LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sanger Unified School District-Quail Lake Environmental Charter School
CDS Code: 10-62414-6117865
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Adela Madrigal Jones, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

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

The total revenue projected for Sanger Unified School District-Quail Lake Environmental Charter School is $5,166,016, of which $4,695,761 is Local Control Funding Formula (LCFF), $100,860 is other state funds, $343,800 is local funds, and $25,595 is federal funds. Of the $4,695,761 in LCFF Funds, $195,319 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

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

Sanger Unified School District-Quail Lake Environmental Charter School plans to spend $4,906,016 for the 2019-20 school year. Of that amount, $4,906,016 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- lottery funds for site budget expenses

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

In 2019-20, Sanger Unified School District-Quail Lake Environmental Charter School is projecting it will receive $195,319 based on the enrollment of foster youth, English learner, and low-income students. Sanger Unified School District-Quail Lake Environmental Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sanger Unified School District-Quail Lake Environmental Charter School plans to spend $195,319 on actions to meet this requirement.
Update on Increased or Improved Services for High Needs Students in 2018-19

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

In 2018-19, Sanger Unified School District-Quail Lake Environmental Charter School's LCAP budgeted $210,238 for planned actions to increase or improve services for high needs students. Sanger Unified School District-Quail Lake Environmental Charter School estimates that it will actually spend $205,461 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-4,777 had the following impact on Sanger Unified School District-Quail Lake Environmental Charter School's ability to increase or improve services for high needs students:

The above difference is due to the adjustment of the budgeted total available LCAP dollars to the actual funds received in the 18-19 year.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name                  Contact Name and Title                  Email and Phone
Sanger Unified School District-Quail Lake Environmental Charter School Adela Madrigal Jones, Superintendent adela_jones@sanger.k12.ca.us (559)524-6521

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Quail Lake Environmental Charter School is one of three K-8 schools within the Sanger Unified School District, but is the only school which implements a charter based on environmental sciences. Since its inception, Quail Lake Environmental Charter School prides itself on high achievement and high standards. We believe we must meet the needs of the whole student in order to be successful. Therefore, grade level Professional Learning Communities focus on students academically, behaviorally, and emotionally to ensure we are providing the best environment for students and meeting the needs of each individual student at Quail Lake. The school serves 560 students from throughout the central San Joaquin Valley. 22% of Quail Lake Students participate in free or reduced lunch program, 3% of our students are English Learners, 13% Asian, 25% Hispanic and 51% caucasian. Quail Lake Environmental Charter School boasts an attendance rate that averages over 96%.

At Quail Lake Environmental Charter School students learn, laugh, grow, create and innovate while participating in hands-on science based inquiry to solve real-world problems through science, literacy, technology, engineering and math. Our students engage in rigorous science based curriculum through relevant application, collaboration, creativity. and critical thinking.

Quail Lake is located in the city of Clovis on the edge of the Sanger Unified School District. Sanger is located in the heart of the Central Valley, approximately 12 miles southeast of the City of Fresno, in Fresno County. The city of Sanger is a rural, agriculturally based community with a population of 25,313. Of the total population, 80% Hispanic, with the second largest group 32% identifying themselves as other races (2010 United States Census) The median income for a household in the city was $42,771 and 28.3% 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 numbers 11,700 students. Of Sanger Unified Students, 73% (8,445 students) of our students qualify for Free and Reduced Lunch, and 20% (2,268 students) are English Language learners. Despite the challenges our children face, Sanger has an 83% Daily Attendance rate, a rate we continually strive to improve.

As part of Sanger Unified’s success, Quail Lake Environmental Charter School continues to be built on foundational principles that have been consistent and are pervasive in the culture of Sanger Unified:

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

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

**LCAP Highlights**

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

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

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

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

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

Review of Performance

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

Greatest Progress

Quail Lake Environmental Charter School mirrored the Sanger Unified School District approach to improvement by focusing the analysis of the Fall 2018 release of the California Dashboards for English Language Arts, Mathematics, English Learners and Suspension Rate. The format of the information below includes the Color and Status from each of the CA Dashboards. The data includes the district, and charter school student groups. For the areas of greatest progress, we have identified student groups in green or blue status based on the CA Dashboard. The plans of action to maintain follows the data for each indicator.

**English Language Arts**

**District**

Color: n/a Status: n/a Change: (District not in blue or green)

**Quail Lake Environmental Charter School Student Groups**

Color: Blue (All Students) Status: Very High (All Students)
Color: Green (SED) Status: High (SED)
Color: Green (Hispanic) Status: High (Hispanic)

Quail Lake Environmental Charter School continues to perform at high levels of academic achievement. We provide our students with hands-on learning experiences encompassed with high...
rigor and standards. In order to continue our tradition of excellence, we will implement the following:

Plan of Action to Maintain or improve groups:

Continue to implement, refine and expand all elements of balanced literacy program with direct support and coaching from Literacy Specialist Teacher for all grades K-8
Continue to implement, refine and expand Universal Design for Learning to provide access to all learners
Continue to focus on Academic Discourse in student discussion and lesson design
Continue to offer effective instruction opportunities to improve student achievement
Response to Intervention efforts in Literacy through fidelity of implementation checks, updating intervention curriculum, and continue collaboration between Intervention Teachers, Literacy Support Teachers, and Classroom Teachers
MTSS efforts at the secondary schools includes: additional seminar courses, deployment, tutorial options before, during and after school, and assigned after school interventions
Continue to establish Writing support for students and teachers
PLCs utilize high leverage team actions to address instructional practices that analyze a unit (before, after and during) to improve student achievement in ELA
MTSS improvement cycle process will be used for continual and consistent analysis and progress monitoring of student performance data
Online professional development opportunities in English Language Arts (ELA) for teacher to build their capacity in ELA instruction
Increased opportunities to advance learning to those students who are achieving at high levels.

Mathematics
District
Color: n/a  Status: n/a  Change: (District not in blue or green)

Quail Lake Environmental Charter School Student Groups
Color: Blue (All Students) Status: Very High (All Students)
Color: Green (SED) Status: High (SED)
Color: Green (Hispanic) Status: High (Hispanic)

Plan of Action to Maintain
Increased opportunities to advance/deepen learning for those students who are achieving at high levels in all grades K-8
Focus Tier 1 efforts to ensure those students on grade level have opportunities to advance/deepen/progress their learning
Lesson study opportunities calendared at sites to improve lesson design and implementation
Continue to focus on Academic Discourse in student discussion and lesson design
Continue to offer effective instruction opportunities to improve student achievement
Math walks with DISs, administration, and CSPs supporting high quality math instruction using mathematical practices
Online professional development opportunities in Mathematics for teacher to build their capacity in math instruction
Professional Development to support new teachers specifically to accelerate skills in math instruction
MTSS monthly data team at site and district to review student achievement data in math
PLCs utilize high leverage team actions to address instructional practices that analyze a unit (before, after and during) to improve student achievement in Math
Continue to implement, refine and expand Universal Design for Learning to provide access to all learners

While are our groups showed slight decreases in distance from three, EL students maintained current levels and increased 3.4 points in distance from three.

Continue to focus on Academic Discourse in student discussion and lesson design
Individualized Language Plans created, developed and implemented for students who have attended Quail Lake for over 2 years. This provides a laser-like focus and goal setting on those students not showing growth.
Continued use of ELLevation software to streamline communication across the district, within sites and among teachers for access to data on English Learners.
Professional Development and grade level collaboration of ELD practices.
Implementation of designated and integrated EL programs at the classroom level.

