2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Sanger Unified School District
CDS Code:	1062414
LEA Contact Information:	Name: Adela Madrigal Jones Position: Superintendent Phone: (559) 524-6521
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$119,300,953
LCFF Supplemental & Concentration Grants	$21,325,357
All Other State Funds	$15,537,358
All Local Funds	$6,998,482
All federal funds	$17,616,704
Total Projected Revenue	$159,453,497

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$155,150,257
Total Budgeted Expenditures in the LCAP	$119,300,953
Total Budgeted Expenditures for High Needs Students in the LCAP	$21,325,357
Expenditures not in the LCAP	$35,849,304

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$0
Actual Expenditures for High Needs Students in Learning Continuity Plan	$0

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$0
2020-21 Difference in Budgeted and Actual Expenditures	$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Site budgets, federal program expenditures, facility acquisition and improvement costs, ASES programs, expenses paid from reserves, expenses related to local grants, and miscellaneous other costs.

LCFF Budget Overview for Parents

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

CDS Code: 1062414

School Year: 2021-22
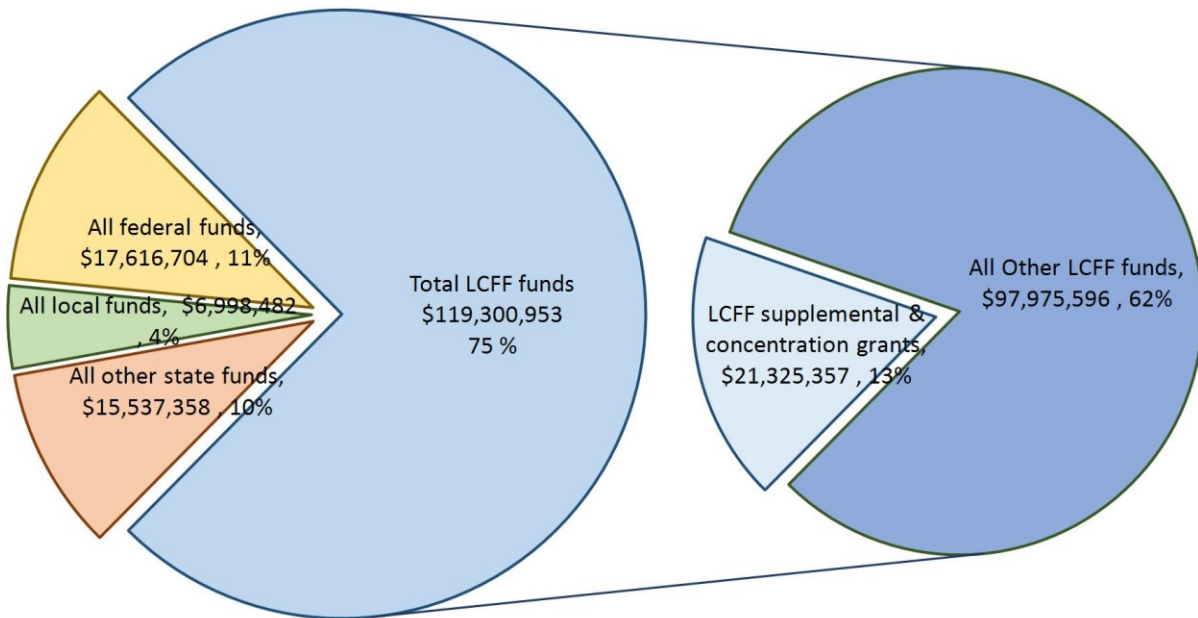
LEA contact information:

 Adela Madrigal Jones

 Superintendent

 (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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $17,616,704 , 11%

All local funds, $6,998,482 , 4%

All other state funds, $15,537,358 , 10%

Total LCFF funds $119,300,953 75 %

LCFF supplemental & concentration grants, $21,325,357 , 13%

All Other LCFF funds, $97,975,596 , 62%

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

The total revenue projected for Sanger Unified School District is $159,453,497, of which $119,300,953 is Local Control Funding Formula (LCFF), $15,537,358 is other state funds, $6,998,482 is local funds, and $17,616,704 is federal funds. Of the $119,300,953 in LCFF Funds, $21,325,357 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
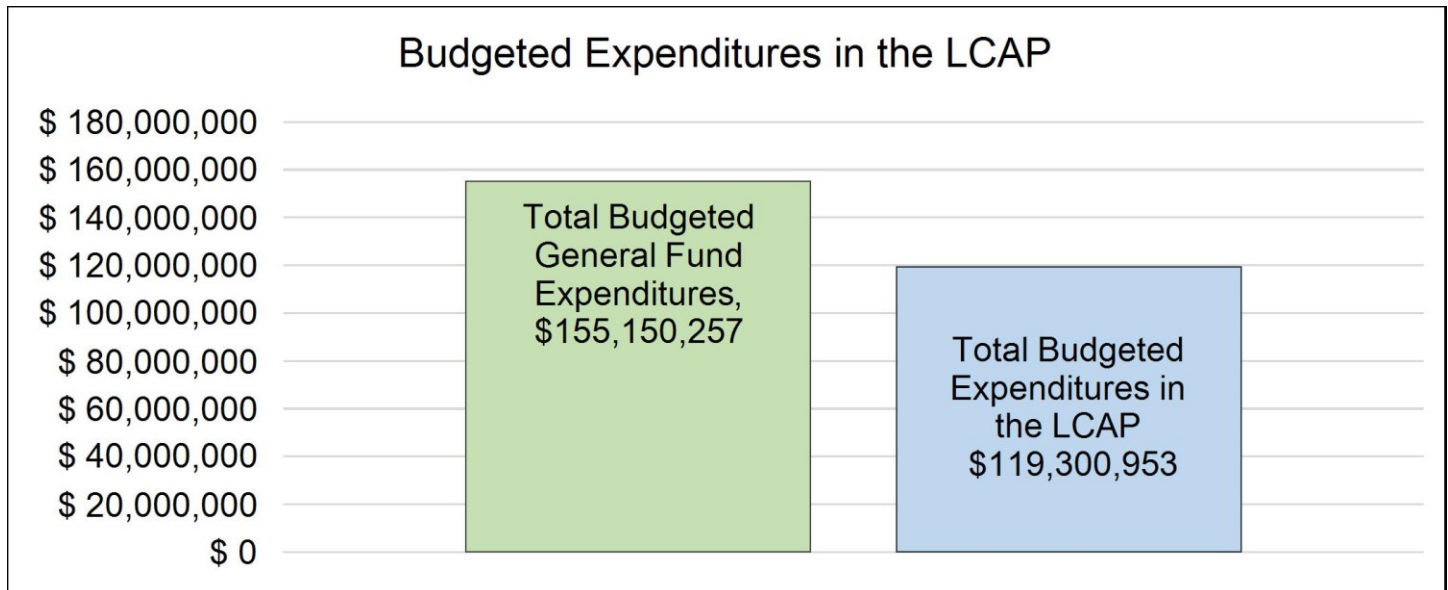
This chart provides a quick summary of how much Sanger Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sanger Unified School District plans to spend $155,150,257 for the 2021-22 school year. Of that amount, $119,300,953 is tied to actions/services in the LCAP and $35,849,304 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
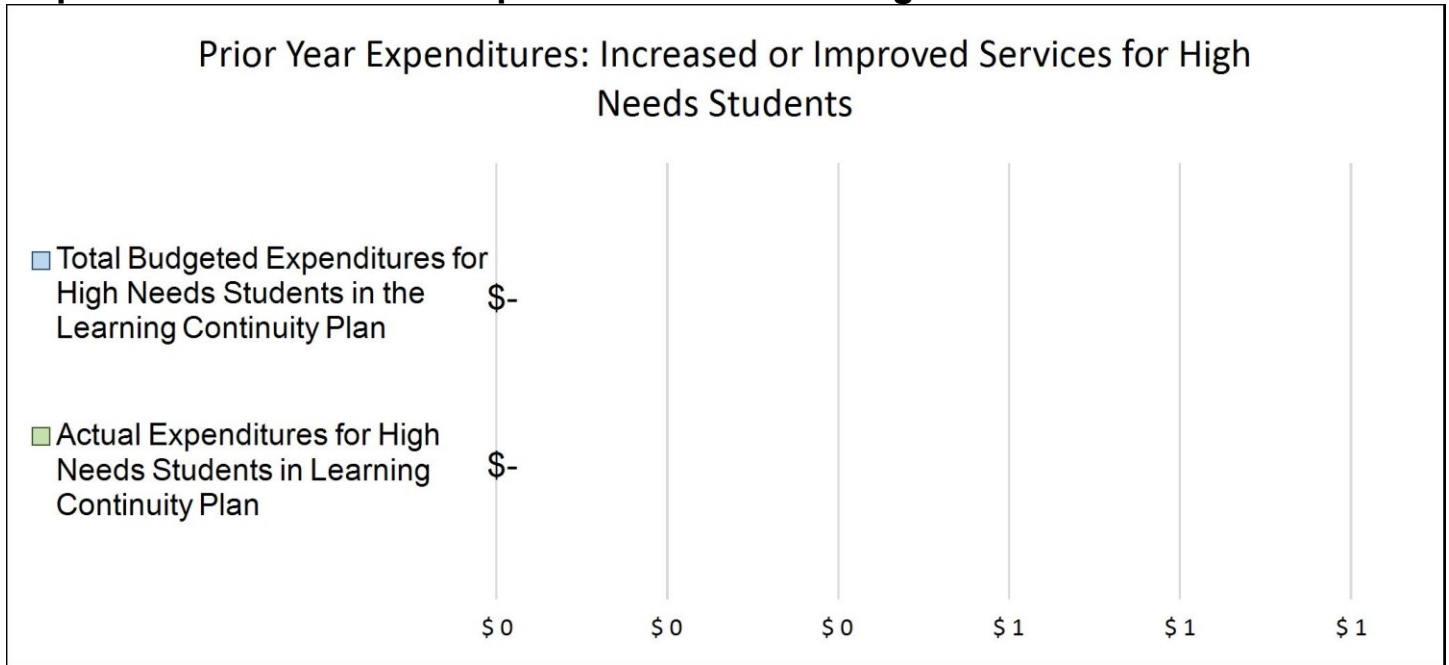
Site budgets, federal program expenditures, facility acquisition and improvement costs, ASES programs, expenses paid from reserves, expenses related to local grants, and miscellaneous other costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sanger Unified School District is projecting it will receive $21,325,357 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 $21,325,357 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 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan $-

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan $-

$0 $0 $0 $1 $1 $1

This chart compares what Sanger Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Sanger Unified School District's Learning Continuity Plan budgeted $0 for planned actions to increase or improve services for high needs students. Sanger Unified School District actually spent $0 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Students provided sufficient access to standards aligned curricular materials as measured by local indicator self-reflection tool. (Priority 1) **19-20** 100% sufficient access to standard aligned curricular materials **Baseline** 100% sufficient access to standard aligned curricular materials	Goal Met: 100% of students have access to standards aligned curricular materials as measured by local indicator self-reflection tool.
Metric/Indicator 2. Implementation of the CA state standards as measured by the state self-reflection tool. (Priority 2) **19-20** Positive growth from 2018-19 LCAP data	Goal Met: Average score of all measures on the state reflection tool is 3.78

Expected	Actual
Metric also measures EL access to standards including ELD standards.	
Baseline Average score of all measures state reflection tool is 3.76	
Metric/Indicator 3. CAASPP Student Average Distance from Level 3 in English Language Arts (ELA) for all students including applicable Student Groups (Priority 4)	2019 CAASPP English Language Arts Average Distance from Level 3 • ALL - 5.1 points below standard • African Am - 22.3 points below standard • Asian - 21.1 points above standard • EL - 39.3 points below standard • Hispanic - 16 points below standard • Homeless - 5 points below standard • Multiple - 30.4 points above standard • SED - 15.7 points below standard • SWD – 79.3 points below standard • White - 36.7 points above standard
19-20 Positive Growth from 2018-19 LCAP data year for all students including applicable Student Groups	
Baseline CAASPP English Language Arts Average Distance from Level 3 • ALL - Low (-21.5) • African Am - Low (-33.9) • Asian - Medium (8.1) • EL - Low (-41.9) • Hispanic - Low (-31.9) • Homeless - * • Multiple - High (10.2) • SED - Low (-31.7) • SWD – Very Low (-111.3) • White - High (14.4)	
Metric/Indicator 4. CAASPP Student Average Distance from Level 3 in Mathematics for all students including applicable Student Groups	2019 CAASPP Mathematics Average Distance from Level 3

