in percentage

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CTE Completer 239 28.90% Both A-G and CTE 153 18.50%	Meeting A-G 424 52% CTE Completer 240 29.4% Both A-G and CTE 153 18.8%			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Base Services	Base Services include 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. Additional Programs include on-going operating costs to maintain existing programs and support services to students such as Special Friends, Guidance Learning Specialists, Counselors, Psychologists, Nurses and Health assistants. Pupil Transportation is also included in this section. Special Education include providing services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services. Administrative Services includes District Operations including Business, Human Resources, Facilities and Grounds, Maintenance, Data Management, and other centralized district operations Athletics includes Elementary and Secondary Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues. Career Technical Education support provides initial career technical education courses at high school including supplies, equipment, facilities and some staff.	$109,182,353.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Early Learning, Literacy and Numeracy	District Pre-School ($875,000) The Sanger Unified English Language Arts and Math data from CAASPP and local measures of the Desired Results Developmental Profile (DRDP) indicate a need focus on early literacy and numeracy for improved achievement outcomes by 3rd grade for LI, EL, FY. To meet this need, the district will continue to provide additional preschool services to support early literacy and numeracy development and increase access to students with added risk factors such as Low Income, English Learners and Foster Youth. The preschool program is designed to prompt the early development of the identified students' language skills, social skills, learning to learn skills, and promote a love of literacy and the development of vocabulary, oral language abilities, phonological awareness, and print-related knowledge as well as number sense. Sanger Unified will monitor the Desired Results Developmental Profile (DRDP) and the Kindergarten readiness profiles have shown individual student growth from the entry and exit of the program over the last four years of implementation and will be monitored to demonstrate student growth throughout the year. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. It is our expectation that these services will result in increased performance in ELA CAASPP scores over the course of the next three years with an overarching district goal of all students being literate by 3rd grade.	$875,000.00	Yes
1.3	College and Career Readiness	Career Technology Education (CTE) Valley Regional Occupational Program (VROP) Personnel Support ($2,100,000) CTE CSP Support ($200,000) Sanger Pledge ($50,000) Robotics ($50,000) Additional College and Career ($300,000) Elementary and Middle School College and Career ($100,000) AVID Support ($50,000)	$2,900,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Advanced Placement Exams ($50,000) The Sanger Unified LI, EL, FY students have lower rates on the College and Career indicator percentage prepared: All - 57.5%, EL 15.4%, SED - 56.2%, and Foster 23.1%; Chronic Absenteeism: All - 12.3%, EL 16.9%, SED - 15.6%, and Foster 20.1% and graduation rates; All - 96.3%, EL 94.4%, SED - 96.4%, and Foster N/A. To meet this need, the Sanger Unified College and Career and Career Technology Education programs enhance student engagement and college and career readiness as demonstrated by a high level of CTE course completion, dual enrollment college course completion, high school graduation rates, access to industry partners through internships, and enrollment in post-secondary advanced training programs. The CTE VROP courses and teachers enable students to enroll in high quality CTE Pathways that provide workforce connections as well as connection to the local community colleges. Ninety-five percent of students that complete a CTE capstone course graduate and seventy four percent enroll in a post-secondary program. Elementary and Middle school College and Career engagement and support will be enhanced by the CTE Curriculum Support Providers, the Sanger Pledge, Robotics, and AVID programs. Additional funding provides support for LI, EL, FY to take the College Board Advanced Placement exams for a reduced fee. This action provides the students access to a rigorous course sequence and the opportunity to receive college credit. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. The above data would indicate continuing and expanding these opportunities would have a positive impact on the CCI, attendance and graduation rates of the LI, EL, FY student populations.		
1.4	Technology	Devices for 1:1 program ($2,250,000) Technology site support ($1,000,000) Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state indicators on the for 11th grade in 2020-21 CAASPP for English Language Arts All: 64.35%, EL: 3.33%, SED: 59.27% and	$3,250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Math All: 23.12%; EL: 0%; LI: 17.29%. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 45%, EL: 21%, LI: 37% and iReady Math All: 36%; EL: 15%; LI: 32%. To meet this need and ensure our LI, EL, FY have access to high quality instructional options, we continue to provide one to one ipad devices to our students. The devices are used in and out of the classroom on a daily basis to access specific blended learning programs, enhance student to student collaboration, teacher interaction and access to tech enhanced curriculum. The additional site technology support personnel enable the students to have seamless access to the local technology system in a safe and productive manner. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. It is our expectation that these services will result in increased performance In ELA and Math CAASPP as well as local scores over the course of the next three years.		
1.5	Professional Learning	District Professional Learning Initiatives ($300,000) Site based Professional Learning ($150,000) Professional Learning New Initiatives ($150,000) Teacher Development and Retainment ($400,000) Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state indicators on the for 11th grade in 2020-21 CAASPP for English Language Arts All: 64.35%, EL: 3.33%, SED: 59.27% and Math All: 23.12%; EL: 0%; LI: 17.29%. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 45%, EL: 21%, LI: 37% and iReady Math All: 36%; EL: 15%; LI: 32%.To meet this need, Professional Development will be provided 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, English Learners, and Foster Youth. The topics of the PD will be centered on our district's initiatives of high	$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Enrichment Opportunities	achievement for all students and closing the achievement gap. The teacher recruitment, development and retainment program provides additional support to incoming and new teachers in the district regarding the Sanger Unified initiatives and strategies. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. The expectation is that the teachers will successfully implement strategies that maximize student learning and specifically to the LI, EL, FY. It is our expectation that these services will result in increased performance of our LI, EL, FY on the ELA and Math CAASPP over the course of the next three years.