Suspension Rate
District
Color: Green Status: Medium 3.6% Change: -0.4%

Quail Lake Environmental Charter School Student Groups
Color: Blue (All Students) Status: Very Low (All Students)
Color: Blue (SED) Status: Very Low (SED)
Color: Blue (Hispanic) Status: Very Low (Hispanic)
Color: Blue (Asian) Status: Very Low
Color: Green (white) Status: Low

Plan of Action to Maintain
Utilize PBIS and Restorative Justice plans: Continue to develop alternative options to suspension. Continue development of integrated MTSS team and monitor data regularly through iDashboard
Continue to build capacity for effective classroom management strategies through ongoing site and district PD opportunities
Continued implementation of Second Step and SEL curriculum. PD opportunities for new personnel

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

Greatest Needs
Quail Lake Environmental Charter School was labeled Green for both the English Language Arts and the Mathematics on the CA Dashboard. The format of the information below includes the Color, Status and Change from each of the CA Dashboards. The data includes the district, school, the
school's student groups. For the areas of greatest need, we have identified the district student groups and schools in Orange or Red status based on the CA Dashboard. The plans of action, with an additional focus on Students with Disabilities, follows the data for each indicator.

**District**
- *Color:* Orange *Status:* Low -19.7%
- *Change:* n/a

**Quail Lake Environmental Charter School Student Groups**
- *Color:* Green (All Students) *Status:* Very High, Declined
- *Color:* Yellow (EL) *Status:* Medium, Increased
- *Color:* Green (SED) *Status:* High, Declined

While most categories were labeled Green, Quail Lake has examined all practices and determined the following plan of action to ensure all students are learning at growing at current levels and beyond. It is our belief that while the majority of our students are performing at high or very high levels, they may decline in distance from 3.

**Plan of Action**
- Continue to find opportunities to advance the learning of those students who achieve at high levels by providing more enrichment opportunities and Tier One Enrichment of general lessons throughout the day.
- 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.
- Continue to implement, refine and expand the elements of Balanced Literacy program with direct support from Literacy Specialist Teacher.
- Response to Intervention efforts in Literacy through fidelity of implementation checks, updating intervention curriculum, and continue collaboration between Intervention Teachers, Literacy Support Teachers, and Classroom Teachers.
- PLCs utilize high leverage team actions to address instructional practices that analyze a unit (before, after and during) to improve student achievement in ELA.
- 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.
- Peer observations/instructional rounds to observe ELA effective instructional strategies.
- Differentiated supports will be provided to students based on identified areas of need.
- Peer observations/instructional rounds to observe effective instructional strategies in ELA.
- Continue to establish Writing support for students and teachers.

Quail Lake Environmental Charter School's acknowledges that SWD perform significantly lower than other student groups a plan of action includes the following:

- Maximize time in general education classroom accessing core instruction through expansion of co-teaching and other embedded models of support.
- Continue to build understanding that Universal Design for Learning is the foundation for Tier 1 high
quality instruction. Expand development of flexible learning environments that can accommodate individual learning differences and maximize access to core instruction. Continue pilot team training being provided to special education teachers on school site teams, including training for instructional coaches and leaders.

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.

Menu of differentiated supports being created by cross-departmental and curricular content teams.

Math Progress Indicator
District
Color: Orange Status: Low -33.1% Change: n/a

District Student Groups
Status: Low (ELs, Socio-Dis., Hisp.) & Very Low (Student w/Disabilities)
Change: Maintained (ELs, Socio-Dis., Hisp.), Declined (Student w/Disabilities)

Quail Lake Environmental Charter School Student Groups
Color: Blue (All Students) Status: Very High, Increased
Color: Green(EL) Status: High, Maintained
Color: Green (SED) Status: High, Maintained

Plan of Action:
Continue to find opportunities to advance the learning of those students who achieve at high levels by providing more enrichment opportunities throughout the day.
Modeled instruction by DIS or CSP
Math intervention classes provided after school for those students who struggle.
Continue to focus on Academic Discourse in student discussion and lesson design, expand teacher and leadership capacity in implementing and monitoring Academic Discourse
Continue to offer effective instruction opportunities to improve student achievement
Progress monitoring mathematics
Instructional Rounds at sites
Lesson study opportunities at sites
Math walks with DISs, administration, and CSPs supporting high quality math instruction using mathematical practices
Online professional development opportunities in Mathematics
Professional Development to support new Mathematics teachers specifically to catch them up on instructional strategies
Supported MTSS improvement cycle process for targeted schools and/or student groups
Peer observations/instructional rounds to observe Math effective instructional strategies
Differentiated supports will be provided to schools based on identified areas of need

Plan of action includes the following:
Maximize time in general education classroom accessing core instruction through expansion of co-teaching and other embedded models of support.
Continue to build understanding that Universal Design for Learning is the foundation for Tier 1 high quality instruction. Expand development of flexible learning environments that can accommodate individual learning differences and maximize access to core instruction. Continue pilot team
training being provided to special education teachers on school site teams, including training for instructional coaches and leaders.
Include special education teachers in training aimed at unpacking standards and determination of essential standards.
PLCs structured around high-leverage team actions that provide structure to a unit-(before, after and during) around the 4 critical questions of a PLC
Menu of differentiated supports being created by cross-departmental and curricular content teams. Math Walks with Designated Instructional Specialist (DIS) and principals/CSPs supporting high quality math instruction
Continue Professional Development for all teachers of Math with DIS’s

Plan of Action
Continue to find opportunities to advance the learning of those students who achieve at high levels by providing more enrichment opportunities throughout the day.
Modeled instruction by DIS or CSP
Math intervention classes provided after school for those students who struggle.
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.
Continue to focus on Academic Discourse in student discussion and lesson design, expand teacher and leadership capacity in implementing and monitoring Academic Discourse
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
Dual Identified students clearly recognized for language need or disability w/IEP language goals.
Use of ELLevation software to streamline communication across the district, within sites and among teachers to increase access to all data on EL students.
Peer observations/instructional rounds to observe ELD strategies and academic discourse.
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

Suspension Progress Indicator
District
Color: n/aStatus: n/aChange: n/a

Quail Lake Environmental Charter School Student Groups
Color: Blue (All Students) Status: Very Low, Maintained
Color: Blue (EL) Status: Very Low, Maintained
Color: Blue (SED) Status: Very Low, Maintained
Color: Blue (SWD) Status: Very Low, Maintained

Quail Lake Environmental Charter School continues to provide our students with high expectations and meaningful consequences when students fail to meet expectations. While we believe in the systems we have in place, Quail Lake Environmental Charter School continues to reflect and refine our procedures to ensure our practices are current and meet the needs of all our students.

Plan of Action:
Identify best practices and create systematic approach to positive behavior instruction
Create behavior academy where students learn best behavior expectations
Identify variable(s) impacting struggling students
Utilize PBIS and Restorative Justice plans
Increase capacity of leadership in Restorative Justice practices
Continue development of integrated MTSS team and monitor data regularly through iDashboard
Continue to build capacity for effective classroom management strategies through ongoing site and district PD opportunities
Initial implementation of SEL plan
Continued implementation of Second Step and SEL curriculum. PD opportunities for new personnel
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
Peer observations/instructional rounds to observe effective instructional strategies in social emotional and behavioral learning

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

**Performance Gaps**

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

The Quail Lake Environmental Charter School All Student Indicator for English Language Arts is Green with a status Level of VERY HIGH (+46.4 Scale score average distance from level 3) and a change level of declined ( -5.5 scale score average distance from level change from previous year) whereas the Students with Disabilities English Language Arts status level is low (-50.9 Scale score average distance level from 3) and a change level of declined (-1.2 Scale score average from level 3 change from previous year).

Quail Lake Environmental Charter School identified a performance gap with Students With Disabilities (SWD) on English Language Arts and Mathematics. In both cases SWD decreased in their distance from levels at a much lower rate than other sub groups, but were performing at lower levels.