Expected	Actual
(Priority 4) **19-20** Positive Growth from 2018-19 LCAP data year for all students including applicable Student Groups **Baseline** CAASPP Mathematics Average Distance from Level 3 • ALL - Low (-34.6) • African Am - Low (-48) • Asian – High (0.6) • EL - Low (-54) • Hispanic - Low (-46.1) • Homeless - * • Multiple - High (0.9) • SED - Low (-44) • SWD – Very Low (-118.2) • White - High (0.2)	• ALL - 31.7 points below standard • African Am - 47.5 points below standard • Asian –4.5 points above standard • EL - 60.5 points below standard • Hispanic - 45.9 points below standard • Homeless - 54.5 points below standard • Multiple - 23.9 points above standard • SED - 42.2 points below standard • SWD – 115.9 points below standard • White - 13.7 points above standard
Metric/Indicator 5. A-G Completion rates for all students including applicable Student Groups **(Priority 4)** **19-20** Positive Growth from 2018-19 LCAP for all students including applicable Student Groups **Baseline** A-G Rates - ALL: 48%	19-20 A-G Rates ALL: 48% African Am: 43% Asian: 75% EL: 11% Hispanic: 43% Homeless: * Multiple: * SED: 45% SWD: 6% White: 58% * Not significant number of students in this group

Expected	Actual
African Am: 50% Asian: 75% EL: 45% Hispanic: 44% Homeless: * Multiple: 60% SED: 45% SWD: * White: 51% * Not significant number of students in this group **Metric/Indicator** 6. Career Tech Education Pathway Completion rate for all students including applicable Student Groups (Priority 4) **19-20** Positive Growth from 2018-19 LCAP for all students including applicable Student Groups **Baseline** CTE Completion Rates - ALL: 77% African Am: 68% Asian: 80% EL: 62% Hispanic: 75% Homeless: 50% Multiple: 82% SED: 74% SWD: 62% White: 87%	19-20 CTE Completion Rates - ALL: 96% African Am: * Asian: 97% EL: * Hispanic: 95% Homeless: * Multiple: * SED: 95% SWD: * White: 96% * Not significant number of students in this group

Expected	Actual
Metric/Indicator 7. Advanced Placement pass rate for all students scoring 3 or higher including applicable Student Groups (Priority 4)	AP Pass Rates - ALL: 65% African Am: * Asian: * EL: * Hispanic: Homeless: * Multiple: * SED: SWD: * White: *
19-20 Positive Growth from 2018-19 LCAP for all students including applicable Student Groups	* Not significant number of students in this group
Baseline AP Pass Rates -	
ALL: 52% African Am: * Asian: 45% EL: * Hispanic: 50% Homeless: * Multiple: * SED: 50% SWD: * White: 66%	
* Not significant number of students in this group	

Metric/Indicator	2018-2019 CAASPP ELA Scores ALL: 57.27%

Five Year Score Summary - 2020
Sanger High School (063065)

Data Updated: October 6, 2020
Report Run: May 14, 2021

Download Report

% OF TOTAL AP STUDENTS WITH SCORES 3+

	2016	2017	2018	2019	2020
2016	52%				
2017		47%			
2018			56%		
2019				53%	
2020					65%

SCHOOL SUMMARY

	2016	2017	2018	2019	2020
Total AP Students	371	426	372	396	324
Number of Exams	726	823	676	693	530
AP Students with Scores 3+	194	200	207	208	210
% of Total AP Students with Scores 3+	52.29	46.95	55.65	52.53	64.81

Expected	Actual
8. Early Assessment Program English Language Arts (ELA) pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups. (Priority 4) **19-20** Positive Growth from 2018-19 LCAP Baseline for all students including applicable Student Group **Baseline** EAP ELA Rates ELA Ready and Conditionally Ready ALL: 56% African Am: * Asian: 82% EL: 2% Hispanic: 50% Homeless: * Multiple: * SED: 52% SWD: 11% White: 70% * Not significant number of students in this group	African Am: 38.43% Asian: 79.84% EL: 7.83% Hispanic: 48.27% Homeless: 38.67% Multiple: 69.06% SED: 47.21% SWD: 15.86% White: 69.54% * Not significant number of students in this group
Metric/Indicator 9. Early Assessment Program Mathematics pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups. (Priority 4) **19-20**	2018-2019 CAASPP Math Scores ALL: 32.24% African Am: 14.27% Asian: 40.40% EL: 5.01% Hispanic: 20.27% Homeless: 15.37% Multiple: 44.14%

Expected	Actual
Positive Growth from 2018-19 LCAP Baseline for all students including applicable Student Group	
Baseline EAP Mathematic Rates Ready and Conditionally Ready	SED: 20.93% SWD: 5.09% White: 44.60%
ALL: 22% African Am: * Asian: 43% EL: 0% Hispanic: 15% Homeless: * Multiple: * SED: 17% SWD: 3% White: 32%	* Not significant number of students in this group
* Not significant number of students in this group	
Metric/Indicator 10. Student access to a broad course of study as measured by the analysis of school site master schedule	100% access to a broad course of study
(Priority 7)	
19-20 100% access to a broad course of study	
Baseline 100% access to a broad course of study	
Metric/Indicator 11. Other Pupil Outcome - Student Met or Exceeded rate on SUSD TK-2 District Progress Assessments in English Language	DPA (District Waived in 2019-20 school year and 2020-21 school year)

Expected	Actual
Arts (ELA) and CDE Interim Comprehensive Assessments for English Language Arts (ELA) (Priority 8) **19-20** Positive Growth from 2018-19 LCAP Baseline for all students including applicable Student Group **Baseline** TK-2 DPA ELA Mastery Rates ALL: 94% African Am: * Asian: 98% EL: 90% Hispanic: 93% Homeless: * Multiple: * SED: 90% SWD: 60% White: 96% * Not significant number of students in this group **Metric/Indicator** 12. Other Pupil Outcome - Student Met or Exceeded rate on SUSD TK-2 District Progress Assessments in Mathematics and CDE Interim Comprehensive Assessments for Mathematics (Priority 8) **19-20** Positive Growth from 2018-19 LCAP for all students including applicable Student Groups	DPA (District Waived in 2019-20 school year and 2020-21 school year)

Expected	Actual
Baseline TK-2 DPA Math Mastery Rates ALL: 73.6% African Am: * Asian: 78.7% EL: 60.6% Hispanic: 50% Homeless: * Multiple: * SED: 54.0% SWD: 29.5% White: 81.5% * Not significant number of students in this group	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Base Services On-going operating costs to maintain existing programs and services to students such as teachers; administrators; instructional supplies; technology; clerical support; salaries, statutory costs and benefits; co-curricular and extra-curricular programs; Alternative Education; and pupil assessment.	0000: Unrestricted Base $54,000,000 0000: Unrestricted Base $90,000	0000: Unrestricted Base 62,266,412.19
Transfer LCFF funds to Fresno County Office of Education for county-educated alternative education students		
The amount went up by 8 million dollars due bargained compensation increase and staffing increases.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Additional Programs On-going operating costs to maintain existing programs and support services to students such as Special Friends, Guidance Learning Specialists, Counselors, Psychologists, Nurses and Health assistants. Pupil Transportation is also included in this section. Primarily due to decrease in transportation cost, due to school closure during the pandemic we did not have additional transportation cost. We paid our bus drivers the contracted salary.	0000: Unrestricted Base $10,850,000	0000: Unrestricted Base 7,843,442.00
Special Education Provide services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.

Transfer LCFF funding to Fresno County Office of Education for County-educated students. | 0000: Unrestricted Base $4,200,000

0000: Unrestricted Base $750,000 | 0000: Unrestricted Base 4,139,198.20

0000: Unrestricted Base 611,279.00 |
| Athletics and VROP Elementary and Secondary Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues

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

Primarily the decrease was due the pandemic and activities on hold at school sites. | 0000: Unrestricted Base $2,500,000

0000: Unrestricted Base $900,000 | 0000: Unrestricted Base 1,328,432.84

0000: Unrestricted Base 1,093,150.41 |
| Administrative Services District Operations including Business, Human Resources, Facilities and Grounds Maintenance, Data Management, and other centralized district operations. The salaries increased due to budget bargained compensation increase and additional staff hired. | 0000: Unrestricted Base $16,400,000 | 0000: Unrestricted Base 19,089,251.70 |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Additional School Site Allocation Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -40.3 points from Level 3 in English Language Arts, however, they increased 3.6 points. Socioeconomically Disadvantaged student performance was Low at -16.4 points from Level 3 in English Language Arts Assessment and increased 8.7 points. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -56.2 points from Level 3 in Mathematics and increased 1.9 points. Socioeconomically Disadvantaged student performance was Low at -42.2 points from Level 3 in Mathematics Assessment and increased 3.9 points. However, the Sanger Unified attendance rate is high (English Learner - 96%, SED 95.1%) and the CA Dashboard for graduation rates remain High for English Learners 84.7% and increased by 5.7%. In addition, socioeconomically disadvantaged students remains High at 93.35% and increased by 2.2%. Each school site in Sanger Unified has unique needs tailored to their unduplicated students. To address the unique needs, School sites will be allocated funding based on the number of unduplicated students. 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. Site expenditures are required to principally focus on with an emphasis on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student access to supplementary materials and technology support personnel. Expenditures include site level training of personnel focused on student access to reduce the learning gaps. It is our expectation that the implementation of these unique site services will target the unduplicated students and result in higher levels of student literacy and an increased performance of students on the	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $1,100,000	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 462,762.15 4000-4999: Books And Supplies Local Supplemental/Concentration 316,545.26 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration 200,895.96 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration 196,227.58 6000-6999: Capital Outlay Local Supplemental/Concentration 3066.28

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
ELA and Mathematics CAASP and upcoming College and Career Indicator at the secondary levels.		
Technology Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -40.3 points from Level 3 in English Language Arts, however, they increased 3.6 points. Socioeconomically Disadvantaged student performance was Low at -16.4 points from Level 3 in English Language Arts Assessment and increased 8.7 points. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -56.2 points from Level 3 in Mathematics and increased 1.9 points. Socioeconomically Disadvantaged student performance was Low at -42.2 points from Level 3 in Mathematics Assessment and increased 3.9 points. However, the Sanger Unified attendance rate is high (English Learner - 96%, SED 95.1%) and the CA Dashboard for graduation rates remain High for English Learners 84.7% and increased by 5.7%. In addition, socioeconomically disadvantaged students remains High at 93.35% and increased by 2.2%. To ensure the implementation of instruction and assessment through technology integration, staffing for technical support and instructional coaching will be maintained along with addition of positions. Funding for staffing will be supplemented by other sources. It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years. MODIFICATION: Removed the following section of this action from the previous year:	N/A Not Applicable $0 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $730,000	5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration - 36.80 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration 723,641.75

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Applications, software, and materials that supports the instructional focus will be provided. Conference and training expenses have also been allocated.		
Early Literacy Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -40.3 points from Level 3 in English Language Arts, however, they increased 3.6 points. Socioeconomically Disadvantaged student performance was Low at -16.4 points from Level 3 in English Language Arts Assessment and increased 8.7 points. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -56.2 points from Level 3 in Mathematics and increased 1.9 points. Socioeconomically Disadvantaged student performance was Low at -42.2 points from Level 3 in Mathematics Assessment and increased 3.9 points. However, the Sanger Unified attendance rate is high (English Learner - 96%, SED 95.1%) and the CA Dashboard for graduation rates remain High for English Learners 84.7% and increased by 5.7%. In addition, socioeconomically disadvantaged students remains High at 93.35% and increased by 2.2%. Our data indicate a need focus on early literacy for improved achievement outcomes by 3rd grade. Sanger Unified will continue with Literacy Specialist Teachers (LST) for sites to support, supplement, and extend the work of the classroom teacher and the early literacy program which is directed at meeting English Language Arts goals. Literacy Specialist Teachers provide coaching and support in evidenced-based practices that increase opportunities for English-learners and Low-Income students to access and participate in a balanced literacy learning environment. LST support the use of Universal Design for Learning strategies that are designed to create greater access to students with added risk factors such as socio-economic disadvantaged, English Learners, Homeless and Foster Youth.	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $1,491,416 Not Applicable $0 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $725,000	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 1,535,961.20 4000-4999: Books And Supplies Local Supplemental/Concentration 8,202.61 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration 735,355.52 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration 97.71

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Preschool services made available to support early literacy development at no cost to increase access to students with risk factors such as socio-economic disadvantaged, English Learns, Homeless and Foster Youth.		
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.		
MODIFICATION: Removed the following section of this action from the previous year:		
Resources allocated to support a literacy-rich environment at all school sites to increase the exposure for low-income students, English Learners, and foster youth. Text sets, guided reading books, expanded classroom libraries, and home/school support will be readily available.		
College and Career Readiness Skills Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -40.3 points from Level 3 in English Language Arts, however, they increased 3.6 points. Socioeconomically Disadvantaged student performance was Low at -16.4 points from Level 3 in English Language Arts Assessment and increased 8.7 points. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -56.2 points from Level 3 in Mathematics and increased 1.9 points. Socioeconomically Disadvantaged student performance was Low at -42.2 points from Level 3 in Mathematics Assessment and increased 3.9 points. However, the Sanger Unified attendance rate is high (English Learner - 96%, SED 95.1%) and the CA Dashboard for graduation rates remain High for English Learners 84.7% and increased by 5.7%. In addition,	4000-4999: Books And Supplies Local Supplemental/Concentration $65,000 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $45,000 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $30,000 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $1,408,135	5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration 21,710.91 4000-4999: Books And Supplies Local Supplemental/Concentration 99,144.28 7000-7439: Other Outgo Local Supplemental/Concentration 691,519.89 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 445,183.77