Summer School Enrichment ($100,000)
Visual and Performing Arts Support ($337,000)
Dual Language Enrichment Support ($250,000)
Library Support and Services ($280,000)
Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state indicators on the for 11th grade in 2020-21 CAASPP for English Language Arts All: 64.35%, EL: 3.33%, SED: 59.27% and Math All: 23.12%; EL: 0%; LI: 17.29%. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 45%, EL: 21%, LI: 37% and iReady Math All: 36%; EL: 15%; LI: 32% show improvement is needed with respect to LI, EL, FY and students with disabilities. As a result of this need, SUSD will enhance the access to Arts, Science, and enrichment opportunities for LI, EL, FY students to close achievement gaps. These enrichment opportunities will provide additional learning opportunities for EL, LI and FY students. Sanger Unified will continue to provide increased summer school enrichment activities for students. Approximately 1500 9-12th grade students confirmed to attend summer intervention/enrichment program to enrichment courses for students to enhance their schedule. In addition, SUSD will provide a VAPA teacher on Special Assignment (TSA) for the regular school year. The TSA will facilitate arts | $967,000.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		implementation for all students K-12, especially targeting access for our LI, EL, FY. Additional instruments will be purchased to support the growing opportunities for students. The Dual Language Programs will support literacy skills and language acquisition for EL students. Dual Language Programs at Centerville and Del Rey will continue to offer Dual Language Instruction. The district will continue to add at least three (3) new Dual Language classrooms each school year to support our growing program. Centerville Elementary has also been approved to grow into a K-8 dual language magnet. The continued success and growing interest in Dual Language Programs support the need to continue services. Professional development, paraprofessional support, supplemental resources, and program expansion into middle school (2022-2024) and high school (2024-2028) will enhance the programs moving forward. In addition, the support for additional library materials for the LI, EL, FY students will enhance their educational engagement in literacy and the love of reading. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. It is our expectation that these services will result in increased performance of our LI, EL, FY on the ELA and Math CAASPP over the course of the next three years.		
1.7	Educational Partner and Parent Engagement	Parent and Family Engagement Support ($125,000) Educational Partner survey and communication ($110,000) As a result of stakeholder feedback, the need to support families in the education of their children has increased in the past few years. This action was in the top 5 recommendations for 2 out of 4 years. In 21-22, it is recommended that SUSD further develop existing support networks and make resources more visible to families and students. In the 19-20 survey, a top recommendation was to provide parents more information on how to support students at home. To meet this need, SUSD will continue to offer Parent and Family Engagement classes for the 22-23 school year. The new format will include a variety of virtual and in person classes in addition to offering the class	$235,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		materials on the District's Website. To ensure our Low Income, English Learners, Foster Youth and their families are successful and supported, SUSD combined services of our current Migrant Education, Comprehensive Youth Services and the District CARE Team. All three agencies now work together in a new Sanger Family Resource Center which opened in August 2021. A Parent Education Program Specialist was hired to serve and support all families. Sanger Unified will continue to survey the parents and provide communication to ensure their needs are met. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. This action will increase awareness and participation in Parent and Family Engagement that will result in increased academic achievement for our students as will as provide resources for Social Emotional Support.		
1.8	Additional Site Allocation	School Site Allocation ($2,600,000) Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state indicators on the for 11th grade in 2020-21 CAASPP for English Language Arts All: 64.35%, EL: 3.33%, SED: 59.27% and Math All: 23.12%; EL: 0%; LI: 17.29%. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 45%, EL: 21%, LI: 37% and iReady Math All: 36%; EL: 15%; LI: 32% show improvement is needed. Therefore, to meet this need, school sites will be allocated funding based on the number of LI, EL, FY to provide support identified by the stakeholders of the site. All site expenditures allocated must be budgeted and included on the SPSA. The school site council/leadership teams approve the federal funds for SPSA and informed on the LCAP funding. District Administration monitors the appropriate expenditure of these funds. Site expenditures are required to focus on low-income pupils, English Learners, and Foster Youth to close achievement gaps. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student	$2,750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access to supplementary materials and technology support personnel. Expenditures include site level training of personnel focused on student access to reduce the learning gaps. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. It is our expectation that the implementation of these unique site services will target the LI, EL, FY and result in higher levels of student literacy and an increased performance of students on the ELA and Math CAASPP. local indicator of iReady for ELA and Math and the College and Career Indicator as well as graduation rates at the secondary levels.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The COVID pandemic played a big role in the schedules, engagement, and student progress in the 2021-22 school year. The goal of student achievement, however, continued to be a focus in Sanger Unified.The district pre-school programs limited the number of students that completed the program due to physical constraints, but all the student engagement opportunities and learning occurred. Students in pre-school showed a 49% growth in the DRDP. The VROP Career Technology courses and student engagement occurred at high levels during the past year and was limited only due to the higher level of student absences. Technology and the 1:1 Ipad devices continued to play a strong role in the access and opportunities for student learning during the pandemic. As in the past 8 years, all Kindergarten through 12th grade students had access to an iPad. Enrichment opportunities continued for Professional Learning, however, the opportunities for professional development were limited to site level, after school and choice models rather than all grade-level teachers participating in district professional learning as a result of the limited number of substitutes to perform the training during the school day.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Most of the actions in Goal 1 demonstrated no material difference between the budgeted expenditure and the estimated actual expenditure with the exception two actions - Action 1.4 Technology and of Action 1.5 Professional Development. The material difference for the increase in 1.5 million in Technology was due to the analysis of our outdated student ipads and the need to increase the grade level refresh of the outdated ipads. In addition, the increase in enrollment added additional technology and technology support. The material differences for professional development was primarily due to the limited number of substitute teachers that were available to conduct grade level teacher