**Plan Of Action:**
Special Education teachers will receive the same side by side professional development with regular education teachers.
Ensuring Students with Disabilities have greater access to Parent Student Advocates.
Instructional coaching of Special Education teachers with District Instructional Specialists.
Improve communication between core content teachers and Special Education teachers.
We will add site and district MTSS teams to monitor student data for Students with Disabilities on a monthly basis and develop actionable plans to support the students.

The SUSD All student indicator for Mathematics is Yellow with a status level of Low (-34.6 Scale score average distance from level 3) and a change level of Increased (5.9 Scale score average
distance from level 3 change from previous year). Students with Disabilities Mathematics Indicator is Red with a status level of Very Low (-111.3 Scale score average distance from level 3) and a change level of Maintained (4.7 Scale score average distance from level 3 change from previous year). African American Student Group Mathematics Indicator is Red with a status level of Low (-48 Scale score average distance from level 3) and a change level of Decreased Significantly (-10.5 Scale score average distance from level 3 change from previous year).

The Quail Lake Environmental Charter School All Student Indicator for Mathematics is Green with a status Level of VERY HIGH (+40.4 Scale score average distance from level 3) and a change level of declined (-10.9 scale score average distance from level change from previous year) whereas the Students with Disabilities English Language Arts status level is low (-50.5 Scale score average distance level from 3) and a change level of declined (-5.2 Scale score average from level 3 change from previous year).

Plan Of Action:
Special Education teachers will receive the same side by side professional development with regular education teachers.
Ensuring Students with Disabilities have greater access to Parent Student Advocates.
Instructional coaching of Special Education teachers with District Instructional Specialists.
Improve communication between core content teachers and Special Education teachers.
We will add site and district MTSS teams to monitor student data for Students with Disabilities on a monthly basis and develop actionable plans to support the students.

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

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

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

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

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

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

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

LCAP Year Reviewed: 2018-19

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

**18-19**
Positive growth from 2017-18 data

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

### Actual

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

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

**Baseline**
CAASPP English Language Arts

Average Distance from Level 3
- ALL - 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

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

**Actual**

ALL - (54 above standard) Increased 7.5
- African American - (*)
- Asian - (37 above standard) Maintained -2.8
- EL - (5.9 above standard) Maintained 2.0
- Hispanic - (35.2 above standard) Increased 11.8
- Homeless - (*)
- Multiple - (*)
- SED - (16.9 above standard) Declined 7.3
- SWD - (52.4 below standard) Maintained -0.8
- White - (65.1 above standard) Increased 9.4

ALL - (45 above standard) Increased 4.6
- African American - (*)
- Asian - (25.6 above standard) Declined 16.3
- EL - (1.3 above standard) Maintained -0.5
- Hispanic - (26.8 above standard) Increased 11.5
### 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)

### Metric/Indicator
5. A-G Completion rates for all students including applicable Student Groups

(Priority 4)

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

**Baseline**
A-G Rates -
- ALL – 48%
- African Am – 50%
- Asian – 75%
- EL – 45%
- Hispanic – 44%
- Homeless - *
- Multiple – 60%
- SED – 45%
- SWD – *
- White – 51%

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

### Actual

- **Homeless - (*)**
- **Multiple - (*)**
- **SED - (13.0 above standard) Maintained 1.0**
- **SWD - (62.7 below standard) Declined 11.5**
- **White - (55.7 above standard) Increased 4.5**

**Not Applicable for K-8 school.**
**Expected**

(Priority 4)

18-19
Positive Growth from 2017-18 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%

---

**Actual**

Not Applicable for K-8 school.

---

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

(Priority 4)

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

**Baseline**
AP Pass Rates -
- ALL –
- African Am –
- Asian –
- EL –
- Hispanic –
- Homeless -
- Multiple –
- SED –
- SWD – }
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>
| **Metric/Indicator**  
8. Early Assessment Program English Language Arts (ELA) pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups.  
(Priority 4) | Not Applicable for K-8 school. |
| **18-19**  
Positive Growth from 2017-18 Baseline for all students including applicable Student Group | |
| **Baseline**  
EAP ELA Rates ELA | |
| Ready and Conditionally Ready  
- ALL – 56%  
- African Am – *  
- Asian – 82%  
- EL – 2%  
- Hispanic – 50%  
- Homeless – *  
- Multiple – *  
- SED – 52%  
- SWD – 11%  
- White – 70% | |

**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) | Not Applicable for K-8 school. |
| **18-19**  
Positive Growth from 2017-18 Baseline for all students including applicable Student Group | |
| **Baseline**  
EAP Mathematics Rates | |
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>
| Ready and Conditionally Ready | • ALL – 22%  
• African Am – *  
• Asian – 43%  
• EL – 0%  
• Hispanic – 15%  
• Homeless – *  
• Multiple – *  
• SED – 17%  
• SWD – 3%  
• White – 32% | | |
| Metric/Indicator | 10. Student access to a broad course of study as measured by the analysis of school site master schedule (Priority 7) | 100% access to a broad course of study. |
| Metric/Indicator | 11. Other Pupil Outcome - Student Met or Exceeded rate on SUSD TK-2 District Progress Assessments in English Language Arts (ELA) and CDE Interim Comprehensive Assessments for English Language Arts (ELA) (Priority 8) | TK-2 DPA ELA Mastery Rates  
• ALL – 90%  
• African Am – *  
• Asian – %  
• EL – %  
• Hispanic – %  
• Homeless – *  
• Multiple – *  
• SED – %  
• SWD – %  
• White – % |
| Baseline | 100% access to a broad course of study | TK-2 DPA ELA Mastery Rates |
| Baseline | TK-2 DPA ELA Mastery Rates  
• ALL – 94%  
• African Am – *  
• Asian – 98%  
• EL – 90% | |
### Expected

- Hispanic – 93%
- Homeless – *
- Multiple – *
- SED – 90%
- SWD – 60%
- White – 96%

Need Baseline info for:

ICA ELA rates

### Metric/Indicator

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

(Priority 8)

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

### Baseline

TK-2 DPA Math Mastery Rates
- ALL – 73.6%
- African Am – *
- Asian – 78.7%
- EL – 60.6%
- Hispanic – 50%
- Homeless – *
- Multiple – *
- SED – 54.0%
- SWD – 29.5%
- White – 81.5%

Need Baseline info for:

ICA Math rates

### Actual

TK-2 DPA Math Mastery Rates
- ALL – 92%
- African Am – *
- Asian – %
- EL – %
- Hispanic – %
- Homeless – *
- Multiple – *
- SED – %
- SWD – %
- White – %
**Actions / Services**
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Services</strong></td>
<td>On-going operating costs to maintain existing programs and services to students such as teachers; administrators; instructional supplies; technology; clerical support; salaries, statutory costs and benefits; co-curricular and extra-curricular programs; Alternative Education; and pupil assessment.</td>
<td>0000: Unrestricted Base</td>
<td>0000: Unrestricted Base</td>
</tr>
<tr>
<td><strong>Additional Programs</strong></td>
<td>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.</td>
<td>$4,336,583</td>
<td></td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>Provided services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Athletics</strong></td>
<td>Elementary and Middle School Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Athletics</strong></td>
<td>Provide initial career technical education courses including supplies, equipment, facilities and some staff.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 21 of 158
Administrative Services
District Operations including Business, Human Resources, Facilities and Grounds Maintenance, Data Management, and other centralized district operations

Elementary and Middle School Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues

Provided initial career technical education courses including supplies, equipment, facilities and some staff.