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
socioeconomically disadvantaged students remains High at 93.35% and increased by 2.2%.		
To enhance the College and Career opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:	5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $10,000	
Provide support for College and Career exploration with the software program to enable the identified students to build background knowledge of future opportunities.	4000-4999: Books And Supplies Local Supplemental/Concentration $70,000	
Kindergarten through 12th grade college and career readiness support and training through the Sanger Pledge to include student incentives, visits to colleges and local industry partners will provide early identification of goals for all students with focused support for identified pupils that may not currently have that opportunity.	4000-4999: Books And Supplies Local Supplemental/Concentration $1,363,047	
Provide access for all 8th and 10th grade students in the district to the College Board PSAT. The data from the PSAT provides diagnostic support through the Kahn Academy to support student success In addition, SUSD will provide support for all students taking the College Board Advanced Placement tests at a reduced fee.		
Career Technical Education personnel support in the K-12 grade levels to increase the awareness of CTE through exploration and exposure of identified students and the implementation of CTE Pathways at all sites. Additional funds will be provided to establish the CTE programs and systems of the new 9-12th site.		
Resources allocated to enhance parent exposure to Career Technical Education in SUSD Pathways and industry partners.		
Resources allocated to the 7-12th grade levels to support Career Technical Education course development and materials and supplies to		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
support the Career pathways at 9-12 and career exploration/awareness in 7th/8th grade.		
Resources will be utilized to purchase student devices to continue the goal toward K-12 1:1 deployment and infrastructure. To assist our low-income students, English Learner, and foster youth students in being College and Career ready, each teacher will receive appropriate technology devices for instructional purposes. Additionally, all students will participate in a blended learning instructional program, which will include online assessments. Piloted K-12 classrooms will continue to be utilized to explore innovative practices in instruction.		
It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years as well as maintain the high graduation rates for all student groups.		
MODIFICATIONS: Decrease funds in K-12 College and Career Site Support to better match actual cost of 18-19 expenditures.		
Decrease funds in PSAT 8 and 10th grade/AP Exam. Budget will only be used to support the high needs population: ELs, Foster/Homeless, and low socioeconomic status students		
Decrease funds in CTE Student/Parent Engagement to reflect actual cost needed based on 18-19 expenditures.		
Due to the pandemic, we had to buy more iPads than projected so the entire amount came out COVID relief funds instead of LCAP.		
Professional Learning	1000-1999: Certificated Personnel Salaries Local	1000-1999: Certificated Personnel Salaries Local

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -40.3 points from Level 3 in English Language Arts, however, they increased 3.6 points. Socioeconomically Disadvantaged student performance was Low at -16.4 points from Level 3 in English Language Arts Assessment and increased 8.7 points. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -56.2 points from Level 3 in Mathematics and increased 1.9 points. Socioeconomically Disadvantaged student performance was Low at -42.2 points from Level 3 in Mathematics Assessment and increased 3.9 points. However, the Sanger Unified attendance rate is high (English Learner - 96%, SED 95.1%) and the CA Dashboard for graduation rates remain High for English Learners 84.7% and increased by 5.7%. In addition, socioeconomically disadvantaged students remains High at 93.35% and increased by 2.2%.	Supplemental/Concentration $257,000 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $90,000 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $32,500 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $10,000 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $370,000	Supplemental/Concentration 723,229.77 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration 118,525.51 4000-4999: Books And Supplies Local Supplemental/Concentration 56,462.67 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration 73,616.16
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 students, English learners, and foster youth. The topics of the PD will be centered on our district's initiatives of high achievement for all students and closing the achievement gap.		
Funds will be allocated to sites to implement PD learned at district level. Teachers would have time to work in PLCs to discuss best strategies learned in PD and plan. This would include support by the District Instructional Specialists by providing embedded PD at sites.		
College and Career Readiness Professional Learning will be provided to build capacity within our high school pathways and to link to middle school to develop 21st Century skills and district initiatives. In addition, TK-6th grade teachers will develop further understanding of 21st Century Skills and computer science standards.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development opportunities will be available to increase and improve services to our EL students.		
District personnel will provide Professional learning to meet the needs of all students especially low-income students, English learners, and foster youth. In addition, an outside consultant will assist in meeting the needs of our secondary leadership team and staff.		
It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years.		
MODIFICATION: Reduced District Allocation for Professional Learning Reduced Site Allocation for Professional Learning.		
Enrichment Sanger Unified's State Assessment ELA & mathematics performance indicators show improvement is needed with respect to English Learners, SED and Homeless subgroups.Our Dashboard indicates "Low" level performance for all three subgroups As a result, SUSD will enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $50,000	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 293,778.99
Provide increased summer school enrichment activities for students.	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $215,000	4000-4999: Books And Supplies Local Supplemental/Concentration 31,916.62
Resources will be allocated to provide for a VAPA TSA. The TSA will facilitate arts implementation for all students K-12 especially targeting access for our low-income, English Learners and foster youth. Funds will be allocated to support the hiring of two additional music teachers to support elementary music instruction.Additional expenditures may include: curriculum materials, and equipment.	5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $60,062	5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration 90,077.82
	4000-4999: Books And Supplies Local Supplemental/Concentration $40,000	2000-2999: Classified Personnel Salaries Local Supplemental/Concentration 133,524.55
	5000-5999: Services And Other Operating Expenditures Local	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide enrichment opportunities for students in the grade K-8.	Supplemental/Concentration $180,000	
Provide enrichment in district led STEM activities. (50/50 K-5 & 6-12)		
Provide support for the Dual Language programs offered at two school sites. Support may include Supplemental resources and supplies, conference and travel and teacher aides.		
It is our expectation that these services will increase support for student learning while also offering a greater breadth of learning opportunities to increase student engagement and result in the increase of state assessment in ELA and Mathematics.		
MODIFICATIONS: Reduced support for VAPA Program Reduced Operating Expenditures for Enrichment Programs		
Removed Action and combined with College and Career Readiness Action		
Library/Media Services Sanger Unified's State Assessment ELA performance indicators show improvement is needed with respect to English Learners, SED and Homeless subgroups. Our Dashboard indicates "Low" level performance for all three subgroups As a result, SUSD systematically create a more robust, literacy rich and accessible library system for low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:	N/A Not Applicable $0 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $5,200 Not Applicable 0 4000-4999: Books And Supplies Local Supplemental/Concentration $25,664	2000-2999: Classified Personnel Salaries Local Supplemental/Concentration 19,177.10 4000-4999: Books And Supplies Local Supplemental/Concentration 26,958.60
Allocate additional library support days (2 days to be used before and/or after school yr.)		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
K-12 Library Support: Circulation/Resources/Work Spaces/Professional learning		
It is our expectation that the implementation of these services will result in higher levels of student literacy and an increased performance of students on the ELA CAASP.		
MODIFICATION: Removed the following section of this action from the previous year:		
Extend hours of libraries at Wilson, SHS, WAMS, and "rover" to cover in town schools to provide opportunities for extended learning time for students through tutorial sessions, allow students, parents to enhance technology access with computers and ipads to support student academic success, provide access to books for students and parents to read, and provide opportunities for parents and community members to receive additional academic training.		
Provide additional support for Library Service coordinator (5 hrs/day)		
Reduced K-12 Library Support: Circulation/Resources/Work Spaces/Professional learning		
Class Size Reduction Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -40.3 points from Level 3 in English Language Arts, however, they increased 3.6 points. Socioeconomically Disadvantaged student performance was Low at -16.4 points from Level 3 in English Language Arts Assessment and increased 8.7 points. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -56.2 points from Level 3 in Mathematics and increased 1.9 points. Socioeconomically Disadvantaged student performance was	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $6,550,000	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 6,547,018.13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Low at -42.2 points from Level 3 in Mathematics Assessment and increased 3.9 points. However, the Sanger Unified attendance rate is high (English Learner - 96%, SED 95.1%) and the CA Dashboard for graduation rates remain High for English Learners 84.7% and increased by 5.7%. In addition, socioeconomically disadvantaged students remains High at 93.35% and increased by 2.2%.		
To address this need, Sanger Unified is committed to maintaining and enhancing class size reduction in grades TK-12. Maximum class size for TK-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. This includes, but is not limited to, additional staffing at middle school, high school, physical education and special education.		
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.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All the Actions/Services were implemented with some limitations due to the safety protocols of COVID 19. Funds were used to support students, families and teachers through the distance learning process.

Goal 1 Action 1 Base Services
The amount went up by 8 million dollars due bargained compensation increase and staffing increases.

Goal 1 Action 2 Additional Programs
Pupil Transportation is also included in this section. The decrease in expenditures of 3 million was primarily due to decrease in transportation cost, due to school closure during the pandemic we did not have additional transportation cost. We paid our bus drivers the contracted salary.

Goal 1 Action 4a Athletics
The decrease in expenditures for Athletics was primarily the decrease of 1.1 million due the pandemic and activities on hold at school sites and the reduction of Athletic activities during the school year.

Goal 1 Action 5 Admin Services
The salaries increased of 2.5 million was due to budget bargained compensation increase and additional staff hired for safety due to the pandemic.

Due to the pandemic, we had to purchase more iPads than projected so the entire amount came out COVID relief funds instead of LCAP for a decrease of 1.5 million.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School Site Allocation
The entire action was fully implemented at each site and as a district. Site expenditures focused on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures focused on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student access to supplementary materials and technology support personnel. Expenditures included site level training of personnel focused on student access to reduce the learning gaps.

Technology
The technology software was fully implemented, but from another funding source. The technology support specialist was fully implemented. To ensure the implementation of technology integration instruction and assessment we ensured staffing for technical support and instructional coaching was maintained along with addition of positions for data analysis. Technology 1:1 devices were fully implemented.

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

College and Career Readiness

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

Enrichment
Provided summer school enrichment activities that were fully implemented. Resources supported the VAPA TSA and the additional music teachers that facilitated arts implementation for all students K-12 especially targeting access for our low-income, English Learners and foster youth. Funds were allocated to support the hiring of two additional music teachers to support elementary music instruction. Enrichment opportunities for students in grades K-8 was fully implemented included support for classroom enrichment materials based on site and grade level need and after school site needs to support students in drama, athletics and

literacy nights. Enrichment in district led STEM activities was fully implemented included in class materials for coding, computer science, and hands on science as well as robotics after school.

Support for the Dual Language programs were fully implemented. Support included supplemental resources and supplies, conference and travel and teacher aides.

Library Media Services

Library hour extension was fully implemented. However, we did not use all the funding. Additional library support days and additional support for Library Service coordinator was fully implemented. Extend hours of libraries at Wilson, SHS, WAMS, and "rover" to covered in town schools provided opportunities for extended learning time for students through tutorial sessions, allowed students, parents to enhance technology access with computers and ipads to support student academic success, provided access to books for students and parents to read, and provided opportunities for parents and community members to receive additional academic training.

Class Size Reduction

Class size reduction was fully implemented. To address this need, Sanger Unified maintained class size reduction in grades TK-12. Maximum class size for TK-6 was maintained at 32. Maximum class size for 7-12 was maintained at 34. This includes, but is not limited to, additional staffing at middle school, high school, physical education and special education.