professional development during the school day. The professional development shifter to volunteer after school hours professional development.

An explanation of how effective the specific actions were in making progress toward the goal.

The progress of the academic achievement of students has continued to be a strong focus during the 2020-21 school year despite the barriers of the COVID pandemic. Students in pre-school continued to show progress on the DRDP with a growth of 49% from 89% demonstrating appropriate proficiency on the Language and Literacy domains. The College and Career Action data included CTE Pathway completers that demonstrated a relatively similar result for all students and a slight increase for the English Learners and Low income students. Despite the barriers for students as a result of the COVID pandemic. Students demonstrated a growth in ELA proficiency on iReady from 23% - 44%, English Learners had a growth of 4% to 17%, Low Income students had a growth of 21% to 37% and Students with Disabilities demonstrated an increase of 4% to 9%. Students demonstrated a growth in Math proficiency on iReady from 12% to 36%, English Learners had a growth of 2% to 13%, Low Income students had a growth of 12% to 32% and Students with Disabilities demonstrated an increase of 2% to 8%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

An increase in the actions for College and Career, Professional Learning, and Enrichment will occur as a result of the educational partner input and need for the response due to the pandemic.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

This goal was developed because student achievement data shows that Sanger Unified needs to increase the academic achievement of all students, including Low Income, English Learners, Foster Youth and student groups with a performance gap. The actions and metrics associated with this goal were chosen specifically to target and improve academic performance of all students while closing the achievement gaps. The metrics will illustrate the year to year growth of both students and students groups with performance gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement- English Learners making annual growth as measured by English Learner Progress Indicator	Data Year: 2018-19 Data Source: ELPI State Dashboard 2019 47.4 % making progress	ELPI - not available		Data Year: 2020-21 Data Source: Summative ELPAC Level 4 (Well Developed): 16/2% Level 3 (Moderately Developed): 39.96% Level 2 (Somewhat Developed): 31.8% Level 1 (Minimally Developed): 12:04%	Data Year: 2023-24 Data Source: ELPI State Dashboard 2024 Positive Growth
Pupil Achievement- English Learner Reclassification Rate	Data Year: 2020-21 Data Source: Data Quest	Data Year: 2020-21 Data Source: EdData 2020-21 6.0 %			Data Year: 2023-24 Data Source: Data Quest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement- Middle School Drop out rates	2019-20 20.1 %	Data Year: 2020-21 Data Source:CALPADS 20-21 Fall 1 Less than 1%			Data Year: 2019-20 Data Source:CALPADS 19-20 Goal is zero
	Data Year: 2019-20 Data Source:CALPADS 19-20 Fall 1 Less than 1%				Stay above RFEP rate for state and county
Pupil Achievement- High School Drop out rates	Data Year: 2019-20 Data Source:CALPADS Cohort Outcome report 19-20 3.39 %	Data Year: 2020-21 Data Source:CALPADS Cohort Outcome report 20-21 2.9%			Data Year: 2023-24 Data Source: CALPADS Cohort Outcome report 19-20 Less than 1%
Pupil Achievement- High School Cohort Graduation Rate	Data Year: 2019-20 Data Source: Data Quest All 94.4% African American 93.8% Asian 96.5% Filipino *% Hispanic 94.1% White 93.5%	Data Year: 2020-21 Data Source: Data Quest All 97.1% African American 100% Asian 99.0% Filipino *% Hispanic 97.2% White 93.9%			Data Year: 2023-24 Data Source: Data Quest 97%
Panorama Data	Data Year: Fall 2020	Data Year: Fall 2022			Data Year: Fall 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Panorama Education	Data Source: Panorama Education			Data Source: Panorama Education Positive Growth on all measures for 45h-5th and 6th-12th.
	Student Competency 4th-5th	Student Competency 4th-5th			
	Emotional Regulation: 45%	Emotional Regulation: 42%			
	Growth Mindset: 57%	Growth Mindset: 57%			
	Self-Efficacy: 51%	Self-Efficacy: 51%			
	Social Awareness: 66%	Social Awareness: 62%			
	Student Supports and Environment 4th-5th	Student Supports and Environment 4th-5th			
	Rigorous Expectations: 79%	Rigorous Expectations: 78%			
	Sense of Belonging: 71%	Sense of Belonging: 63%			
	Teacher-Student Relationships: 79%	Teacher-Student Relationships: 77%			
	Student Competency 6th-12th	Student Competency 6th-12th			
	Emotional Regulation: 46%	Emotional Regulation: 47%			
	Growth Mindset: 52%	Growth Mindset: 53%			
	Self-Efficacy: 42%	Self-Efficacy: 44%			
	Social Awareness: 61%	Social Awareness: 57%			
	Student Supports and Environment 6th-12th	Student Supports and Environment 6th-12th			