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional School Site Allocation</td>
<td>Quail Lake Environmental Charter School’s CA School Dashboard ELA and Mathematics Performance Indicators showed our students performed at above standard levels and have increased distance from 3 at sufficient levels. Our English Learners and SWD performed lower than other groups, however, they are maintaining their current levels in ELA. We continue to implement practices at all grade levels to accelerate the learning process for these two groups and close the achievement gap. Our 2018 CAASPP data indicators show that EL students have</td>
<td>curriculum support and intervention teachers 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 79,539</td>
<td>Curriculum, materials, technology, environmental programs 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration 79,539</td>
</tr>
</tbody>
</table>
to continue to accelerate the learning process for these two groups to close the achievement gap at our site. Our CAASPP unduplicated pupil data indicators show that English Learners are Medium at 3.9 points above from Level 3 in English Language Arts and Students With Disabilities performance is Low at 50.9 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that All students performed at Very High Levels at 46.4 point above from level 3 in ELA. With regards to mathematics, English Learners are High at 1.8 points above Level 3 and Low-Income student performance is High at 12.1 points above Level 3, Students With Disabilities are Low at 50.5 points from Level 3 and All students are averaged as Very High at 40.4 above Level 3 in Mathematics Assessment.

Quail Lake budgeted funds for supplementary instructional materials for early literacy, intervention, technology and supplementary materials. Funds were also used to improve integration of the NGSS science standards through teacher professional development and expansion of our environmental focus and programs. An intervention teacher was available for struggling students, early literacy materials were purchased to meet the needs of all students and both hardware and software made the curriculum more accessible and targeted to individual student needs.

increased to 5.9 points above level 3 in ELA and SWD maintained last year's levels and SED students are performing at 16.9 points above standard. All students' average was Very High Levels and increased to 54 points from level 3 in ELA. In mathematics, EL students maintained high levels at 1.3 points above standards, SED students maintained at 13 points above standard and SWD declined 11.5 points to an average of 62.7 points below standard. Overall, students increased almost 5 points to 45 points above standard in Mathematics Assessment.
The District expects that Site expenditures principally focus on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, Foster Youth, and other subgroups identified to close achievement gaps. Expenditures are primarily used for supplementary instructional materials for early literacy, and intervention, technology hardware and software to support student access to supplementary materials and technology support personnel. Additionally, these funds provide for support personnel including; intervention teachers, early literacy reading teachers, and software to enable English learners and struggling readers to access reading skills. Expenditures may include site level training of personnel focused on student access to reduce the learning gaps.

It is the expectation of the district, the school site council and site leadership 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 Mathematics CAASP and upcoming College and Career Indicator at the secondary levels.

Action 3
Planned Actions/Services
Quail Lake Environmental Charter School’s CA School Dashboard ELA and Mathematics Performance Indicators showed our students performed at above standard levels and have increased distance from 3 at sufficient levels. Our English Learners and SWD performed lower than other groups, however, they are maintaining their current levels in ELA.

Our goal is to maintain this level of achievement. We continue to implement practices at all grade levels to accelerate the learning process for these two groups to close the achievement gap at our site. Our CAASPP unduplicated pupil data indicators show that English Learners are Medium at 3.9 points above from Level 3 in English Language Arts and Students With Disabilities performance is Low at 50.9 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that All students performed at Very High Levels at 46.4 points above from level 3 in ELA. With regards to mathematics, English Learners are High at 1.8 points above Level 3 and Low-Income student performance is High at

Actual Actions/Services
Quail Lake Environmental Charter School's CA School Dashboard ELA and Mathematics Performance Indicators showed our students performed at above standard levels and have increased distance from 3 at sufficient levels. Our English Learners and SWD performed lower than other groups, however, they are maintaining their current levels in ELA. We continue to implement practices at all grade levels to accelerate the learning process for these two groups to close the achievement gap. Our 2018 CAASPP data indicators show that EL students have increased to 5.9 points above level 3 in ELA and SWD maintained last year's levels and SED students are performing at 16.9 points above standard. All students' average was Very High Levels and increased to 54 points from level 3 in ELA. In mathematics, EL students maintained high levels at 1.3 points above standards, SED students maintained at 13 points above standard and SWD declined 11.5 points to an average of 62.7 points below standard. Overall, students increased almost 5 points to 45 points above standard in Mathematics Assessment.

District-wide implemented Applications, software, and materials that supports the

Budgeted Expenditures
Technology support specialists to support 1-to-1 program 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $11,145

Estimated Actual Expenditures
Technology support specialist to support 1 to 1 program 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $11,145
12.1 points above Level 3, Students With Disabilities are Low at 50.5 points from Level 3 and All students are averaged as Very High at 40.4 above Level 3 in Mathematics Assessment. District-wide implemented Applications, software, and materials that support the instructional focus will be provided in part by the Sanger Unified School District. Conference and training expenses have also been allocated by the district.

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 by the district. Funding for staffing will be supplemented by other sources from the district. It is our expectation that these services will result in increasing performance of our unduplicated students on the ELA and Math CAASPP.

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Literacy</td>
<td>Quail Lake Environmental Charter School's CA School Dashboard ELA Performance Indicators showed our students performed at above standard levels and have increased distance from 3 at sufficient levels. Our English Literacy Specialist Teacher provided by district. 1000-1999: Certificated Personnel Salaries Other $110,000</td>
<td>Literacy Specialist Teacher provided by district. 1000-1999: Certificated Personnel Salaries Other $110,000</td>
<td></td>
</tr>
</tbody>
</table>
with respect to maintaining student distance from 3 levels for All Students and most sub groups. Our English Learners and Student’s With Disabilities performed lower than other students, however they are increasing and maintaining their current levels in ELA. It is our goal to continue to accelerate the learning process for these two groups to close the achievement gap at our site. Our CAASPP unduplicated pupil data indicators show that English Learners are Medium at 3.9 points above from Level 3 in English Language Arts and Students With Disabilities performance is Low at 50.9 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that All students performed at Very High Levels at 46.4 point above from level 3 in ELA. Our data indicate a need focus on early literacy for improved achievement outcomes by 3rd grade.

Sanger Unified has allocated site appropriations add a Literacy Specialist Teachers (LST) 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 SWD performed lower than other groups, however, they are maintaining their current levels in ELA. We continue to implement practices at all grade levels to accelerate the learning process for these two groups and close the achievement gap. Our 2018 CAASPP data indicators show that EL students have increased to 5.9 points above level 3 in ELA and SWD maintained last year's levels and SED students are performing at 16.9 points above standard. All students' average was Very High Levels and increased to 54 points from level 3 in ELA. In mathematics, EL students maintained high levels at 1.3 points above standards, SED students maintained at 13 points above standard and SWD declined 11.5 pants to an average of 62.7 points below standard. Overall, students increased almost 5 points to 45 points above standard in Mathematics Assessment.

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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 in our K-8 classrooms. Resources will be allocated from the district to support a literacy-rich environment at our 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. 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 goal of all students being literate by 3rd grade.

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 goal of all students being literate by 3rd grade.

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Readiness Skills</td>
<td>Quail Lake Environmental Charter School’s CA School Dashboard ELA and Mathematics Performance Indicators showed our students performed at above standard levels and have increased distance from 3 at sufficient levels. Our English</td>
<td>Software and devices. 4000-4999: Books And Supplies Local Supplemental/Concentration $25,107</td>
<td>Software and devices 4000-4999: Books And Supplies Local Supplemental/Concentration $25,107</td>
</tr>
</tbody>
</table>
standard levels, however, improvement is needed with respect to maintaining student distance from 3 levels for All Students and most sub groups. Our English Learners and Student’s With Disabilities performed lower than other students, however they are increasing and maintaining their current levels in ELA. It is our goal to continue to excelerate the learning process for these two groups to close the achievement GAP at our site. Our CAASPP unduplicated pupil data indicators show that English Learners are Medium at 3.9 points above from Level 3 in English Language Arts and Students With Disabilities performance is Low at 50.9 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that All students performed at Very High Levels at 46.4 point above from level 3 in ELA. With regards to mathematics, English Learners are High at 1.8 points above Level 3 and Low-Income student performance is High at 12.1 points above Level 3, Students With Disabilities are Low at 50.5 points from Level 3 and All students are averaged as Very High at 40.4 above Level 3 in Mathematics Assessment.