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 13. English Learners making annual growth as measured by CELDT/ELPAC annual growth data (Priority 4) **19-20** Positive Growth from 2018-19 **Baseline** No AMAO 1 for 2016, However: 59.97% percent EL students made progress on CELDT No AMAO 2 for 2016, However: 31.3% EL students proficient on CELDT for students less than 5 years 46.3 % EL students proficient on CELDT for students greater than 5 years English Learner Progress Indicator Status - 71.% Change - 0.4%	47.4% making progress towards English language proficiency

Expected	Actual
Metric/Indicator 14. English Learner Reclassification rate (Priority 4) **19-20** Maintain reclassification rate **Baseline** English Learner Reclassification rate 13.3%	English Learner Reclassification rate 20.2%
Metric/Indicator 15. Middle school dropout rates for all and applicable Student Groups (Priority 5) **19-20** Maintain Middle School Dropout rate for All students and applicable Student Groups. **Baseline** 0% for All and Student Groups	0% for All and Student Groups
Metric/Indicator 16. High school dropout rates for all and applicable Student Groups (Priority 5) **19-20** Meet or be lower than the state and county rates for all and applicable Student Groups **Baseline** High School Dropout Rates ALL: 3.1%	High School Dropout Rates ALL: 3.4% African Am: 0% Asian: 0% EL: 4% Hispanic: 3.6% Homeless: * Multiple: * SED: 3.6% SWD: * White: * * Not significant number of students in this group

Expected	Actual
Metric/Indicator 17. High school graduation rates for all and applicable Student Groups (Priority 5) **19-20** Meet or be higher than the state and county rates for all and applicable Student Groups **Baseline** High School Graduation Rates ALL: 95.5% African Am: 100% Asian: 98.3% EL: 93.3% Hispanic: 95.7% Homeless: * Multiple: 83.3% SED: 95.3% SWD: 78.7% White: 92.2%	High School Graduation Rates ALL: 95.6% African Am: 93.8% Asian: 96.5% EL: 86.2% Hispanic: 95.3% Homeless: * Multiple: * SED: 95% SWD: 81.1% White: 96.1% * Not significant number of students in this group
African Am: 0% Asian: 0% EL: 4% Hispanic: 2.9% Homeless: * Multiple: 16.7% SED: 3.3% SWD: 6.4% White: 5.6% * Not significant number of students in this group	

Expected	Actual
* Not significant number of students in this group	
Metric/Indicator 18. Locally defined Sanger Pledge/Central Valley Promise rate of: • GPA 2.7 or better • No D/F in Math/English Language Arts/Science/Social Studies • Attendance rate of 96% or better • No suspensions (Priority 8) **19-20** Positive Growth from 2018-19 for all and applicable Student Groups **Baseline** Sanger Pledge/Central Valley Promise Rates ALL: 48.4% African Am: 55.0% Asian: 71.7% EL: 25.7% Hispanic: 47.3% Homeless: 28.1% Multiple: 58.6% SED: 49.4% SWD: 21.2% White: 57.7%	2019-2020 Sanger Pledge/Central Valley Promise Rates ALL: 54.0% African Am: 51.4% Asian: 64.5% EL: 35.3% Hispanic: 49.2% Homeless: * Multiple: 71.7% SED: 50.7% SWD: 42.2% White: 66.9%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Academic Intervention and Support Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -40.3 points from Level 3 in English Language Arts, however, they increased 3.6 points. Socioeconomically Disadvantaged student performance was Low at -16.4 points from Level 3 in English Language Arts Assessment and increased 8.7 points. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -56.2 points from Level 3 in Mathematics and increased 1.9 points. Socioeconomically Disadvantaged student performance was Low at -42.2 points from Level 3 in Mathematics Assessment and increased 3.9 points. However, the Sanger Unified attendance rate is high (English Learner - 96%, SED 95.1%) and the CA Dashboard for graduation rates remain High for English Learners 84.7% and increased by 5.7%. In addition, socioeconomically disadvantaged students remains High at 93.35% and increased by 2.2%. This specific action is principally directed to increase interventions and multi-tiered system of supports in order to remediate skill deficits and accelerate learning to close the achievement gap. To address this need, these services and supports are offered within the school day, but not limited to beyond the school day. Interventions and supports are targeted and uniquely designed to take into account additional and unique risk factors for English Learners including Migrant, Foster Youth, and Low-Income students. To expand access and opportunity to academic intervention and supports to these targeted student groups, Sanger Unified will: Continue to support schools by providing multi-tiered systems of support services that are designed to meet the unique needs of English Learners, Low Income, and Foster Youth students. To enhance supports for English Learners including Migrant, additional push in services will be added to content courses to bridge language as the barrier to learning.	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $100,000 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $1,163,000 Not Applicable $0 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $775,000 4000-4999: Books And Supplies Local Supplemental/Concentration $35,000 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $1,535,000 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $20,000 Not Applicable $0	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 66,058.13 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration 729,568.88 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 44,306.92 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration 811,177.43 4000-4999: Books And Supplies Local Supplemental/Concentration 57,651.82 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 1,252,247.50 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration 12,661.62 Dept 9005 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration 923.37

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
No cost enrollment at Sanger High, Sequoia, and Quail Lake School, and additional funds for Washington Academic Middle School specifically designed to provide access for Low Income and English Learner students to increase their participation in After School Programming. Priority enrollment is given to English Learners, Foster Youth, and Homeless Youth. By providing no-cost After School Program that includes a coordinator, support staff, teachers, and materials for intervention and enrichment specifically directed to create enrollment and participation opportunities for these target groups.		
Student Advocates (8) at both SHS and WAMS with 50% of the expenditures from District LCAP and 50% from SHS/WAMS LCAP allocation. This action/services is principally direct to increase services and supports directly to Low income, English Learners, and Foster Youth students to increase school engagement and academic achievement.		
To improve and increase services to English Learners, additional supports will include: materials and supplies, targeted tutoring after school, push in support at the high school/middle school level, translating services and conference and travel for Professional Development opportunities to build the capacity of teachers and administrators to improve services and achievement outcomes for English Learner students.		
Each school site in Sanger Unified has unique needs tailored to their unduplicated students. To address the unique needs, additional support personnel including intervention teachers, curriculum support providers, and additional English learner teachers support academically struggling students. The support personnel also offer guidance and training to the classroom teachers to meet the needs of struggling students.		
Provide opportunities to engage parents in their child's education. Activities/Events by providing College Knowledge Academy, participation on LCAP Guidance Committee, Migrant Parent Meetings and Events and District level Parent Involvement Meetings. To support		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and increase parent engagement and access, a parent advocate will be made available		
Offer Summer School for remediation, intervention, course completion, and course re-takes that fulfill a-g requirements, principally directed towards at risk, low income, English Learners, Foster Youth students.		
Our expectation is that these services will result in increased performance of the unduplicated students on CAASPP and A-G completion over the next three years.		
MODIFICATION: Removed the following section of this action from the previous year:		
Math RTI pilots and scaling up to additional sites. Sanger will extend math RTI to additional pilot sites. This will increase the number of schools implementing math RTI through universal screening, diagnostic assessment, benchmark and progress monitoring of student growth, instructional shifts, student goal setting and predictive data.		
Provide, Response to Intervention (RTI) training and support to sites on processes and procedures. This action is designed to increase the capacity of staff to better identify and serve those struggling in reading and math, provide supplemental curriculum and materials as needed. Evidenced-based instructional strategies, designed specifically to target the unique language needs for English-learners, as well as additional risk-factors faced by low-socioeconomic, Homeless and Foster Youth are used to support RTI programming and services.		
Reduced allocation of resources to sites		
Reduced Targeted English Learner IT support		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -40.3 points from Level 3 in English Language Arts, however, they increased 3.6 points. Socioeconomically Disadvantaged student performance was Low at -16.4 points from Level 3 in English Language Arts Assessment and increased 8.7 points. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -56.2 points from Level 3 in Mathematics and increased 1.9 points. Socioeconomically Disadvantaged student performance was Low at -42.2 points from Level 3 in Mathematics Assessment and increased 3.9 points. However, the Sanger Unified attendance rate is high (English Learner - 96%, SED 95.1%) and the CA Dashboard for graduation rates remain High for English Learners 84.7% and increased by 5.7%. In addition, socioeconomically disadvantaged students remains High at 93.35% and increased by 2.2%.	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $450,000 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $100,000 4000-4999: Books And Supplies Local Supplemental/Concentration $10,000 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $250,000	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 457,240.18 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 104,054.17 4000-4999: Books And Supplies Local Supplemental/Concentration 6985.05 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 257,938.60
The district 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. 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 2017/18 baseline.	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $87,500 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $70,000	1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 101,000.00 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration 62,058.45 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration 316.00
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		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 2017/18 baseline.		
Implementation of a Positive Behavior Intervention in Supports (PBIS) framework, principally directed, for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for students including; low income, English learner, and foster youth. This framework is also supplemented by a Restorative Justice system focused on mediation, relationship-reparation, and alternatives to a punitive punishment response that is principally directed to those same at-risk, Tier 2 students who require specific support for unique needs. 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 2017/18 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 2017/18 baseline.		
The district is adding 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/or foster youth.. This will require the addition of a teacher and three para-educators		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All the Actions/Services were implemented with some limitations due to the safety protocols of COVID 19. Funds were used to support students, families and teachers through the distance learning process.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

Socio-Emotional Learning Support
Social Emotional Learning- Classified personnel to support new Center for Behavioral Evaluation was not fully expended. We hired two of the three expected para-educators at the beginning of the year and then hired the third para-educator at the end of the year in May. The district added social-emotional support personnel (expansion of psychological support services). SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills, encouraging positive school experience, are shown to have a positive impact on academic growth. This approach is also directed at teaching anti-bullying skills in our schools and helpful in informing our parents on anti-bullying preventive measures taken in our schools. SUSD provided a Community Liaison whose goal is to provide on-site support to foster youth and homeless students as well as increase identification and tracking of incoming students. The Liaison also coordinated and collaborated with care providers, social workers, service providers, and school-based service providers to ensure that foster and homeless youth receive the full benefit of their education.This support, encouraging positive school experience, has shown to have a positive impact on academic growth. Implementation of a Positive Behavior Intervention in Supports (PBIS) framework, principally directed, for assisting school personnel in maintaining and organizing evidence-based behavioral interventions

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 19. Properly Credentialed teachers as measured by Misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions (Priority 1) **19-20** Maintain and/or improve levels **Baseline** Properly Credentialed Teacher 86.5% (2015-16 Highly Qualified in core academic subjects. Misassignments of teachers of English Learner - 0 Total teacher misassignments - 0 Vacant teacher positions - 2	Properly Credentialed Teacher Mis-assignments of teachers of English learners - 0 Total teacher mis-assignments - 0 Vacant teacher positions - 0
Metric/Indicator 20. Facilities maintained through the Facilities Inspection Tool (Priority 1)	Facilities maintained through the Facilities Inspection Tool Facilities range from 96%- Good to 99% Exemplary

Expected	Actual
19-20 Maintain above 95% **Baseline** Facilities Inspection Tool 2015-16 97.8%	
Metric/Indicator 21. Parent involvement through the local indicator tool (Priority 3)	Not Available for 2019-2020
19-20 Maintain above 80% on parent survey **Baseline** Maintain Parent Involvement above 80% as measured by Parent Survey - 82.5%	
Metric/Indicator 22. Student attendance rates for all and applicable Student Groups (Priority 5)	2019-2020 Student Attendance Rates ALL: 96.9% African Am: 97.1% Asian: 98.0% EL: 97.1% Hispanic: 96.6% Homeless: 93.7% Multiple: 97.8% SED: 97.1% SWD: 95.7% White: 97.1%
19-20 Maintain above 95% for all and applicable Student Groups **Baseline** Student Attendance Rates ALL: 95.6% African Am: 95.2% Asian: 97.6%	

Metric/Indicator	Expected	Actual
Metric/Indicator 23. Chronic absenteeism rates for all and applicable Student Groups (Priority 5) **19-20** Maintain and/or improve levels for all and applicable Student Groups **Baseline** Chronic Absenteeism Rates	EL: 95.5% Hispanic: 95.1% Homeless: 93% Multiple: 97.2% SED: 95.2% SWD: 93% White: 96.6% ALL: 7.26% African Am: 7.9% Asian: 3.6% EL: 6.31% Hispanic: 7.9% Homeless: 28.4% Multiple: 3% SED: 7.3% SWD: 15.6% White: 7.3%	Chronic Absenteeism Rates 18-19 (19-20 Data not Valid for Reporting) ALL: 7.5% African Am: 11.7% Asian: 2.5% EL: 6.5% Hispanic: 8.7% Homeless: 25.0% Multiple: 3% SED: 8.8% SWD: 11.2% White: 5.6%
Metric/Indicator		Suspension Rates - 2020

Expected	Actual
24. Student suspension rates for all and applicable Student Groups (Priority 6) **19-20** Maintain and/or improve levels for all and applicable Student Groups **Baseline** Suspension Rates - 2015 ALL: 4.2% African Am: 7.2% Asian: 1.5% EL: 2.7% Hispanic: 4.8% Homeless: * Multiple: 1.6% SED: 4.1% SWD: 8.2% White: 3.1%	ALL: 2.1% African Am: *% Asian: *% EL: 2.7% Hispanic: 2.5% Homeless: * Multiple: *% SED: 2.5% SWD: 2.7% White: *%
Metric/Indicator 25. Student expulsion rates for all and applicable Student Groups (Priority 6) **19-20** Maintain levels for All and applicable Student Groups at or below All student **Baseline** Student Expulsion Rates	0% for All and Student Groups

Expected	Actual
ALL: 0.18% African Am: 0% Asian: 0% EL: 0.04% Hispanic: 0.25% Homeless: 0% Multiple: 0% SED: 0.2% SWD: 0.8% White: 0.06%	
Metric/Indicator 26. School climate from locater indicator tool (Priority 6) **19-20** Maintain data from local indicator toolool **Baseline** From CHKS: 5th Grade School Engagement and Supports - All sub-areas High School Safety - 83% Disciplinary Environment - 90% Lifetime Substance Abuse - 2% 7th/9th/11th Grade School Engagement and Supports - All sub-areas High School Safety - 67%% Disciplinary Environment - 90% Substance Use - 13%	Panorama Data - Spring 2021 Grades 3-5 Social Awareness - 33% favorable Growth Mindset - 59% favorable Self-Efficacy - 54% favorable Emotion Regulation.- 46% favorable Rigorous Expectations - 81% favorable Teacher-Student Relationships - 81% favorable Sense of Belonging - 71% favorable Grades 6-12 Social Awareness - 60% favorable Growth Mindset - 53% favorable Self-Efficacy - 49% favorable Emotion Regulation.- 46% favorable Rigorous Expectations - 72% favorable Teacher-Student Relationships - 64% favorable Sense of Belonging - 45% favorable