	Rigorous Expectations: 73%	Rigorous Expectations: 64%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Sense of Belonging: 46% Teacher-Student Relationships: 66%	Sense of Belonging: 41% Teacher-Student Relationships: 54%			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Intervention and Support	Additional site After School Programs Support ($79,266) Sanger Unified's state academic indicators in ELA CAASPP for English Language Arts All: 64.35%, EL: 3.33%, SED: 59.27% and Math All: 23.12%; EL: 0%; SED: 17.29%. Local indicators on iReady ELA All :33%, EL: 11%, SED: 30% and Math All: 22% EL: 5%, SED: 22% show improvement is needed with respect to LI, EL, FY and students with disabilities. Chronic Absenteeism: All - 12.3%, EL 16.9%, SED - 15.6%, and Foster 20.1% and graduation rates; All - 96.3%, EL 94.4%, SED - 96.4%, and Foster N/A. A high number of middle school and high school students are at risk of not meeting graduation requirements and/or are struggling socially and behaviorally. In addition, the LI, EL, FY student groups have shown a persistent learning gap on state and local assessment. As a result of this need, additional supportive interventions through the use of After School Programs and Parent/Student advocates, and site level Teachers on Special Assignment are essential. According to our Hanover LCAP Survey, actions that emerged in the top 3 recommendations for 2 out of the 3 years includes intervention for struggling students. SUSD will continue to provide no cost enrollment at Sanger High and additional funds for Washington Academic Middle School specifically designed to provide access for LI, EL, FY student groups and students with special needs to increase their participation in After School Programming. Priority enrollment is given to LI, EL, FY and students with Special Needs. SUSD will continue to provide	$379,266.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Parent/Student Advocates to support LI, EL, FY. Additional Teacher on Special Assignment (TOSA) at the K-6 elementary schools and Intervention Teachers at the middle and high schools will be funded through the additional 15% Concentration funds. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. It is our expectation that these services will result in increased performance in ELA and Math CAASPP, iReady ELA and Math, Chronic Absenteeism, and Graduation rates over the course of the next three years.		
2.2	Social-Emotional and Behavioral Support	Psychologist Expansion of Services ($525,000) Homeless/Foster Liaisons ($115,000) Restorative Practices Personnel ($315,000) Center for Behavioral Support ($330,000) PBIS Reboot Support ($50,000) Sanger Unified's state academic indicators in ELA CAASPP for English Language Arts All: 64.35%, EL: 3.33%, SED: 59.27% and Math All: 23.12%; EL: 0%; SED: 17.29%. Local indicators on iReady ELA All :33%, EL: 11%, SED: 30% and Math All: 22% EL: 5%, SED: 22% show improvement is needed with respect to LI, EL, FY and students with disabilities. Chronic Absenteeism: All - 12.3%, EL 16.9%, SED - 15.6%, and Foster 20.1% and graduation rates; All - 96.3%, EL 94.4%, SED - 96.4%, and Foster N/A. As a result of the need, Sanger Unified is adding social-emotional support personnel (expansion of psychological support services), principally directed, to support the social-emotional health of at-risk students including; low income, English learner, and foster youth. 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.	$1,335,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. It is anticipated that this action will support positive CAASPP growth from the established baseline. Funding principally directed to a Community Liaison whose goal is to provide on-site support to foster youth and homeless students as well as increase identification and tracking of incoming students. The Liaison will also coordinate and collaborate with care providers, social workers, service providers, and school-based service providers to ensure that foster and homeless youth receive the full benefit of their education. This support, encouraging positive school experience, has shown to have a positive impact on academic growth. It is anticipated that this action will support positive CAASPP growth from the established baseline. The district is adding 2 Restorative Justice (RJ) personnel to support the middle school and high school system as it implements RJ programming focused on mediation, relationship-reparation, and alternatives to a punitive punishment response. These positions are principally directed to those same at-risk, Tier 2 students who require specific support for unique needs. This support, encouraging positive school experience, has been shown to have a positive impact on academic growth. It is anticipated that this action will support positive CAASPP growth from the established baseline. The district is enhancing a Center for Behavioral Evaluation; a short-term intensive intervention program for students with significant social, emotional, and behavioral needs primarily those students who are Low Income, English Learners, and Foster Youth. The additional Pupil Services staff such as psychologists and counselors will be provided by the additional Concentration grant funds. This will require the addition of a teacher and three para-educators. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. It is our expectation that these services will result in increased performance In ELA and Math CAASPP, iReady ELA and Math, Chronic Absenteeism, and Graduation rates over the course of the next three years.		