Quail Lake Environmental Charter School remains committed to enhance the motivation of students academic achievement through College and Career readiness opportunities for all students including English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Quail Lake Environmental Charter School in partnership with Sanger Unified School District
Provide support for College and Career exploration with the software program to enable the identified students to build background knowledge of future opportunities.

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

2. Provide access for all 8th grade students to the College Board PSAT. The data from the PSAT provides diagnostic support through the Kahn Academy to support student success.

3. Career Technical Education personnel support in the K-8 grade levels to increase the awareness of CTE.
• Career Technical Education personnel support in the K-8 grade levels to increase the awareness of CTE through exploration and exposure of identified students and the implementation of CTE Pathways.

• Allocate resources to enhance parent exposure to Career Technical Education in SUSD Pathways and industry partners.

• Resources allocated to the 7-8th grade levels to support Career Technical Education course development and materials and supplies to support the Career pathways at 9-12 and career exploration/awareness in 7th/8th grade.

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-8 classrooms will continue to be utilized to explore innovative practices in instruction. In addition, Sanger Unified School District included Quail Lake Environmental Charter school in the use of other funding sources to purchase student devices to continue the goal toward K-8 1:1 deployment and infrastructure.

It is our expectation that these services resulted in increased performance of our students.
practices in instruction. In addition, Sanger Unified School District will include Quail Lake Environmental Charter school is the use of other funding sources to purchase student devices to continue the goal toward K-8 1:1 deployment and infrastructure.

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.

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>Quail Lake Environmental Charter School’s CA School Dashboard ELA and Mathematics Performance Indicators showed our students performed at above standard levels and have increased distance from 3 at sufficient levels. Our English Learners and SWD performed lower than other groups, however, they are maintaining their current levels in ELA. We continue to implement practices at all grade levels to accelerate the learning process for these two groups and close the achievement gap. Our 2018 CAASPP data indicators show that EL students have increased to 5.9 points above level 3 in ELA and SWD maintained last year's levels and SED students are performing at 16.9 points above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
<td>Additional Professional Learning and support 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $34,983</td>
<td>Additional Professional Learning and support 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $34,983</td>
</tr>
</tbody>
</table>
unduplicated pupil data indicators show that English Learners are Medium at 3.9 points above from Level 3 in English Language Arts and Students With Disabilities performance is Low at 50.9 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that All students performed at Very High Levels at 46.4 points above from level 3 in ELA. With regards to mathematics, English Learners are High at 1.8 points above Level 3 and Low-Income student performance is High at 12.1 points above Level 3; Students With Disabilities are Low at 50.5 points from Level 3 and All students are averaged as Very High at 40.4 above Level 3 in Mathematics Assessment. Professional Development will be provided by the Sanger Unified School District for all Pre-K through 8th grade teachers to build their capacity in educational pedagogy and assessment that pertains to Quail Lake Environmental Charter School. Professional learning goals met the needs for all students especially low-income students, English learners, and foster youth. The topics of the PD were centered on our district’s initiatives and align to the goals of this site for the high achievement for all students and closing the achievement gap.

Funds were allocated from Sanger Unified School District to implement PD learned at district level. Teachers had time to work in PLCs to discuss best strategies learned in PD and plan. This included support by the District
Funds will be allocated from Sanger Unified School District 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, when needed, to embedded PD at sites. It is our expectation that these services resulted in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years.

District personnel provided Professional learning to meet the needs of all students especially low-income students, English learners, and foster youth. Professional Development opportunities, provided by Sanger Unified School District, were available to increase and improve services to our EL students.

College and Career Readiness Professional Learning was provided by Sanger Unified School District to link the middle school to develop 21st Century skills and district initiatives. In addition, TK-6th grade teachers developed further understanding of 21st Century Skills and computer science standards as provided for by Sanger Unified School District.

### Action 7

<table>
<thead>
<tr>
<th>Planned</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Enrichment

Quail Lake Environmental Charter School, CA's CA School Dashboard ELA and Mathematics Performance Indicators showed our students performed at above standard levels; however, improvement is needed with respect to maintaining student distance from 3 levels for All Students and most subgroups. Our English Learners and Student’s With Disabilities performed lower than other students, however, they are increasing and maintaining their current levels in ELA. It is our goal to continue to accelerate the learning process for these two groups to close the achievement gap at our site. As a result, Quail Lake Environmental Charter School will partner with SUSD to enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. In partnership, Quail Lake Environmental Charter School and Sanger Unified will:

1. Provide enrichment opportunities for all grade levels.
2. Provide increased summer school, intersession, and bridge programs.

Quail Lake Environmental Charter School's CA School Dashboard ELA and Mathematics Performance Indicators showed our students performed at above standard levels and have increased distance from 3 at sufficient levels. Our English Learners and SWD performed lower than other groups, however, they are maintaining their current levels in ELA. We continue to implement practices at all grade levels to accelerate the learning process for these two groups and close the achievement gap. Our 2018 CAASPP data indicators show that EL students have increased to 5.9 points above level 3 in ELA and SWD maintained last year's levels and SED students are performing at 16.9 points above standard. All students' average was Very High Levels and increased to 54 points from level 3 in ELA. In mathematics, EL students maintained high levels at 1.3 points above standards, SED students maintained at 13 points above standard and SWD declined 11.5 points to an average of 62.7 points below standard. Overall, students increased almost 5 points to 45
support activities in order to provide enrichment activities for students.

3. Allocate resources to provide for a VAPA TSA. The TSA will facilitate arts implementation for all students K-8 especially targeting access for our low-income, English Learners and foster youth. Funds will be allocated from Sanger Unified School District to support music teachers to support elementary music instruction and provide equity to programs offered at other Sanger Unified school sites. Additional resources may be allocated and expenditures may include: curriculum materials, and equipment.

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

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.

points above standard in Mathematics Assessment.

Quail Lake Environmental Charter School budgeted funds for Band, science professional developments, garden improvements and materials for enrichment opportunities in classrooms.
### Action 8

**Planned Actions/Services**

This Action embedded in College and Career.

**Actual Actions/Services**

- This Action embedded in College and Career.

**Budgeted Expenditures**

- Estimated Actual Expenditures

### Action 9

**Planned Actions/Services**

- Library/Media Service
- Quail Lake Environmental Charter School's CA School Dashboard
- ELA and Mathematics
- Performance Indicators show our students perform at above standard levels, however; improvement is needed with respect to maintaining student distance from 3 levels for All Students and most sub groups. Our English Learners and Student’s With Disabilities performed lower than other students, however they are increasing and maintaining their current levels in ELA. It is our goal to continue to accelerate the learning process for these two groups to close the achievement gap at our site. As a result, Quail Lake Environmental Charter School will partner with SUSD to enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close

**Actual Actions/Services**

- Quail Lake Environmental Charter School's CA School Dashboard
- ELA and Mathematics
- Performance Indicators showed our students performed at above standard levels and have increased distance from 3 at sufficient levels. Our English Learners and SWD performed lower than other groups, however, they are maintaining their current levels in ELA. We continue to implement practices at all grade levels to accelerate the learning process for these two groups and close the achievement gap. Our 2018 CAASPP data indicators show that EL students have increased to 5.9 points above level 3 in ELA and SWD maintained last year's levels and SED students are performing at 16.9 points above standard. All students' average was Very High Levels and increased to 54 points from level 3 in ELA. In mathematics, EL students maintained high levels at 1.3 points above standards, SED students maintained at 13 points above standard and SWD declined

**Budgeted Expenditures**

- Expansion of library resources 4000-4999: Books And Supplies
- Local Supplemental/Concentration
- $3,173

**Estimated Actual Expenditures**

- Expansion of library resources 4000-4999: Books And Supplies
- Local Supplemental/Concentration
- $3,173
In partnership, Quail Lake Environmental Charter School and Sanger Unified will:
Allocate additional library support days (2 days to be used before and/or after school yr.)
Provide additional support for Library Service coordinator (5 hrs/day)
K-8 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.