Expected	Actual
	SEL: Student Supports + Environment What feedback did students have for their school? Grades 3–5 1,695 responses | show breakdown Topic — Percent Favorable / Compared to others nationally / Change since Fall 2020 (Oct/Nov) Rigorous Expectations — 81% — 80th–99th percentile — ▲2 Teacher-Student Relationships — 81% — 80th–99th percentile — ▲2 Sense of Belonging — 71% — 80th–99th percentile — 0 ≡ View all questions Take action with Playbook Grades 6–12 4,375 responses | show breakdown Topic — Percent Favorable — Compared to others nationally — Change since Fall 2020 (Oct/Nov) Rigorous Expectations — 72% — 40th–59th percentile — ▼1 Teacher-Student Relationships — 64% — 40th–59th percentile — ▼2 Sense of Belonging — 45% — 20th–39th percentile — ▼1

Planned Actions/Services	Actions / Services		
		Budgeted Expenditures	**Actual Expenditures**
Facilities The CA Dashboard the Sanger Unified student suspension rates show a Medium and Yellow (3.9%) for All students, Low and Green (2.4%) for English Learners, and a Medium and Orange (10%) level for Socioeconomically Disadvantaged students. The Facilities Inspection Tool shows well maintained facilities (98.6%)		6000-6999: Capital Outlay Local Supplemental/Concentration $600,000	6000-6999: Capital Outlay Local Supplemental/Concentration 3,265,846.37

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The unduplicated student population have some of the least access to technology which an essential component of education and assessment in the 21st century. The unduplicated students benefit the most from a classroom environment that increases the capacity for best first instruction. 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 unduplicated 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 English Learner and Socioeconomically Disadvantaged students 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 unduplicated students, and suspensions for all students as well as the English Learner and Socio-Economically Disadvantaged students.		
The difference between the budged and actual expenditure was due to approval of additional facility projects at multiple sites after LCAP preparation.		
Additional Transportation 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 (993.3%) and High for Socially Disadvantaged students (95.3%). To ensure all our students including English Learners and Socially Disadvantaged students are provided equal access and opportunities	2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $2,030,000	2000-2999: Classified Personnel Salaries Local Supplemental/Concentration 1,954,795.18

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 unduplicated students on the ELA and Math CAASPP over the 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.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All the Actions/Services were implemented with some limitations due to the safety protocols of COVID 19. Funds were used to support students, families and teachers through the distance learning process.

Goal 3 Action 1 - Facilities
The difference between the budged and actual expenditure was due to the input from our LCAP parent survey to promote college and career readiness and the approval of additional facility projects with a Career Technology Education emphasis to enhance our Agriculture Career Pathways and additional projects to enhance student safety during the pandemic at multiple sites to meet the needs of our students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In order to provide a safe environment, work stations will adhere to physical distancing requirements. Work stations will include plexiglass partitions and safety precautions will be adhered to including proper PPE and cleaning supplies.	$350,000	1,111,000	No
Signage includes messages regarding: Social distancing, Face mask signs, Self screening questions, and proper hand washing steps.	$60,000	83,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Sanger Unified contributed substantial resources to the safety of the in-person offerings through the safe environment. The Maintenance and Operations department established a high caliber air purification and ventilation system that provided high standard of indoor air quality to support in-person instruction for all staff members throughout the district. In addition, the Maintenance and Operations department constructed multiple work stations throughout the district with plexiglass dividers to support the staff safety environment and support in-person instruction. Signage to support communication to staff, parents, and students was purchased to support the safe environment and safety protocols to support in-person instruction. In-person instruction started in November and was phased in for all elementary school sites using a hybrid schedule option. The high schools provided in-person instruction in in March and the middle schools in Sanger April. The enhancement of the safety environment was greater than the original estimates to establish a high standard environment to support the in-person instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Sanger Unified provided in-person instruction for the K-6 students starting in November of the school year. Many staff meetings included the appropriate discussion of safety protocols and the development of the district Standard Operating Procedures (SOP). The safety procedures followed and adapted to all requirements and guidelines of the Center for Disease Control, the California Department of Public Health, and the Fresno County Department of Public Health. The elementary schools provided a hybrid

approach to in-person instruction that allowed for daily teacher and student interaction. The safety environment played an important role to the high degree of participation in the in-person instruction with approximately 70% of our students returning to in-person instruction. The safety environment also played a significant role in the staff including both support staff and teachers returning to in-person learning environments. The Maintenance and Operations team acted in a pro-active manner to provide plexiglass barriers at staff workstations and a high standard of ventilation and air purification methods. The physical environments in the classrooms were shifted to provide enough space for approximately 17 students with a six foot distance protocol. The transportation team also responded to provide opportunities under safety protocol conditions for all bus riders interested in returning to in-person instruction. The large comprehensive middle and high school was under a more limited timeline to open to in-person instruction due to the California Department of Public Health and the Fresno County Department of Public Health guidelines. Despite the more strict guidelines for the timeline of implementation for in-person instruction, the 7-12 students have also returned to a hybrid schedule with daily interaction with teachers.

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student access to Devices and Connectivity: To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, SUSD will provide all students an iPad and all families who do not have internet services will provided access to hotspots. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups. Access to devices and connectivity. All students are issued an I pad and all families have access to hotspots. 2 Additional iPad Grade Level Purchases Estimated Cost: $500,000	$500,000	950,000	No
Staff Device Refresh and Update: To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, SUSD will provide staff refresh and updates to their current devices. This will ensure better instruction and communication with students and families. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups. Staff Device Refresh and Upgrade Staff Laptop Estimated Cost: $2,000,000 Staff iPad Estimated Cost: $285,000	$2,285,000	2,313,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional Equipment/Material: To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, SUSD will provide all students with headphones and additional material including whiteboards and dry erase markers which are critical for checking for understanding in a virtual classroom. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups. Equipment ($180K) Headphones W/ Microphone ($79K) Student($62K)Teachers ($17K) iPad Stylus ($3K) iPad Tripod ($19K) Material ($77K) Small white board ($37k) Dry Erase Markers ($40k)	$257,000	365,000	No
Online Learning Supply Cost: In an effort to ensure all students are equipped with essential school supplies, especially our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19, SUSD will provide school supplies at the cost of $50 per student. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups. Online Learning Supply Cost $50 per student 12,526 TK-12 students	$626,000	523,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Estimated Total: $626,000			
Teaching Resources- Apps: To ensure virtual learning capacity, SUSD is committed to providing the necessary teaching resources. These resources will provide accessibility for all students including English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups. Apps ($225K) Seesaw Premium ($31K) TK-6 Nearpod ($49K) HMH ($83K) Class Kick ($25K) Reading A-Z ($21K) Screencastify ($14K) Boom Learning-TK ($2K)	$225,000	479,300	No
Diagnostic Assessment: To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, SUSD will utilize the i-Ready Diagnostic Assessment to better understand and address the needs of our students. All students will take the i-Ready Diagnostic Assessment. Teachers will utilize the data to go through our barrier-based backwards mapping. All students will have access to individualized instruction via	$210,000	210,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
i-Ready mypath to provide targeted support. Teachers will provide targeted virtual small group instruction on grade-level standards for Tier 2 and Tier 3 students. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.			
Professional Learning: To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, SUSD is committed to Professional Learning for staff to better serve our students during Distance Learning. All staff will receive the book, "The Distance Learning Playbook". The C & I Department will create training that coincides with the modules found in the book. The District Instructional Specialist (DIS) will be attending a professional learning opportunity with Corwin based on the book, "The Distance Learning Playbook". In addition, all staff also received the following trainings in preparation of opening the school year in a distance learning format: Online 101- Distance Learning Playbook Expectations from CDE regarding online learning Canvas training- Management of curriculum and instruction IReady training- Diagnostic Assessment for ELA and Math Mypath lessons created at student level based on assessment Grade Level Meetings-Monthly meetings led by Education Services Department This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.	$95,000	$20,000	No

Description	Total Budgeted Funds Expenditures	Estimated Actual Expenditures	Contributing
A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expanded on the actions.			

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:
Sanger Unified developed grade level Guaranteed and Viable Curriculum that identified the enduring standards for English Language Arts and Math for TK-12th grade students.   Sanger Unified teachers completed a survey to determine the enduring standards that were substantially taught.   The first GVC survey was completed by the teachers in January and the second was completed in May.

Access to Devices and Connectivity:
Sanger Unified is a one to one iPad district for all of our TK-12th grade students and has been over the last five years. However, we have only sent home the iPads in the past for 7-12th grade students. As a result, 100% of our students had access to an iPad to use at home and we just needed to shift to the virtual platform.   In terms of connectivity, our staff conducted an outreach to determine connectivity from home and identified households that needed additional support. The district purchased mobile hotspots and provided those hotspots to any household that requested.   We provided connectivity to over 1,000 students.

Pupil Participation and Progress:

The lack of connectivity to the internet was underestimated based on initial estimates. As a result of teacher outreach to each student home, we increased the number of wireless devices to assist families with connection to the internet.   The cost included the device and the monthly access cost. Currently over 2,200 devices are used by students in the district.   In addition, we had to upgrade two grade level Ipads to functionally work in a remote setting with the new apps and other systems. Additional funds were also used for student materials to support online learning as well as hybrid learning upon return. SUSD provided students with classroom supplies to use during distance learning to ensure students had the materials to complete assignments and during hybrid learning in the lower grades to contain safety issues due to sharing of equipment. Professional Learning expenditures typically are the result of substitute teachers, but this practice was limited during the distance learning environment.

Sanger Unified provided guidance to school sites to develop student engagement logs to monitor student participation on a daily basis. In addition, sites enhanced their Multi-Tiered Systems of Supports (MTSS) that has been in place in the district over the last ten years to include a tiered system of support for student engagement in the virtual instruction setting. The support included outreach by the teacher, parent meetings, home visits and a modified School Attendance Review Board (SARB) process that was more supportive and investigative of the barriers than punitive. The engagement and participation rates of the students remained high throughout the district sites and grade levels. Sanger Unified's TK-6 students returned to a hybrid am/pm in-person setting in November of 2020 and also allowed for some students to remain on distance learning if requested. The 7-12th grade students returned to a hybrid setting starting in March of 2021.

Distance Learning Professional Development:
The Sanger Unified Curriculum and Instruction department provided professional learning support for all the grade level certified teachers and support staff. The approach was layered on the existing Guaranteed and Viable Curriculum provided to all students and through the Guaranteed and Viable Instruction (GVI). The GVI was modified to extend the learnings to the virtual instruction environment. The C and I staff also provided site level and grade level support on an as needed basis. The support and professional development for teachers and administrators was modeled from the Distance Learning Playbook (Fisher and Frey, 2020)

Staff Roles and Responsibilities:
In addition to the changes in teaching pedagogy to the virtual setting, the greatest adjustment and enhancement that occurred was to ensure the safety of our staff and students. Many different adjustments and protocols were set in motion by the entire Sanger Unified staff to ensure the working environment was clean, safe and monitored diligently. All employees from bus drivers, food workers, custodians, nurses, teachers and administrators followed appropriate guidelines to enhance the safety environment during the pandemic. The enhanced team effort for the safety environment allowed for the early return and high level of interest of our students to in-person instruction.

Support for Pupils with Unique Needs
The Pupil Services Department continued to provide high quality instruction and support to our students despite the many barriers of a virtual setting. IEP meetings for parents were conducted virtually and the appropriate instructional support minutes were provided to our students. The high level of student learning and teacher support for our students with disabilities continued to be strong.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, SUSD is committed to diagnostic assessment to better serve our students during Distance Learning.	$210,000	210,000	No
All students take the i-Ready Diagnostic Assessment. This assessment will be taken three times a year to identify what students strengths and areas needing support are. It will also measure progress over the year. Teachers will utilize the data to go through our barrier-based backwards mapping. All students will have access to individualized instruction via i-Ready mypath to provide targeted support.			
This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.			
There was not a substantial difference between the budgeted and estimated actual expenses related to student learning loss.			
A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.			

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Sanger Unified implemented a new district-wide effort to limit the student learning loss this year. The use of iReady diagnostic system enabled sites to pinpoint student growth and mastery of the California standards. The diagnostic assessments were complete in September, January and May. Teachers used the diagnostic assessments to target support in the classroom and through the iReady myPath software. In addition, the teacher professional learning communities (PLCs) at each site monitored the instructional loss due

to the limited time from distance learning or hybrid learning models. The PLCs identified the degree of implementation of district identified Guaranteed and Viable Curriculum for the school year by each grade.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Sanger Unified has continued to have success enhancing and expanding our continuum of SEL supports for students and staff in Tiers 1, 2, and 3. Due to the COVID-19 school shut down we created and trained all staff on a virtual toolkit of resources for SEL support for all grade levels within the framework of routines, relationships and resiliency.

Tier 1 expansions have included a pilot program for Positivity Project at two elementary schools, daily SEL blocks during virtual learning at WAMS, and a weekly digital "We Care" survey to all students attending Sanger High School. We have also continued to expand AHA! as a student connections program at all our elementary schools and our middle school for grades 4 through 8. Sanger administered the Panorama survey to students in Fall 2020 and in Spring 2021 and showed significant improvements in student endorsements for student-teacher connections for all grade levels that participated in the survey. Finally Sanger completed a program evaluation of PBIS strategies for all schools using the rubric from the California PBIS coalition and found that the majority of schools met criteria for Platinum status.