Action #	Title	Description	Total Funds	Contributing
2.3	English Learner Support	EL Program Specialist ($145,000) English Learner PD and additional support ($90,00) English Learners in SUSD continue to show slower growth than English Only students on CAASPP and local assessments for ELA and Math. To meet this need and ensure our English Language Learners are meeting grade level standards, SUSD will continue to support schools by providing multi-tiered systems of support services including Migrant students. To enhance supports for English Learners. SUSD will provide a EL Program Specialist and English Learner Professional Development. The EL Program Specialist will provide professional development, guidance, and resources related to EL programs and services across the district. Personalized site training, resources, and support will be customized based on the California EL Roadmap self-reflection rubric scores and site needs. ELD professional development will include embedded ELD strategies that help students access and make meaning of grade level content and remove instructional barriers across all grade levels. We will use EL Site Contact and other district surveys, site feedback, and other available data to select and prioritize training topics and ELD resources. ELD professional development topics and screencasts will include Designated ELD for TK-2, 3-6, 7-12, Integrated ELD training for various grades and content areas, supporting English Learners with IEPs, VAPA-infused ELD lessons and resources, and STEM and ELD integration. English Learner Professional Development has shown increased understanding of standards as a result of teacher survey's and lesson development. This action has been effective at increasing teacher capacity to support English Learners achievement. It is our expectation that these services will result in increased performance In ELA and Math CAASPP, iReady ELA and Math, for EL students.	$235,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The planned actions of the Academic Interventions, Social-Emotional and Behavioral Support and English Language Development support aligned with the implementation of the actions. However, the after school program funding in the Academic Intervention action was supplemented with the Expanded Learning Opportunity Program funding. The parent/student advocates remained as an action that was carried out at the middle and high school levels. The Psychologist Expansion of Services, Homeless/Foster Liaisons, Restorative Practices Personnel, and Center for Behavioral Support actions continued to support the students fragile socio-emotional status throughout the pandemic and events following the return to on-site learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The budgeted expenditures for Academic Intervention and support was substantially different due to the availability of the Expanded Learning Opportunity Program funding for the after school programs that was previously district funded by the LCAP. The budgeted expenditures for the Social-Emotional support and the English Learner programs continued to equal the estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Despite the barriers for students as a result of the COVID pandemic. Students demonstrated a growth in ELA proficiency on iReady from 23% - 44%, English Learners had a growth of 4% to 17%, Low Income students had a growth of 21% to 37% and Students with Disabilities demonstrated an increase of 4% to 9%. Students demonstrated a growth in Math proficiency on iReady from 12% to 36%, English Learners had a growth of 2% to 13%, Low Income students had a growth of 12% to 32% and Students with Disabilities demonstrated an increase of 2% to 8%. In addition the Graduation rates increased to the following; All 97.1%, African American 100%, Asian 99.0%, Hispanic 97.2%, White 93.9%. The Summative data for ELPAC included: Level 4 (Well Developed): 16/2% Level 3 (Moderately Developed): 39.96% Level 2 (Somewhat Developed): 31.8% Level 1 (Minimally Developed): 12:04%. The high drop out rate decreased to Cohort Outcome report 20-21 2.9%, and the middle school drop out rate maintained at less than 1%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additional funding for English Learners has been added to address the professional development of teachers. ELD professional development topics and screencasts will include Designated ELD for TK-2, 3-6, 7-12, Integrated ELD training for various grades and content areas, supporting English Learners with IEPs, VAPA-infused ELD lessons and resources, and STEM and ELD integration.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Provide a safe school environment.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement	Data Year: 2020-21 Data Source: State Evaluation Tool- Full Implementation/Full Implementation and Sustainability Building Relationships: 74% Building Partnerships: 73% Seeking Input: 62%	Data Year: 2021-22 Data Source: State Evaluation Tool- Full Implementation/Full Implementation and Sustainability Building Relationships: 75% Building Partnerships: 72% Seeking Input: 68%			Data Year: 2023-24 Data Source: State Evaluation Tool- Full Implementation/Full Implementation and Sustainability Building Relationships: 75% Building Partnerships: 75% Seeking Input: 70%
Facilities maintained in good repair	Data Year: 2020-21 Data Source: Facility Inspection Tool All Facilities maintained in good repair	Data Year: 2021-22 Data Source: Facility Inspection Tool All Facilities maintained in good repair			Data Year: 2023-24 Data Source: Facility Inspection Tool All Facilities maintained in good repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	Data Year: 2018-19 Data Source: CALPADS ALL: 96.1% African American 95% Asian 97% Filipino 98% Hispanic 96% White 96% English Learners 96% SED 96% Homeless 94% Students with Disabilities 95%	Data Year: 2021-22 Data Source: CALPADS ALL: 93% African American 92% Asian 95% Filipino 95% Hispanic 93% White 93% English Learners 92% SED 95% Homeless 86% Students with Disabilities 89%			Data Year: 2023-24 Data Source: CALPADS 97%
Chronic Absenteeism	Data Year: 2018-19 Data Source: Data Quest All 7.5% African American 11.7% Asian 2.5% Filipino 5.7% Hispanic 8.7% White 5.6% Two or more Races 3.1% English Learners SED Foster Students with Disabilities	Data Year: 2020-21 Data Source: Data Quest All 13.7% African American 15.4% Asian 3.8% Filipino 9.5% Hispanic 16.0% White 12.3% Two or more Races 6.3% English Learner 16.% SED 15.6% Foster 20.1%			Data Year: 2023-24 Data Source: Data Quest 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	Data Year: 2019-20 Data Source: DataQuest 19-20 (Old Metric Dashboard Fall 2019) All 2.1% African American 6.8% Asian 0.8% Filipino 0% Hispanic 2.5% White 1.4% Two or more Races 0.6%	Data Year: 2020-21 Data Source: DataQuest All 0.2% African American 0.7% Asian 0.0% Filipino 0.0% Hispanic 0.3% White 0.0% Two or more Races 0.0%			Data Year: 2023-24 Data Source: Data Quest 3 %
Expulsion Rates	Data Year: 2018-19 Data Source: Data Quest Less than 1%	Data Year: 2020-21 Data Source: Data Quest ALL: 0.0%			Data Year: 2023-24 Data Source: Data Quest Below 1%
School Climate	Data Year: 2019-20 Data Source: Panorama Students 61% Parents 89% Teachers 87% Data Year: 2019-20 Data Source: Panorama and LCAP Survey	Data Year: Fall 2021 Data Source: LCAP Survey School Climate and Culture Have a positive perception of school climate: Students 62% Parents 89%			Data Year: 2023-24 Data Source: LCAP Survey Students 70% Parents 90% Teachers 90% Data Year: 2023-24 Data Source: LCAP Survey