11.5 pants to an average of 62.7 points below standard. Overall, students increased almost 5 points to 45 points above standard in Mathematics Assessment.

Quail Lake Environmental Charter School spent funds for Accelerated Reader Charms for students, electronic books and furniture to enhance the library environment and provide students places to read and study.

**Action 10**

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

**Analysis**

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

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

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

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

**Action 6**

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

**Action 8**

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.

**Action 10**

Funds allocated to Quail Lake were fully implemented. Teachers had time to work in PLCs to discuss best strategies learned in PD action was fully implemented. We provided most of the PL that included learning to reduce the barriers for English Learners, SED, homeless and foster youth. Additionally, we had two consultants help with Professional Learning Communities (PLC) for math instruction and Next Generational Science Standards (NGSS).

**Action 11**

Provided summer school enrichment activities were fully implemented. Resources supported the VAPA TSA and the additional music teachers. Enrichment opportunities for students in grades K-8 was fully implemented. Enrichment in district led STEM activities was fully implemented. Support for the Dual Language programs were fully implemented.

**Action 13**

Library hour extension was fully implemented. However, we did not use all the funding. Additional library support days and additional support for Library Service coordinator was fully implemented.

**Action 14**

Class size reduction was fully implemented.

**Action 7** -

The technology software was fully implemented, but from another funding source. The technology support specialist was fully implemented.

**Action 9** -

College and Career Readiness actions regarding the new CTE site support was not fully implemented.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effectiveness
Action 6 - Site allocations provided opportunities for specific actions directed at local actions of the site.
Action 7 - One to one ipads for grades 3-12 have continued to enhance the technology access for targeted students.
Action 8 - Enabled the continued focus of our Balanced Literacy initiatives to increase the grade level reading of ALL students by third grade.
Action 9 - Enabled the continued development of CTE Pathways 9-12, Pathway developmental courses 6-8, and the College and Career exposure of the Sanger Pledge.
Action 10 - Professional learning provided district support for the implementation of our initiatives including Professional Learning Communities, Effective Instruction, Multi-Tiered System of Supports. Specific focus for professional learning included Academic Discourse, Universal Design for Learning, Guaranteed Viable Curriculum, Next Generation Science Standards and English Language Development
Action 11 - Provided additional support for students regarding Visual and Performing Arts in grades K-12, STEM activities K-12 and the continued development of the Dual Language programs at two sites.
Action 13 - Enhanced the library access, support and library environment for students at all sites.
Action 14 - Continued to maintain a class size reduction approach to the district classrooms K-12.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District Wide:
For Action 7, we did not use the $20,00 budgeted funding for technology software. For Action 9, we did not use the entire budgeted allocation in College and Career site support, CTE parent engagement, and CTE Pathway course support for books and supplies.
Action 7 - Technology - The technology software funding was budgeted, but provided from another funding source.
Action 9 - College and Career Readiness - Budgeted funds for CTE site support, CTE parent engagement and CTE Pathway course support was not fully expended.
Action 1 - An increase in personnel costs resulted in an increase in the expenditure.
Action 3 - An increase in personnel costs resulted in an increase in the expenditure.
Action 5 - An increase in personnel costs resulted in an increase in the expenditure.
Action 8- Early Literacy Books and Supplies expenditures were less than allocated due to the fact that many sites had already updated and increased their their Guided Reading Libraries.

Action 10- Professional Learning Actual Expenditures surpassed the budgeted expenditure due to the fact that much of the grant funded Professional Learning has begun to phased out due to completion of grants.
Action 11- Enrichment- STEM - Less start up STEM expenditures needed than anticipated.
Action 12- Career Technical Education - Used less funding on the development of courses than expected due to limited purchase of new curriculum.
Action 14- Class size reduction - increase in enrollment of students anf full time equivalent teachers.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**District Wide**

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

LCAP Year Reviewed: 2018-19

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

| Local Priorities: |

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. English Learners making annual growth as measured by CELDT/ELPAC annual growth data (Priority 4)</td>
<td>English Learner Progress Indicator</td>
<td></td>
</tr>
<tr>
<td>18-19 Positive Growth from 2017-18</td>
<td>Level 4 - Well Developed 52.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 3 - Moderately Developed 38.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 2 - Somewhat Developed 9.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 1 - Beginning Stage 0.0%</td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>No AMAO 1 for 2016, However: 59.97% percent EL students made progress on CELDT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>English Learner Progress Indicator</td>
<td>Status - 71.0% Change - 0.4%</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>14. English Learner Reclassification rate</td>
<td>0%</td>
</tr>
<tr>
<td>(Priority 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Maintain reclassification rate</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>English Learner Reclassification rate 3%</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>15. Middle school dropout rates for all and applicable Student Groups</td>
<td>0% for All and Student Groups</td>
</tr>
<tr>
<td>(Priority 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>0% for All and Student Groups</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>16. High school dropout rates for all and applicable Student Groups</td>
<td>Not applicable for K-8 school.</td>
</tr>
<tr>
<td>(Priority 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups</td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
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<tr>
<td>------------------</td>
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<td>--------</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Dropout Rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. ALL – 3.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. African Am – 0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Asian – 0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. EL – 4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Hispanic – 2.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Homeless - *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Multiple – 16.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. SED – 3.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. SWD – 6.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. White – 5.6%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17.</strong> High school graduation rates for all and applicable Student Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(Priority 5)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Graduation Rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ALL – 95.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• African Am – 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Asian – 98.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• EL – 93.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hispanic – 95.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Homeless - *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Multiple – 83.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SED – 95.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SWD – 78.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• White – 92.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Sanger Pledge/Central Valley Promise Rates 17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Locally defined Sanger Pledge/Central Valley Promise rate of:</td>
<td></td>
</tr>
<tr>
<td>• GPA 2.7 or better</td>
<td></td>
</tr>
<tr>
<td>• No D/F in Math/English Language Arts/Science/Social Studies</td>
<td></td>
</tr>
<tr>
<td>• Attendance rate of 96% or better</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not applicable for k-8 school.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Expected
- No suspensions
(Priority 8)

### Actual
- Hispanic – 61.0%
- Homeless - 28.1%
- Multiple – 60.0%
- SED – 60.5%
- SWD – 0%
- White – 71.8%

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

### Baseline
Sanger Pledge/Central Valley Promise Rates
- ALL – 48.4%
- African Am – 55.0%
- Asian – 71.7%
- EL – 25.7%
- Hispanic – 47.3%
- Homeless - 28.1%
- Multiple – 58.6%
- SED – 49.4%
- SWD – 21.2%
- White – 57.7%