Tier 2 services have continued and been enhanced by co-taught Second Step lessons with teachers and counselors during in-person learning. Sanger Unified has also continued utilizing student advocates and Restorative Justice practices in secondary schools to increase student engagement and work completion. Finally, Student Assistant Program (SAP) groups have continued to be provided by counselors for topic-specific areas and student progress has been monitored using pre/post surveys. In addition, SAP groups were developed based on the student needs identified through the Panorama survey results at some sites. This is a continued area of growth for student support.

Tier 3 services have expanded to include additional staff support groups through CARE team and for student support due to additional psychologists at all elementary schools in the district. In addition, individual counseling and outside referrals to All 4 Youth as a county-based mental health provider. Sanger completed ASIST training for staff, including student advocates, and continue to have a robust method for completing and reports suicide assessments that take place across the district.

Staff SEL support has consisted of Mindfulness videos produced by the CARE team, as well as professional development related to SEL tools and techniques available through the SEL virtual toolkit. We also trained all staff on methods for including Beyond School Connections in the daily or weekly schedule for students receiving in-person or virtual services. Secondary staff also received training in Adverse Childhood Experiences (ACEs), mindfulness, and verbal de-escalation. ACEs and mindfulness were discussed as topics that affect students and staff. Finally, through district leadership, including Human Resources, information was provided to employees about any changes that were made to health and safety guidelines and about Employee Assistance Program services available to all employees that may be struggling with stress and anxiety during this time.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes and Challenges

The success of our Distance Learning format was the amount of outreach done by the district and sites. Each site utilized Remind, Powerschool, social media platforms, and newsletter to send vital messages and information. Our district superintendent delivered weekly updates as schools planned to re-open in the early part of Fall.

Site leaders and staff did a great job of establishing relationships with families via consistent communication. The foundation set by teachers, allowed for sites to be creative in selecting the small pods for interventions prior to re opening.

SARB panel working with sites to provide additional services to families and students was key. Parents who needed additional assistance in trouble shooting technology help were available. Students who needed mental health services received virtually. Families that needed additional help with students in academics were assigned to intervention pods and or recieved tutoring within our family resource centers.

The biggest success had to be our district's ability to maintain a 96% attendance rate for the district during distance learning. One of the challenges of distance learning was the amount of students who were chronically truant. Nearly 8% of our student population were considered chronically truant by missing 10% or more for unexcused absences. SUSD closely monitored reasons to specify trends that could be addressed by our resources.

Pupil Engagement and Outreach

During the distance learning format, Sanger Unified School District strived to stay in touch with students and parents. The goal was aimed at providing information in many outputs to ensure that parents, students, and our community are well informed about all the happenings at the sites and within the district. We utilized programs such as Remind, Powerschool, and social media outlets. The importance of daily attendance and healthy living habits. We partnered with Food-4-Thought to provide families with fruit boxes and a presentation was given to inform parents about school avoidance barriers. Our Family Resource Centers (FRC) is also a key component in assisting families. Both centers are located near Jefferson elementary and Wilson Elementary. The FRC helps with connecting families to outside resources or agencies for help with rehabilitation, physical health, living assistance, community resources, and mental health.

Child Welfare and Attendance (CWA) department monitored attendance from the beginning and partnered with the sites to help support outreach. CWA generated flyers that were posted in our district newsletter, assisted with home visits to ensure connectivity, partnered with Family Resource Center, and utilized our Student Attendance Review Board (SARB) to help conquer barriers. SARB panel is anchored by its participants that include: principals, counselors, psychologists, resource officers, probation officers, foster/homeless liaison, and community partners. This group helped create a Saturday workshop designed to help educate the

Our Truancy Intervention Probation officer, Sanger Police Department Resource Officer, SUSD District Campus Safety Officer, and our sites all collaborated to help families connect to school. Through all the home visits, we connected families with MiFi's, iPads, and or other accommodations to help get to the barrier that was blocking students from engaging in their learning. Officers helped deliver new technology or even helped with transportation at times for students who qualified for small pods of interventions.

In addition to various engagement and outreach programs with our CARE teams to provide various workshops. Workshops were virtual and covered topics such as: parenting skills, behavior management skills, and home/school communication. Our Child Nutrition Department has set up lunch pick up spots at various locations around SUSD to provide meals for students since March 2020.

Tiered reengagement strategies

In the distance learning format, Sanger Unified teachers will continue to provide an environment of high quality instruction and learning for all students. Sanger Unified teachers will provide at least the minimum instructional minutes through both daily live synchronous instruction and asynchronous assignments.

In this distance learning format, teachers will take "attendance" based on the daily live interaction of the synchronous lessons with each student. Weekly engagement records of the attendance and participation of the students will be completed by the teachers and turned into the site leaders. The synchronous and asynchronous participation of the students will be monitored by the site leaders to support and promote student access and learning and re-engage the students.

The site level Multi-Tiered Systems of Support teams will monitor the school-wide data from our Tableau Server and Attention to Attendance (A2A) website for analyzing trends to provide intervention and support to grade levels, teachers, and individual students. The first tier of the re-engagement plan involves the communication from Sanger Unified to the students and parents to engage them to promote a culture of attendance. SUSD provides district wide outreach summarizing the elements of SUSD distance learning, the expectations of the staff, students and parents, the schedules for student engagement, and the support opportunities academically, socio-emotionally, and technology support. The outreach occurs through district and site newsletters, district and site Remind outreach, social media platforms, and periodic outreach by the district superintendent. In addition, sites verify contact information to create a connection to our SUSD resources. This first initial process begins after students miss 3 days and or 18 period absences during the week.

The second tier of re-engagement outreach is to identify the barriers and type of disengagement by site and student within the Powerschool SIS system. Teachers will play an initial role in the analysis of student attendance for patterns of absenteeism and the lack of participation and establish early awareness of student chronic absence. Teachers will provide outreach through phone calls, Remind, Classdojo, etc. In addition, the attendance office will complete parent contact through Remind for daily absences for elementary schools and period absences for secondary schools. Site and district level Multi-tiered Systems of Support teams analyze student attendance and participation data to identify the need for academic, behavioral, or socio-emotional support. SARB 1 and or SARB 2 letters that are sent to parents are created via A2A. Site MTSS teams support students and families with resources and or site intervention systems such as: daily check ins, intervention time, mandatory small pods intervention groups, and or technology coaching to parents and students.

The third tier of re-engagement is the School Attendance and Review Board (SARB) process and serves students who have exhausted the resources of the school site. The SARB 1 notification will occur after 3+ daily truant events for elementary and for 3 x number of periods per day for the secondary schools. The SARB 2 notification will occur after 5+ daily truant events for elementary and for 5 x number of periods per day for the secondary schools. Following notification, the SARB 2 conference will occur at the site level. The SARB 3 notification will occur after 7+ daily truant events for elementary and for 7 x number of periods per day for the secondary schools. Chronic absenteeism letters will occur after 10% of the school year is missed by the students via our A2A system. The SARB panel's goal is to re engage students into learning and not to distribute punitive consequences. AS well as if possible, recommend the return of the student to in person instruction when feasible per county health orders.

Efforts of the LEA in reaching out of pupils and guardians when pupils were not meeting compulsory education requirements or engaging in instruction
Site MTSS teams collectively are responsible for aligning students to the appropriate intervention whether its academic support, behavior support, attendance support, and or socio-emotional support. Within each tier, teachers initiate the discovery of patterns.

Attendance clerks help verify contact information, part time intervention teachers help make phone calls, and curriculum support providers help connect families to learning virtually. Counselors and psychologists help with home visits at times if students are needing levels of support for socio-emotional needs. Supervisor of CWA and district safety officer helps sites with home visits as well. Site level MTSS teams report to the district in efforts to help support sites with additional services or focal areas of concerns.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Sanger Unified School District has successfully prepared healthy food, adhere nutrition standards, navigate student food allergies while continuously modifying meal service delivery methods to comply with all COVID 19 safety parameters. The Child Nutrition Department started off the 20-21 school year with the delivery of meals through a "Grab N Go" curbside pick-up concept at every Sanger USD school location. It was then expanded by collaboratively working with the Transportation Department to increase food access by providing meals at bus stop locations in the community. As the year progressed, meal service models were incorporated to support a safe return of students through a hybrid learning model. Such service models allowed the provision of healthy meals through a wagon meal service which facilitated meals as the students were exciting campuses while ensuring 6 feet social distance.

School nutrition employees balance many roles and follow numerous federal, state and local regulations to ensure safe and healthy meals are available in schools. Certain challenges the department successfully navigated included increased food and operational costs, staff shortages, and food supply and vendor chain disruptions. Sanger Unified School District participated in many school nutrition program waivers that facilitated navigating through such challenges. Despite the challenges identified, Sanger Unified School District has provided over 1.2 million school meals to children 18 and under while maintaining a safe environment for children and staff. As schools reopen fully, Sanger Unified School District will continue to ensure all children 18 under have access to healthy meals during these unprecedented times.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No Additional Actions provided.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The implementation of in-person and distance learning programs in 2020-21 were supported by the SUSD Strategies and Initiatives of Professional Development, Effective Instruction, Multi-Tiered Systems of Support, Balanced Literacy and College and Career Readiness. Although we altered some of the methods of instruction, the Strategies and Initiatives provided the direction for our district. The LCAP Goals and Actions supported the implementation of the Strategies and Initiatives and will continue in the 2021-24 LCAP. The increase in Health and Safety was complemented by the funding of the LCP for PPE, safety equipment, signage etc. The increase in socio-emotional support was needed and will continue in the 2021-24 LCAP. Input from our stakeholders and survey supported and validated the need to continue, but refine the Goals and Actions of the LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The pupil learning loss has been assessed through multiple means. The iReady data provided three diagnostic assessments to determine the status of the students grade level proficiency. The PLCs have analyzed the student data and are developing plans for providing additional support. The PLCs at the school sites identified the implementation of the Guaranteed and Viable curriculum to each grade level and determine if any instructional loss occurred to support the need for brief remediation and appropriate scaffolds for acceleration. To address the unique needs each school site is creating an EL Needs assessment to address learning loss specific to English Language Learners. The Pupil Services Department have analyzed the implementation of IEPs as well as the grade level proficiency of the students through iReady, BAS, DIBELs and other assessments to determine next steps.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All the Actions/Services on the LCAP were implemented with some limitations due to the safety protocols of COVID 19. Funds were used to support students, families and teachers through the distance learning process. The In-Person instruction, Distance Learning Program, and Learning Loss substantive differences were provided in each section.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

1. How did what we learned about what worked and didn't work the past two years inform the LCAP Development
Sanger Unified analyzed all the actions in the previous LCAP and determined the effectiveness of each action on unduplicated students and provided guidance for next steps. The actions included the following:

1.1: Balanced Literacy-District Pre-School
- Maintain with monitoring data of Action

1.2: College and Career Readiness-Career Technology Education, Program (VROP) Personnel Support, Advanced Placement Exams
- Maintain Action

1.3: Technology-Devices for 1:1 Program, Technology Site Support
- Maintain and Expand Action

1.4: Professional Learning-District Professional Learning Initiatives, Teacher Development and Retainment
- Maintain Action

1.5: Enrichment Opportunities-Summer School Enrichment, Visual and Performing Arts Support, Dual Language Enrichment Support
- Maintain and Expand Action

1.6: Parent and Family Engagement-Parent and Family Engagement Support, Parent Education Program Specialist
- Maintain and Expand Action

1.7: Additional Site Allocation- School Site Allocation
- Maintain with monitoring data of Action

2.1: Academic Intervention and Support-Additional site After School Program Support, Parent/Student Advocates
Modify Action

2.2: Social-Emotional and Behavioral Support-Psychologist at each site, Homeless/Foster Liaison, Restorative Practices Personnel
- Maintain with monitoring data of Action and Expand

2.3: English Learner Support-EL Program Specialist, English Learner PD
- Maintain with monitoring data of Action and Expand

3.1: Facilities, Safe School Environment
- Maintain with monitoring data of Action

3.2: Additional Transportation
- Maintain with monitoring data of Action

3.3: Class Size Reduction
- Maintain with monitoring data of Action

2. How did stakeholder input inform the LCAP development

As a result of stakeholder input and the analysis of Hanover Research on the 20-21 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 add the needed 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.

Actions to continue based on stakeholder 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: Will now 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 of the LCAP. Sanger Unified School District will continue to collaborate with stakeholders throughout the school year to explore and monitor the progress of implemented actions.

Stakeholders 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.

3. In what other ways have the past two years experiences informed the LCAP

The stakeholder input including the LCAP Survey, LCAP Guidance Committee and evidence from our Actions verified the need to continue to maintain, monitor and in some cases expand our current LCAP Actions.