Actions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Teachers 89% Data Year 2020-21 Data Source: LCAP Survey				

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Facilities ($600,000) The CA Dashboard the Sanger Unified student suspension rates show a Medium and Yellow (4.0%) for All students, Medium and Orange (2.9%) for English Learners, and a Medium and Yellow (4.2%) level for Socioeconomically Disadvantaged students. The Facilities Inspection Tool shows well maintained facilities (98.6%). Based on this assessment SUSD has found that our LI, EL and Foster Youth students need additional support and scaffolds within in the classroom to be successful. 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. It is our expectation that these services to the facilities will result in greater student collaboration and more efficient teacher presentation that will enhance the learning experience of the EL, LI and Foster Youth student population. The enhanced technology will facilitate quicker English acquisition for our English Learners. A well maintained and up to date facilities will have a positive impact on student performance for Low Income, English Learners, and Foster Youth as well as all students. It is our expectation that these services to the facilities will result in a safer, well maintained and up to date facilities and have a positive impact on the academic progress of the Low Income, English Learners, Foster Youth, and suspensions for all students as well as the English Learner and Low Income students. Educational Partners have identified	$600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Additional Transportation	facilities as a top action over the past 3 years. This action is designed to meet the needs most associated with LI, EL and Foster Youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased positive outcomes on the climate survey from these students and their parents. Additional Transportation ($2,850,000) The Sanger Unified School District is committed to providing quality education to its students; and student school attendance is vital to a student's academic success. In addition, the Sanger Unified attendance rate is high (EL - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain High for English Learners (95.6%) and High for Socially Disadvantaged students (96.6%). To ensure all our Low Income, English Learners, and Foster Youth are provided equal access and opportunities regardless of their home to school transportation status, Sanger Unified will provide 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 is an integral part of ensuring student access to daily educational services and interventions before and after school. Prior to 18-19 transportation services to and from school are provided as follows: Kindergarten: one (1) mile Grades 1-3: one and one-quarter (1 ¼) miles Grades 4-8: two (2) miles Grades 9-12: two and one-half (2 ½) miles It is the intent of the Sanger Unified to maintain the busing area to the following: Kindergarten: one-half (½) mile Grades 1-3: three-quarter (¾) miles Grades 4-8: one and one-half (1 ½) miles Grades 9-12: two (2) miles It is our expectation that these services will result in increased performance of our LI, EL, FY on the ELA and Math CAASPP over the	$2,850,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Class Size Maintenence and Staff Expansion	course of the next three years as well as maintain the high graduation rates, high attendance rates, and low chronic absenteeism rates for all student groups. This action is designed to meet the needs most associated with LI, EL and Foster Youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. Class Size Maintenence ($7,400,000) Additional Staff Expansion ($2,712,089) Sanger Unified's ELA and Mathematics Performance shows improvement is needed with respect to our Low Income, English Learners, and Foster Youth. Sanger Unified's state academic indicators in ELA CAASPP for English Language Arts All: 64.35%, EL: 3.33%, SED: 59.27% and Math All: 23.12%; EL: 0%; SED: 17.29%. Local indicators on iReady ELA All :33%, EL: 11%, SED: 30% and Math All: 22% EL: 5%, SED: 22% show improvement is needed with respect to LI, EL, FY and students with disabilities. Chronic Absenteeism: All - 12.3%, EL 16.9%, SED - 15.6%, and Foster 20.1% and graduation rates; All - 96.3%, EL 94.4%, SED - 96.4%, and Foster N/A. Based on this assessment SUSD has found that our LI, EL and Foster Youth students need additional support and scaffolds within in the classroom to be successful. To address this need, Sanger Unified is committed to maintaining and enhancing class size reduction in grades K-12. Maximum class size for K-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. This includes, but is not limited to additional staffing at middle school, high school, physical education and special education. These additional supports include providing additional individualized instructional opportunities through increased language support, scaffolding, and targeted instruction to fill learning gaps. It is our expectation that these services will result in increased performance In ELA CAASPP scores over the course of the next three years with an overarching district goal of proficient student literacy and numeracy by 3rd grade. This action has been a top request by district employee and Sanger Unified families. This action has been effective at increasing literacy development and numeracy	$10,112,089.00	Yes