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

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Intervention and Support</strong></td>
<td><strong>Academic Intervention and Support</strong></td>
<td>4000-4999: Books And Supplies Local Supplemental/Concentration $2,755</td>
<td>4000-4999: Books And Supplies Local Supplemental/Concentration $2,755</td>
</tr>
<tr>
<td>Sanger Unified’s CA School Dashboard Indicator 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 -41.9 points from Level 3 in English Language</td>
<td>This specific action was 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</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Other $150,000</td>
<td>LST position from district funds 5800: Professional/Consulting Services And Operating Expenditures Other $150,000</td>
</tr>
</tbody>
</table>
Arts and -54 points from Level 3 in Mathematics. Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts and Low at -44 in Mathematics. 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 were targeted and uniquely designed to take into account additional and unique risk factors for English Learners, Foster Youth and Low Income students. To expand access and opportunity to academic intervention and supports to these targeted student groups, Sanger Unified:

Supported school sites in providing multi-tiered systems of support that are designed to meet the unique needs of English Learners, Low Income and Foster Youth students at sites;

Additionally, an opportunity for no cost to Quail Lake 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 included a coordinator, support staff, teachers, and materials for intervention and enrichment specifically directed to create enrollment and participation opportunities for these target groups;

Support school sites in providing multi-tiered systems of support that are designed to meet the unique needs of English Learners, Low Income and Foster Youth students at sites;

Additionally, an opportunity for no cost enrollment at Sanger High, Sequoia and Quail Lake 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 Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts and Low at -44 in Mathematics. 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 were targeted and uniquely designed to take into account additional and unique risk factors for English Learners, Foster Youth and Low Income students. To expand access and opportunity to academic intervention and supports to these targeted student groups, Sanger Unified:
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;

- 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-socio economic, Homeless and Foster Youth are used to support RTI programing and services. This specific action/service is principally directed towards and effective in, increasing and improving outcomes for low income, English Learners, and Foster and Homeless Youth;

- Hire Student Advocates (8) at both SHS and WAMS with 50% of the expenditures from District LCAP. This action/services is principally direct to increase services and supports directly to Low income, English Learners, and Foster

SUSD provided, Response to Intervention (RTI) training and support on processes and procedures. This action was designed to increase the capacity of staff to better identify and serve those struggling in reading and math, provided 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-socio economic, Homeless and Foster Youth are used to support RTI programing and services. This specific action/service is principally directed towards and effective in, increasing and improving outcomes for low income, English Learners, and Foster and Homeless Youth;

- SUSD offered Summer School for remediation, intervention, principally directed towards at risk, low income, English Learners, Foster Youth students. Our expectation is that these services will result in increased performance of students on CAASPP and A-G completion over the next three years.

- Additional Books and Supplies supported the interventions efforts at Quail Lake.
Youth students to increase school engagement and academic achievement;

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 students on CAASPP and A-G completion over the next three years;

Provide an opportunity for students to enroll in a Dual Language Program. Research indicates those students that participate in Dual Language education, demonstrate higher academic achievement and cognitive skills. It is our expectation that this service will increase the overall academic performance of these students.

Through these actions/services of multi-tiered system of support, we expect that these services will continue to result in increased performance of students on the ELA and Math CAASPP assessment over the next three years.

<table>
<thead>
<tr>
<th>Action 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Youth students to increase school engagement and academic achievement;</td>
</tr>
</tbody>
</table>
Social-Emotional Learning (SEL) and Behavioral Support

Social-emotional trauma has been positively linked to poor academic performance. Our CAASPP unduplicated pupil data indicators show that we are Low at (-) 32-42 points from Level 3 in Mathematics and (-) 44-54 points from Level 3 in English Language Arts. 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. It is anticipated that this action will support positive CAASPP growth from 2017/18 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 also coordinated and collaborated with care providers.

Psychological Services, Homeless/Foster support 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $9,597

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.
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 2018-2019.

| Implementation of a Positive Behavior Intervention and 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. |
CAASPP growth from 2017/18 baseline.

Analysis

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

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

District Wide

Action 1
Provided after school programs at Sanger High, Sequoia, and Quail Lake School, and additional funds for Washington Academic Middle School. Math RTI pilots were in year two of piloting software in five elementary schools. The five schools did participate in piloting math RTI through universal screening, diagnostic assessment, benchmark and progress monitoring of student growth, instructional shifts, student goal setting, and predictive data. We continued to provide, Response to Intervention (RTI) training and support to sites on processes and procedures directly through Intervention Teacher PLCs. This action is designed to increase the capacity of staff to better identify and serve those struggling in reading and math, provide supplemental curriculum and materials as needed. Funded eight Student Advocates at both SHS and WAMS with 50% of the expenditures from District LCAP and 50% from SHS/WAMS LCAP allocation. We provided additional supports for English Learners were included: materials and supplies, targeted tutoring after school, push in support at the high school/middle school level, translating services and conference and travel for Professional Development opportunities to build the capacity of teachers and administrators to improve services and achievement outcomes for English Learner students. Provided parent engagement opportunities for their child's education. Activities/Events included: College Knowledge Academy, participation on LCAP Guidance Committee, Migrant Parent Meetings and Events and District level Parent Involvement Meetings. Sanger provided an opportunity for students to enroll in a Dual Language Program.

Action 2 - Social Emotional Learning: Classified personnel to support new Center for Behavioral Evaluation was not fully expended. We hired two of the three expected para-educators at the beginning of the year and then hired the third para-educator at the end of the year in May. The district added social-emotional support personnel (expansion of psychological support services). SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills, encouraging positive school experience, are shown to have a positive impact on academic growth. This approach is also directed at teaching anti-bullying skills in our schools and helpful in informing our parents on anti-bullying preventive measures taken in our schools. SUSD provided a Community Liaison whose goal is to provide on-site support to foster youth and homeless students as well as increase identification and tracking of incoming students. The Liaison also

coordinated and collaborated with care providers, social workers, service providers, and school-based service providers to ensure that foster and homeless youth receive the full benefit of their education. This support, encouraging positive school experience, has
shown to have a positive impact on academic growth. Implementation of a Positive Behavior Intervention in Supports (PBIS) framework, principally directed, for assisting school personnel in maintaining and organizing evidence-based behavioral interventions 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. The district added 2 Restorative Justice (RJ) personnel to support the middle school and high school program as it implements RJ programming focused on mediation, relationship-reparation, and alternatives to a punitive punishment response. These positions were principally directed to those same at-risk, Tier 2 students who require specific support for unique needs. The district added 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 required the addition of a teacher and two para-educators at the beginning of the year and the additional third para-educator was hired at the end of the year due to the increased need.

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

District Wide

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District Wide

We had material differences in Action 1 and 2.

Action 1 - Academic Intervention and Support- Budgeted funds for RTI Books and Supplies and Parent/Student Advocates was not fully expended

Targeted English Learner Support was budgeted but was partially funded from another funding source.

Action 2 - Social Emotional Learning- Classified personnel to support new Center for Behavioral Evaluation was not fully expended.