Instructions: Introduction

The Annual Update Template for the 2019–20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

  - Pupil Participation and Progress,

  - Distance Learning Professional Development,

  - Staff Roles and Responsibilities, and

  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021-24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source

Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	111,838,524.00	119,110,560.00
Base	89,690,000.00	96,371,166.34
Local Supplemental/Concentration	22,148,524.00	22,739,393.66

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

Total Expenditures by Object Type

Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	111,838,524.00	119,110,560.00
0000: Unrestricted	89,690,000.00	96,371,166.34
1000-1999: Certificated Personnel Salaries	12,561,551.00	12,290,779.51
2000-2999: Classified Personnel Salaries	5,870,200.00	4,754,483.07
4000-4999: Books And Supplies	1,608,711.00	603,866.91
5000-5999: Services And Other Operating Expenditures	1,508,062.00	1,129,831.63
6000-6999: Capital Outlay	600,000.00	3,268,912.65
7000-7439: Other Outgo	0.00	691,519.89
Not Applicable	0.00	0.00
	0.00	0.00
	0.00	0.00

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

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	111,838,524.00	119,110,560.00
0000: Unrestricted	Base	89,690,000.00	96,371,166.34
1000-1999: Certificated Personnel Salaries	Local Supplemental/Concentration	12,561,551.00	12,290,779.51
2000-2999: Classified Personnel Salaries	Local Supplemental/Concentration	5,870,200.00	4,754,483.07
4000-4999: Books And Supplies	Local Supplemental/Concentration	1,608,711.00	603,866.91
5000-5999: Services And Other Operating Expenditures	Local Supplemental/Concentration	1,508,062.00	1,129,831.63
6000-6999: Capital Outlay	Local Supplemental/Concentration	600,000.00	3,268,912.65
7000-7439: Other Outgo	Local Supplemental/Concentration	0.00	691,519.89
Not Applicable		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00

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

Total Expenditures by Goal

Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	104,613,024.00	109,925,730.33
Goal 2	4,595,500.00	3,964,188.12
Goal 3	2,630,000.00	5,220,641.55

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program

Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$410,000.00	$1,194,000.00
Distance Learning Program	$4,198,000.00	$4,860,300.00
Pupil Learning Loss	$210,000.00	$210,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$4,818,000.00	$6,264,300.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)

Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$410,000.00	$1,194,000.00
Distance Learning Program	$4,198,000.00	$4,860,300.00
Pupil Learning Loss	$210,000.00	$210,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$4,818,000.00	$6,264,300.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)

Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	0	0
All Expenditures in Learning Continuity and Attendance Plan		

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Sanger Unified School District

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Local Control 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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Sanger is located in the heart of the Central Valley, approximately 12 miles southeast of the City of Fresno, in Fresno County. The city of Sanger is a rural, agriculturally based community with a population of 25,339. 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 26.7% 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 12,641 students. Of Sanger Unified students, 68% (8,589 students) of our students qualify for Free and Reduced Lunch, and 14% (1,788 students) are English Language learners. Despite the challenges our children face, Sanger has an 84% 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.

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 92.3%.

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

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 stakeholder input and the analysis of Hanover Research on the 20-21 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 add the needed 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.

Stakeholders 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 3 priorities of stakeholders include: Social Emotional Support, Academic Intervention and College and Career. Support Systems and Education for families is emerging as another top recommendation. Actions also high on the list this year include: Class Size Reduction, Enrichment Arts and Science, Visual and Performing Arts, Transportation and safety of Facilities.

Actions to continue based on stakeholder 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: Will now 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 stakeholders 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, stakeholders, and district office personnel. In addition, stakeholders were able to provide input via the Café Con Ponce meetings and School Site Council meetings. Stakeholders 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 stakeholders 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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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. Stakeholder 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 Stakeholder Survey
As part of the planning process for updating our Local Control Accountability Plan (LCAP), Sanger Unified School 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 stakeholder groups.
A total of 4,120 responded to the online survey from February 2- February 12.
Of the respondents, 27% qualify for free or reduced price meals, 7% indicated their children are English Learners, 4% indicated their children are on an Individualized Education Plan, 1% are Migrant and .2% are foster parents and 65% 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 imporatance and intent of LCAP and encourages input from all stakeholders.
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 Stakeholder meetings/ input opportunities:

LCAP stakeholder Presentation/ Input:

February 10 DELAC

February 2-12 Hanover LCAP Stakeholder Survey

March 23, April 15   SELPA Meeting- No input provided

April/May Sanger Unified Teachers Association Leadership- Certificated Bargaining Unit collection of responses

April/May Sanger Unified Classified Bargaining Unit collection of responses

April/May SHS/ WAMS Student Groups collection of responses

April/May Foster/ Homeless personal phone calls

April 15, 2021 Dolores Huerta Foundation Community Group

February 2-12 - 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.

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

Community Stakeholders also provided feedback through an open ended survey.

1. What services do you suggest Sanger Unified should continue?

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

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

4. Other suggestions and input

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 on going 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 stakeholder input is 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 stakeholder 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 30 members

15 Parents
3 EL
8 SED
4 None of above
4 Students
2 Teachers
1 Other employee
2 Administrators
1 SUSD board member
1 Community member
Certificated and Classified Local Bargaining units members

Observers
Superintendent - Adela Jones
Assistant Superintendent Tim Lopez

LCAP Guidance Committee Calendar and Focus Area

August 26, 2020	Learning Continuity Plan review and comment
January 27, 2021	Intro, Norms, Purpose and LCFF/LCAP Overview, LCAP Past and Present, Metrics and Goals and Priorities
March 16 ,2021	Student Achievement, Dashboard, EL Services, Stakeholder Input
April 20, 2021	Overview of Goals, Actions, Services and Expenditures, LCAP Survey Results
May 18, 2021	LCAP Writers small group discussions with committee, Budget Overview, Stakeholder Overview, Committee Input
June 15, 2021 @ 4pm	District English Language Advisory Council review of LCAP Draft
June 15, 2021 @ 6pm	District Advisory Council Review of LCAP Draft

Curriculum and Instruction Cabinet Meetings- March- May 2021
Met with the curriculum and instruction department leaders and provided an opportunity for input. The team synthesized the in put from the LCAP survey and LCAP stakeholder 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 12, 2021 District English Learner Advisory Council to review LCAP draft and provided opportunities for feedback.

June 15, 2021 LCAP Guidance Committee/DAC review of LCAP draft and provided opportunities for feedback.

The Superintendent sent a letter to the DELAC/DAC and LCAP Guidance committees in response to specific questions. In addition, the LCAP draft will be posted on May 24, 2021 on the district website for comment. An online form was made available to download and send to the district.

June 8, 2021 - Public Hearing at Board Meeting
June 22, 2021 - Board Meeting adoption of Sanger Unified LCAP, Annual Update, Budget and Local Indicators

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

Two areas have emerged as a common trend in each of the last 3 years of the LCAP Survey. The first is Social Emotional Learning. Stakeholders for 20-21 survey suggest SUSD 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 19-20 survey suggested increasing communication on social and emotional support services and the 18-19 survey suggested SUSD should provide improved social and emotional support for students. Around 60 percent of students feel that their school provides resources for helping them when they have social or emotional problems, makes them aware of resources that could help them with these needs, and teaches them how to get help for problems.

The second action that emerged in the last 3 years of the LCAP Survey is a focus on College and Career and Career Technical Education. 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.

Two additional actions that emerged in the top 3 recommendations for 2 out of the 3 years include intervention for struggling students and networks for families to support their children. In the 20-21 survey, intervention for struggling students was the number one key finding. In 18-19, results suggested that SUSD should prioritize developing a system of resources and interventions for struggling students. Nearly half of the parents and staff mentioned this as a top priority.

The second service that was in the top 3 recommendations for 2 out of 3 years was support systems and networks for families. In 20-21, 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: Reduce Class size, 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, Academic Intervention, College and Career, Academic Intervention, Transportation, English Learner Support

Common trends based on written responses for 20-21:

What services to you suggest Sanger Unified should continue?

Intervention Teachers
Literacy Support
Reading Intervention
Social Emotional Support including Special Friends/Friendship Club
Class Size Reduction
Parent Classes/Engagement
Career Pathways
English Language Development
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
Healthy Lunch
Accelerated Reader
Teacher Planning Days
New Social Studies Curriculum
Campus Monitors
Health Services
Pupil Services

What current services do you suggest Sanger Unified enhance or expand on?
Intervention
Reading Intervention Teachers
Early Literacy
Social Emotional Support

Welcoming Families
Smaller class size
Technology
Technology Support for Families
Programs for anti-bullying
Family Support Systems
Visual and Performing Arts including music teacher at all levels
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
Transportation- Possibly charge if students live within walking distance
Materials and supplies for school sites
Aides for RSP teacher support

What services do you suggest Sanger Unified provide that we are not currently providing?
Interventions
Liaison to reach out and help parents learn about school programs
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
Hands on classes: Wood Shop, Auto, Ag Mechanics, Home Economics
Phonics Curriculum
GATE opportunities at all schools
Accelerated Reader/ iReady Curriculum, science kits

Other suggestions and input
Use people already in special assignments to coach
Increase teacher planning days
Hire more Social Emotional Support Staff

The LCAP Guidance Committee ranked the actions in the following order:
Social Emotional Support
Academic Intervention
College and Career
Class Size Reduction
Facilities
English Learner Support
Literacy, Technology, Enrichment, Parent Engagement, Additional Site Allocation, Additional Transportation, Professional Learning

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As a result of stakeholder input and the analysis of Hanover Research on the 20-21 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 add the needed 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.

Stakeholders 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 3 priorities of stakeholders include: Social Emotional Support, Academic Intervention and College and Career. Support Systems and Education for families is emerging as another top recommendation. Actions also high on the list this year include: Class Size Reduction, Enrichment Arts and Science, Visual and Performing Arts, Transportation and safety of Facilities.

Actions to continue based on stakeholder 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: Will now 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 stakeholders throughout the school year to explore and monitor the progress of implemented actions.

Goal

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

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 unduplicated 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				0% misassignment 0% vacancies Data Year 2023-24 Data Source: CALSAAS
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source: Local Indicator				100% Data Year 2023-24 Data Source: Local Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards	Data Year: 2020-21 Data Source: State Self Reflection Tool score of 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%				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% Asian: 56% EL: 13% Hispanic: 37% Homeless: 28% SED: 36% SWD: 9%				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	White: 63%				
	Data Year: 2019-20 Data Source: CALPADS Cohort Outcome 15.2 Report" ALL: 48% African Am: 43% Asian: 75% EL: 11% Hispanic: 43% Homeless* SED: 45% SWD: 6% White: 58%				Data Year: 2023-24 Data Source: CALPADS Cohort Outcome 15.2 Report" Positive Growth
Pupil Achievement- CTE Completion	Data Year: 2019-20 Data Source: CALPADS Cohort Outcome 3.14 Report" ALL: 96% African Am: * Asian: 97% EL: * Hispanic: 95% Homeless* SED: 95% SWD: * White: 96%			Data Year: 2023-24 Data Source: CALPADS Cohort Outcome 3.14 Report" Positive Growth	
Pupil Achievement- AP Pass Rate for all students scoring 3 or higher including	DataYear: 2019 - 20 Data Source: DataQuest AP Test Report(CollegeBoard) All: 65%				Data Year: 2023-24 Data Source: DataQuest AP Test Report(CollegeBoard) Positive Growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
applicable student groups	African Am: 43% Asian: 75% EL: 11% Hispanic: 43% Homeless* SED: 45% SWD: 6% White: 58%				
Pupil Achievement-Early EAP English Language Arts pass rate for students meeting conditionally ready for higher status for all students including student groups	Data Year: 2018-19 Data Source: CAASPP Test Results All: 64% African Am: 44% Asian: 75% EL: 3% Hispanic: 60% Homeless* SED: 59% SWD: 23% White: 85%				Data Data Year: 2023–24 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 All:37% African Am: 28% Asian: 55% EL: 3% Hispanic: 30% Homeless* SED: 32% SWD: 7% White: 66%				Data Year: 2023-24 Data Source: CAASP Test Results Positive Growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Course of Study	Data Year: 2020-21 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules				Data Year: 2023-24 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules
Other Pupil Outcomes- i ready ELA	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				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 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				Data Year: 2020-21 Data Source: i ready diagnostic reports showing positive growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Other Pupil Outcomes - US/CSU Coursework	Results for #2 of 3 Grades K-8				
	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% CTE Completer 239 28.90% Both A-G and CTE 153 18.50%				Positive progress in percentage