Action #	Title	Description	Total Funds	Contributing
		by the 3rd grade. The additional concentration grant funds will be used to increase the number of certificated staff, and classified staff who provide direct services to students on school campuses with greater than 55% unduplicated pupil enrollment. This action is designed to meet the needs most associated with LI, EL and Foster Youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased positive outcomes on attendance rates and absenteeism for these students.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The planned actions of Facilities, Transportation and Class Size Maintenance was performed as written in the 2021-22 plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The budgeted expenditures and the actual expenditures for the actions of Transportation did not have a material difference. The Facilities expenditures increased by $300,000 to provide a safer, well maintained and up to date facilities as a result of the pandemic and have a positive impact on the academic progress of the Low Income, English Learners, Foster Youth, and suspensions for all students as well as the English Learner and Low Income students. The Class Size Reduction action increased by over $2 million due to the the additional concentration grant funds that were used to increase the number of certificated staff, and classified staff who provide direct services to students on school campuses with greater than 55% unduplicated pupil enrollment. This action is designed to meet the needs most associated with LI, EL and Foster Youth students.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions played a role at enhancing the student environment, increasing student attendance, and maintaining appropriate class size. Students demonstrated a growth in ELA proficiency on iReady from 23% - 44%, English Learners had a growth of 4% to 17%, Low Income students had a growth of 21% to 37% and Students with Disabilities demonstrated an increase of 4% to 9%. Students demonstrated a growth in Math proficiency on iReady from 12% to 36%, English Learners had a growth of 2% to 13%, Low Income students had a growth of 12% to 32% and Students with Disabilities demonstrated an increase of 2% to 8%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The three actions of of Facilities, Transportation and Class Size Maintenance will not change, however, with the additional 15% Concentration funds, the district will support the expansion of teachers and classified staff to support the needs of the students. The additional concentration grant funds will be used to increase the number of certificated staff, and classified staff who provide direct services to students on school campuses with greater than 55% unduplicated pupil enrollment.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$27,488,355	$2,712,089

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.95%	0.00%	$0.00	24.95%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s).

The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student

population and effective in helping close equity and performance gaps.

Each "wide" action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each "wide" action. We find this approach to be very transparent and well received by our community.

The contributing "wide" actions in this plan are:

Goal and Action Number List Example:

Goal 1; Action 1: Balanced Literacy-District Pre-School

Goal 1; Action 2: College and Career Readiness-Career Technology Education, Program (VROP) Personnel Support, Advanced Placement Exams

Goal 1; Action 3: Technology-Devices for 1:1 Program, Technology Site Support

Goal 1; Action 4: Professional Learning-District Professional Learning Initiatives, Teacher Development and Retainment

Goal 1; Action 5: Enrichment Opportunities-Summer School Enrichment, Visual and Performing Arts Support, Dual Language Enrichment Support

Goal 1; Action 6: Parent and Family Engagement-Parent and Family Engagement Support, Parent Education Program Specialist

Goal 1; Action 7: Additional Site Allocation- School Site Allocation

Goal 2; Action 1: Academic Intervention and Support-Additional site After School Program Support, Parent/Student Advocates

Goal 2; Action 2: Social-Emotional and Behavioral Support-Psychologist at each site, Homeless/Foster Liaison, Restorative Practices Personnel

Goal 3; Action 1: Facilities, Safe School Environment

Goal 3; Action 2: Additional Transportation

Goal 3; Action 3: Class Size Reduction

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Sanger Unified has demonstrated it has at met the 22% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 22% proportionality percentage based on the contributing actions/services in this plan, which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective threshold" as well as contributing toward meeting the Minimum meets/exceeds requirements for the "principally directed and effective in the action's description Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions. We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal 2, Action 3: English Learner Support.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding will be used in Goal 3; Action 3 Class Size Maintenance to increase the number of staff providing direct services to students to maintain class size. Based on a local needs assessment these student groups would benefit significantly from maintaining low class sizes in primary grades in order to increase opportunities for individualized instruction to better meet the individual learning needs of FY, LI, and EL students. To address this need, Sanger Unified is committed to maintaining and enhancing class size reduction in grades K-12. Maximum class size for K-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. The additional concentration grant funds will be used to increase the number of certificated staff, and classified staff who provide direct services to students on school campuses with greater than 55% unduplicated pupil enrollment. We expect that the state and local achievement data in the areas of ELA and Math for foster youth, low-income and English learners will increase as the program is designed to meet the learning needs and experiences most associated with these specific student groups.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	29:1498	512:11623
Staff-to-student ratio of certificated staff providing direct services to students	73:1498	693:11623

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$136,670,708.00				$136,670,708.00

Total Personnel	Total Non-personnel
$110,108,032.00	$26,562,676.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Base Services	All	$109,182,353.00				$109,182,353.00
1	1.2	Early Learning, Literacy and Numeracy	English Learners Foster Youth Low Income	$875,000.00				$875,000.00
1	1.3	College and Career Readiness	English Learners Foster Youth Low Income	$2,900,000.00				$2,900,000.00
1	1.4	Technology	English Learners Foster Youth Low Income	$3,250,000.00				$3,250,000.00
1	1.5	Professional Learning	English Learners Foster Youth Low Income	$1,000,000.00				$1,000,000.00
1	1.6	Enrichment Opportunities	English Learners Foster Youth Low Income	$967,000.00				$967,000.00
1	1.7	Educational Partner and Parent Engagement	English Learners Foster Youth Low Income	$235,000.00				$235,000.00
1	1.8	Additional Site Allocation	English Learners Foster Youth Low Income	$2,750,000.00				$2,750,000.00
2	2.1	Academic Intervention and Support	English Learners Foster Youth Low Income	$379,266.00				$379,266.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Social-Emotional and Behavioral Support	English Learners Foster Youth Low Income	$1,335,000.00				$1,335,000.00
2	2.3	English Learner Support	English Learners	$235,000.00				$235,000.00
3	3.1	Facilities	English Learners Foster Youth Low Income	$600,000.00				$600,000.00
3	3.2	Additional Transportation	English Learners Foster Youth Low Income	$2,850,000.00				$2,850,000.00
3	3.3	Class Size Maintenence and Staff Expansion	English Learners Foster Youth Low Income	$10,112,089.00				$10,112,089.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)
110,180,390	$27,488,355	24.95%	0.00%	24.95%	$27,488,355.0 0	0.00%	24.95 %

	Totals by Type	Total LCFF Funds
	Total:	$27,488,355.00
	LEA-wide Total:	$27,488,355.00
	Limited Total:	$0.00
	Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Early Learning, Literacy and Numeracy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$875,000.00	
1	1.3	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,900,000.00	
1	1.4	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,250,000.00	
1	1.5	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000,000.00	
1	1.6	Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$967,000.00	
1	1.7	Educational Partner and Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$235,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Additional Site Allocation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,750,000.00	
2	2.1	Academic Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$379,266.00	
2	2.2	Social-Emotional and Behavioral Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,335,000.00	
2	2.3	English Learner Support	Yes	LEA-wide	English Learners	All Schools	$235,000.00	
3	3.1	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600,000.00	
3	3.2	Additional Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,850,000.00	
3	3.3	Class Size Maintenence and Staff Expansion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,112,089.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$119,300,953.00	$125,011,180.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Base Services	No	$97,975,596.00	$100,789,033
1	1.2	Balanced Literacy	Yes	$775,000.00	$840,259
1	1.3	College and Career Readiness	Yes	$1,980,000.00	$2,020,537
1	1.4	Technology	Yes	$2,450,000.00	$4,057,494
1	1.5	Professional Learning	Yes	$800,000.00	$421,762
1	1.6	Enrichment Opportunities	Yes	$497,000.00	$448,752
1	1.7	Parent Engagement	Yes	$86,000.00	$113,159
1	1.8	Additional Site Allocation	Yes	$2,600,000.00	$2,626,687
2	2.1	Academic Intervention and Support	Yes	$1,413,000.00	$340,483
2	2.2	Social-Emotional and Behavioral Support	Yes	$1,222,000.00	$1,200,334

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	English Learner Support	Yes	$175,000.00	$140,470
3	3.1	Facilities	Yes	$377,357.00	$656,465
3	3.2	Additional Transportation	Yes	$2,050,000.00	$2,215,317
3	3.3	Class Size Reduction	Yes	$6,900,000.00	$9,140,428

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$24,222,147	$21,325,357.00	$24,222,147.00	($2,896,790.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Balanced Literacy	Yes	$775,000.00	$840,259		
1	1.3	College and Career Readiness	Yes	$1,980,000.00	$2,020,537		
1	1.4	Technology	Yes	$2,450,000.00	$4,057,494		
1	1.5	Professional Learning	Yes	$800,000.00	$421,762		
1	1.6	Enrichment Opportunities	Yes	$497,000.00	$448,752		
1	1.7	Parent Engagement	Yes	$86,000.00	$113,159		
1	1.8	Additional Site Allocation	Yes	$2,600,000.00	$2,626,687		
2	2.1	Academic Intervention and Support	Yes	$1,413,000.00	$340,483		
2	2.2	Social-Emotional and Behavioral Support	Yes	$1,222,000.00	$1,200,334		
2	2.3	English Learner Support	Yes	$175,000.00	$140,470		
3	3.1	Facilities	Yes	$377,357.00	$656,465		
3	3.2	Additional Transportation	Yes	$2,050,000.00	$2,215,317		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Class Size Reduction	Yes	$6,900,000.00	$9,140,428		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$97,754,693	$24,222,147	0	24.78%	$24,222,147.00	0.00%	24.78%	$0.00	0.00%

Instructions

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

Plan Summary

Purpose

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

Engaging Educational Partners

- **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.

- **Support for Identified Schools**: Describe how the LEA has or will support 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.

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

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:

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Requirements and Instructions

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <u>https://www.cde.ca.gov/fg/aa/lc/</u>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

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

● Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

● Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

● Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

● Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 percent or more enrollment of unduplicated pupils: Describe how these actions 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 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is 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 transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  ○ This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  ○ This percentage is the total of the Planned Percentage of Improved Services

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  ○ This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  ○ This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  ○ This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).