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$97,975,596.00	No
2	Balanced Literacy	District Pre-School ($775,000) The Sanger Unified English Language Arts and Math data from state dashboard 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 unduplicated students. 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 socio-economic disadvantaged, English Learners, Homeless and Foster Youth. Sanger Unified will monitor the Desired Results Developmental Profile (DRDP) and the Kindergarten readiness profiles have shown	$775,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	College and Career Readiness	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. 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. Career Technology Education (CTE) Valley Regional Occupational Program (VROP) Personnel Support ($1,950,000) Advanced Placement Exams ($30,000) The unduplicated students have lower rates on the CCI indicator and lower attendance and graduation rates. 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, and 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. Additional funding provides support for unduplicated students 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. The above data would indicate continuing and expanding these opportunities would have a positive impact on the CCI, attendance and graduation rates of the unduplicated student populations	$1,980,000.00	Yes
4	Technology	Devices for 1:1 program ($1,500,000) Technology site support ($950,000) Unduplicated students perform at a lower proficiency rates on the state indicators on the CAASPP for English Language Arts and Math.	$2,450,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To ensure our unduplicated students 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. 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.		
5	Professional Learning	District Professional Learning Initiatives ($100,000) Teacher Development and Retainment ($700,000) Unduplicated students perform at a lower proficiency rates on the state indicators on the CAASPP for English Language Arts and Math. 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 students, English learners, and foster youth. The topics of the PD will be centered on our district's initiatives of high achievement for all students and closing the achievement gap. 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. The expectation is that the teachers will successfully implement strategies that maximize student learning and specifically to the unduplicated students. It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years.	$800,000.00	Yes
6	Enrichment Opportunities	Summer School Enrichment ($50,000) Visual and Performing Arts Support ($267,000) Dual Language Enrichment Support ($180,000)	$497,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Sanger Unified's state academic indicators in ELA and Math on CAASPP and local indicators on iReady ELA and Math show improvement is needed with respect to unduplicated students and students with disabilities. As a result, SUSD will enhance the access to Arts, Science, and enrichment opportunities for all students with an emphasis on unduplicated students and other subgroups identified to close achievement gaps. Sanger Unified will continue to provide increased summer school enrichment activities for students. Approximately 900 K-5 students confirmed to attend summer intervention/enrichment program to include fine arts, physical education and STEM. In addition, SUSD will provide a VAPA teacher on Special Assignment (TSA) for the regular school year. The TSA will facilitate arts implementation for all students K-12, especially targeting access for our unduplicated students. Additional instruments will be purchased to support the growing opportunities for 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. The future goal would be to add a Dual Language preschool program to provide a solid Spanish literacy foundation. It is our expectation that students in Dual Language programs out perform their peers on state assessment by 5th grade.		
7	Parent Engagement	Parent and Family Engagement Support ($86,000) As a result of stakeholder feedback, the need to support families in the education of their children has increased in the past year. This action was in the top 3 recommendations for 2 out of 3 years. In 20-21, it is recommended that SUSD further develop existing support networks	$86,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. SUSD will continue to offer Parent and Family Engagement classes for the 21-22 school year. The new format will include a variety of virtual and in person classes in addition to offering the class materials on the District's Website. To ensure our unduplicated students and families are successful and supported, SUSD will be combining services of our current Migrant Education, Comprehensive Youth Services and the District CARE Team. All three agencies will work together in a new Sanger Family Resource Center opening in June 2021. A Parent Education Program Specialist will be hired to serve and support all families. This action will increase awareness and participation in Parent and Family Engagement that will result in increased academic achievement for our unduplicated students as will as provide resources for Social Emotional Support.		
8	Additional Site Allocation	School Site Allocation ($2,600,000) Sanger Unified's state academic indicators in ELA and Math on CAASPP and local indicators on iReady ELA and Math show improvement is needed with respect to unduplicated students and students with disabilities. Each school site in Sanger Unified has unique academic and socio-emotional needs tailored to their unduplicated students. To address the unique needs of the schools, Therefore, school sites will be allocated funding based on the number of unduplicated students 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 principally focus on with an emphasis on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and	$2,600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		software to support student access to supplementary materials and technology support personnel. Expenditures include site level training of personnel focused on student access to reduce the learning gaps. It is our expectation that the implementation of these unique site services will target the unduplicated students 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.	
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.	
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.	
An explanation of how effective the specific actions were in making progress toward the goal.	
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.	
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.	
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.	
A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 unduplicated 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
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				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 2019-20 20.1 %				Data Year: 2023-24 Data Source: Data Quest Stay above RFEP rate for state and county
Pupil Achievement-Middle School Drop out rates	Data Year: 2019-20 Data Source:CALPADS 19-20 Fall 1 Less than 1%				Data Year: 2019-20 Data Source:CALPADS 19-20 Goal is zero

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement- High School Drop out rates	Data Year: 2019-20 Data Source:CALPADS Cohort Outcome report 19-20 3.39 %				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: 2023-24 Data Source:Data Quest 97%
Panorama Data	Data Year: Fall 2020 Data Source: Panorama Education Student Competency 4th-5th Emotional Regulation: 45% Growth Mindset: 57% Self-Efficacy: 51% Social Awareness: 66% Student Supports and Environment 4th-5th				Data Year: Fall 2023 Data Source: Panorama Education Positive Growth on all measures for 45h-5th and 6th-12th.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Rigorous Expectations: 79% Sense of Belonging: 71% Teacher-Student Relationships: 79% Student Competency 6th-12th Emotional Regulation: 46% Growth Mindset: 52% Self-Efficacy: 42% Social Awareness: 61% Student Supports and Environment 6th-12th Rigorous Expectations: 73% Sense of Belonging: 46% Teacher-Student Relationships: 66%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Intervention and Support	Additional site After School Programs Support ($1,063,000) Parent/Student Advocates ($350,000) 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 unduplicated student groups have shown a persistent learning gap on state and local assessment. Additional supportive interventions	$1,413,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Social-Emotional and Behavioral Support	through the use of After School Programs and Parent/Student advocates 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. In the 20-21 survey, intervention for struggling students was the number one key finding. In 18-19, results suggested that SUSD should prioritize developing a system of resources and interventions for struggling students. Nearly half of the parents and staff mentioned this as a top priority. SUSD will continue to provide no cost enrollment at Sanger High, Sequoia and Quail Lake School. Additional funds for Washington Academic Middle School specifically designed to provide access for unduplicated student groups and students with special needs to increase their participation in After School Programming. Priority enrollment is given to unduplicated students and students with Special Needs. By providing no-cost After School Program that includes a coordinator, support staff, teachers, and materials for intervention and enrichment specifically directed to create enrollment and participation opportunities for these target groups. According to local data, students have shown growth in areas of attendance, grades and behavior. Common metrics for entering and exiting the program have been established and are monitored by administration. SUSD will continue to provide Parent/Student Advocates to support unduplicated students. Psychologist at each site - Expansion of Services ($500,000) Homeless/Foster Liaisons ($112,000) Restorative Practices Personnel ($295,000) Teacher - Center for Behavioral Support ($100,000) Para Educators ($215,000) The district 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,	$1,222,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	English Learner Support	EL Program Specialist ($145,000) English Learner PD ($30,00)	$175,000.00	Yes

attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills, encouraging positive school experience, are shown to have a positive impact on academic growth. This approach is also directed at teaching anti-bullying skills in our schools and helpful in informing our parents on anti-bullying preventive measures taken in our schools. 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 adding 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/or foster youth. This will require the addition of a teacher and three para-educators.

Action #	Title	Description	Total Funds	Contributing
		English Learners in SUSD continue to show slower growth than English Only students on local assessments for ELA and Math. To ensure our English Language Learners are meeting grade level standards, SUSD will continue to support schools by providing multi-tiered systems of support services that are designed to meet the unique needs of English Learners including Migrant, Low Income, Foster Youth and students with special needs. SUSD will provide 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.		

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.
An explanation of how effective the specific actions were in making progress toward the goal.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.
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.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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: 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: 2023-24 Data Source: Facility Inspection Tool All Facilities maintained in good repair
Attendance Rates	Data Year: 2018-19				Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	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 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: 2023-24 Data Source: Data Quest 5%	
Suspension Rates	Data Year: 2019-20 Data Source: DataQuest 19-20 (Old				Data Year: 2023-24 Data Source: Data Quest 3 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%				
Expulsion Rates	Data Year: 2018-19 Data Source: Data Quest Less than 1%				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: 2023-24 Data Source: Panorama Students 70% Parents 90% Teachers 90% Data Year: 2023-24 Data Source: Panorama and LCAP Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities	Facilities ($377,357) The CA Dashboard the Sanger Unified student suspension rates show a Medium and Yellow (4.0%) for All students, Medium and Orange	$377,357.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(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%). 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 unduplicated 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 English Learner and Socioeconomically Disadvantaged students 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 unduplicated students, and suspensions for all students as well as the English Learner and Socio-Economically Disadvantaged students. Stakeholders have identified facilities as a top action over the past 2 years. This action has been effective at providing a safe learning environment for all students.		
2	Additional Transportation	Additional Transportation ($2,050,000) 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 students including English Learners and Socially Disadvantaged students 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	$2,050,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 unduplicated students on the ELA and Math CAASPP over the 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 has been effective at keeping attendance rates at a high level.		
3	Class Size Reduction	Class Size Reduction ($6,900,000) Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged Students. To address this need, Sanger Unified is committed to maintaining and enhancing class size reduction in grades TK-12. Maximum class size for TK-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. This includes, but is not limited to additional staffing at middle school, high school, physical education and special education. 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	$6,900,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Sanger Unified families. This action has been effective at increasing literacy development and numeracy by the 3rd grade.		

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.0%	$21,325,357

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Using the calculation tool provided by the state, Sanger Unified School District has calculated that it will receive $21,325,357 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal and Action Number List Example:
1.1: Balanced Literacy-District Pre-School
1.2: College and Career Readiness-Career Technology Education, Program (VROP) Personnel Support, Advanced Placement Exams
1.3: Technology-Devices for 1:1 Program, Technology Site Support
1.4: Professional Learning-District Professional Learning Initiatives, Teacher Development and Retainment
1.5: Enrichment Opportunities-Summer School Enrichment, Visual and Performing Arts Support, Dual Language Enrichment Support
1.6: Parent and Family Engagement-Parent and Family Engagement Support, Parent Education Program Specialist
1.7: Additional Site Allocation- School Site Allocation
2.1: Academic Intervention and Support-Additional site After School Program Support, Parent/Student Advocates
2.2: Social-Emotional and Behavioral Support-Psychologist at each site, Homeless/Foster Liaison, Restorative Practices Personnel
2.3: English Learner Support-EL Program Specialist, English Learner PD
3.1: Facilities, Safe School Environment
3.2: Additional Transportation
3.3: Class Size Reduction

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Sanger Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. These actions and services are being performed on a districtwide basis in order increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive $21,325,357 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 22%. Our LEA has demonstrated that it has met the 22% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$119,300,953.00				$119,300,953.00

	Totals:	Total Personnel	Total Non-personnel
Totals:	$101,462,615.00	$17,838,338.00	

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Base Services	$97,975,596.00				$97,975,596.00
1	2	English Foster Youth Low Income	Balanced Literacy	$775,000.00				$775,000.00
1	3	English Foster Youth Low Income	College and Career Readiness	$1,980,000.00				$1,980,000.00
1	4	English Foster Youth Low Income	Technology	$2,450,000.00				$2,450,000.00
1	5	English Foster Youth Low Income	Professional Learning	$800,000.00				$800,000.00
1	6	English Foster Youth Low Income	Enrichment Opportunities	$497,000.00				$497,000.00
1	7	English Foster Youth Low Income	Parent Engagement	$86,000.00				$86,000.00
1	8	English Foster Youth Low Income	Additional Site Allocation	$2,600,000.00				$2,600,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Foster Youth Low Income	Academic Intervention and Support	$1,413,000.00				$1,413,000.00
2	2	English Foster Youth Low Income	Social-Emotional and Behavioral Support	$1,222,000.00				$1,222,000.00
2	3	English Foster Youth Low Income	English Learner Support	$175,000.00				$175,000.00
3	1	English Foster Youth Low Income	Facilities	$377,357.00				$377,357.00
3	2	English Foster Youth Low Income	Additional Transportation	$2,050,000.00				$2,050,000.00
3	3	English Foster Youth Low Income	Class Size Reduction	$6,900,000.00				$6,900,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$21,325,357.00	$21,325,357.00
LEA-wide Total:	$21,325,357.00	$21,325,357.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Balanced Literacy	LEA-wide	English Learners Foster Youth Low Income	All Schools	$775,000.00	$775,000.00
1	3	College and Career Readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,980,000.00	$1,980,000.00
1	4	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,450,000.00	$2,450,000.00
1	5	Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$800,000.00	$800,000.00
1	6	Enrichment Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$497,000.00	$497,000.00
1	7	Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,000.00	$86,000.00
1	8	Additional Site Allocation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,600,000.00	$2,600,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Academic Intervention and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,413,000.00	$1,413,000.00
2	2	Social-Emotional and Behavioral Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,222,000.00	$1,222,000.00
2	3	English Learner Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	$175,000.00
3	1	Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$377,357.00	$377,357.00
3	2	Additional Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,050,000.00	$2,050,000.00
3	3	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,900,000.00	$6,900,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

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

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

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 stakeholders 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 stakeholder engagement tool.

Plan Summary

Purpose

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.

Requirements and Instructions

General Information – Briefly describe the students and community. 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.

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, stakeholder input, 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.

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

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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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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.

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? 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.

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

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

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

- **Support for Identified Schools**: Describe how the LEA 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.

- **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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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
- 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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 stakeholders 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.

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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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.

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**.

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 expenditure 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 expenditure 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 Services Section of the LCAP). 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Requirements and Instructions

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved:** 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:

  o **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.

  o **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.

  o **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 K-5), 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".

- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:

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

  o **Total Non-Personnel:** This amount will be automatically calculated.

- **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).

- **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.