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

No changes
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

<table>
<thead>
<tr>
<th>Annual Measurable Outcomes</th>
<th>Expected</th>
<th>Metric/Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>19. Properly Credentialed teachers as measured by Misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Priority 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18-19 Maintain and/or improve levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baseline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Misassignments of teachers of English Learner - 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total teacher misassignments - 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vacant teacher positions - 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18-19</td>
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<tr>
<td></td>
<td></td>
<td>.Maintain and/or improve levels</td>
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<td>Baseline</td>
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<tr>
<td></td>
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<td>Misassignments of teachers of English Learner - 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total teacher misassignments - 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vacant teacher positions - 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>99.36%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of teachers of English Learner - 0</td>
<td></td>
</tr>
<tr>
<td>Total teacher misassignments - 0</td>
<td></td>
</tr>
<tr>
<td>Vacant teacher positions - 0</td>
<td></td>
</tr>
<tr>
<td>99.36%</td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(Priority 1)</td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>Maintain above 95%</td>
</tr>
<tr>
<td>Baseline</td>
<td>Facilities Inspection Tool</td>
</tr>
<tr>
<td>2015-16</td>
<td>97.8%</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td></td>
</tr>
<tr>
<td>21. Parent involvement through the local indicator tool</td>
<td></td>
</tr>
<tr>
<td>(Priority 3)</td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>Need Baseline Data from local indicator tool</td>
</tr>
<tr>
<td>Baseline</td>
<td>Maintain Parent Involvement above 80% as measured by Parent Survey - 82.5%</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td></td>
</tr>
<tr>
<td>22. Student attendance rates for all and applicable Student Groups</td>
<td></td>
</tr>
<tr>
<td>(Priority 5)</td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>Maintain above 95% for all and applicable Student Groups</td>
</tr>
<tr>
<td>Baseline</td>
<td>Student Attendance Rates</td>
</tr>
<tr>
<td>2015-16</td>
<td>ALL – 95.6%</td>
</tr>
<tr>
<td></td>
<td>African Am – 95.2%</td>
</tr>
<tr>
<td></td>
<td>Asian – 97.6%</td>
</tr>
<tr>
<td></td>
<td>EL – 95.5%</td>
</tr>
<tr>
<td></td>
<td>Hispanic – 95.1%</td>
</tr>
<tr>
<td></td>
<td>Homeless - 93%</td>
</tr>
<tr>
<td></td>
<td>Multiple – 97.2%</td>
</tr>
<tr>
<td></td>
<td>SED – 95.2%</td>
</tr>
</tbody>
</table>
### Metric/Indicator

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

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

### Actual

Chronic Absenteeism Rates 17-18 Ca Dashboard  
- ALL – 2.4% Maintained 0.3%  
- African Am – *%  
- Asian – 1.4% Maintained -0.2%  
- EL – *%  
- Hispanic – 2.7% Declined 1.9%  
- Homeless - *%  
- Multiple – 2.0% Increased 2.0%  
- SED – 3.0% Maintained 0%  
- SWD – *%  
- White –2.7% Increased 1.3%

### Metric/Indicator

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

**Baseline**  
Suspension Rates - 2015  
- ALL – 4.2%  
- African Am – 7.2%  
- Asian – 1.5%  
- EL – 2.7%  
- Hispanic – 4.8%  
- Homeless - *

### Actual

Suspension Rates - 17-18 Ca Dashboard  
- ALL – 0.3% Maintained -0.2%  
- African Am – *%  
- Asian – 0% Maintained 0%  
- EL – *%  
- Hispanic – 0% Maintained 0%  
- Homeless - *  
- Multiple – 0% Maintained 0%  
- SED – 0% Maintained 0%  
- SWD – *%  
- White – 0.7% Declined -0.4
### Metric/Indicator
25. Student expulsion rates for all and applicable Student Groups

(Priority 6)

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

**Student Expulsion Rates**
- **ALL** – 0.18%
- African Am – 0%
- Asian – 0%
- **EL** – 0.04%
- Hispanic – 0.25%
- Homeless - 0%
- Multiple – 0%
- SED – 0%
- SWD – 0.8%
- White – 0.06%

### Metric/Indicator
26. School climate from locator indicator tool

(Priority 6)

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

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

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

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Multiple – 1.6%</td>
<td>- ExpulsionRates - 17-18</td>
</tr>
<tr>
<td>- SED – 4.1%</td>
<td>- ALL – 0.0%</td>
</tr>
<tr>
<td>- SWD – 8.2%</td>
<td>- African Am – 0.0%</td>
</tr>
<tr>
<td>- White – 3.1%</td>
<td>- Asian – 0.0%</td>
</tr>
</tbody>
</table>

Based on the California Health Kids Survey:

58.8% of middle school students agreed or strongly agreed with statements regarding positive school climate.

78.5% of the elementary students agreed
### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Provide well-maintained, up-to-date facilities to enhance student safety. Facilities upgrades included a focus on facility upgrades to enhance technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation.</td>
<td>Facilities Provided well-maintained, up-to-date facilities to enhance student safety. Facilities upgrades included a focus on facility upgrades to enhance technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation.</td>
<td>deferred maintenance transfer and capital projects 6000-6999: Capital Outlay Local Supplemental/Concentration $7,568</td>
<td>deferred maintenance transfer and capital projects 6000-6999: Capital Outlay Local Supplemental/Concentration $7,568</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Very High for English Learners (96.9%) and Very High for Socially Disadvantaged students (97.7%). To ensure all our students including English Learners and Socially Disadvantaged students are</td>
<td>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 Very High for English Learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
provided equal access and opportunities regardless of their home to school transportation status, Sanger Unified will provide additional transportation services to students.

Sanger Unified transportation services covers approximately one hundred eighty square miles and transports over five thousand students daily;

District transportation is an integral part of ensuring student access to daily educational services and interventions before and after school.

Currently 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 increase 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

(96.9%) and Very High for Socially Disadvantaged students (97.7%). 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 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 is an integral part of ensuring student access to daily educational services and interventions before and after school.

Currently 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  

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.

Grades 9-12: two and one-half (2 ½) miles

It is the intent of the Sanger Unified to increase 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

Analysis

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

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

District Wide

We have 2 actions in goal 3 and both were fully implemented.

Facilities

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
There were no material differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goals and actions will remain the same.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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

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

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

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

A total of 3,286 parents responded to the online survey.
Parent respondents represented the district’s racial and ethnic diversity. Parent respondent demographics closely mirrored those of the student population. Of the parent respondents, 2101 (64%) qualify for free or reduced price meals, 1344 (41%) indicated their children are English Learners, and 112 (3%) are foster parents.
In addition to the LCAP Survey, the District also provides a Parent Survey to all parents and every school. The survey goes out in March and the input is used to 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 gave presentation to their school community which gave an overview of LCFF and the LCAP process.

Components of the presentation included the following:

Three District Goals

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

Meet the API growth target established by the state.
Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics.
The district will increase A-G course completion rate for all students and applicable subgroups.
The district will demonstrate positive growth in CTE course completion rate for all students including applicable subgroups.
The district will demonstrate positive growth in AP course pass rate.
The district will demonstrate positive growth in EAP pass rate.
Other Pupil Outcome - Establish baseline proficiency level of updated TK-2 District Progress Assessments in ELA and Math and the new district Progress Block Assessments.
All students will have access to standards-aligned curriculum as measured by access to board approved core textbooks.
Implementation of Common Core will demonstrate positive growth as measured by the SUSD Ipad Walkthrough Implementation Tool.
All students will have access to a broad course of study as measured by the analysis of school site master schedules.

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

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

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

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

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

Additional stakeholder Presentation/ Input:
January 10- Sanger Community Task Force which includes representation from Foster/ Homeless, Hope Sanger, Police and Fire Department, Recreation Department, Social Services, School District, Local Church Clergy, and local service clubs.
January 25, 2017- DELAC
February 14, 2017- Sanger High School Student Leadership
February 14, 2017- Washington Academic Middle School Student Leadership
February 23, 2017- CSEA Classified
February 2017 - Rotary Club
March 7, 2017 - SUTA Teachers

Community Stakeholders also provided feedback through an open ended survey.

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

Proposal for Innovation - Site administrators and Department Leads

Each school site in the district and each department in the district was encouraged to develop an innovative idea into a proposal for new expenditures that can support the three district goals of:

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

The proposals provided specific information on the description of the proposal, how the proposal was to be measured for success, and how the proposed program/project would benefit the school district if funded. The proposals also included detailed budget plan and expenditures by category.

LCAP Guidance Committee

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

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

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

The members of the guidance committee included:

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

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

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

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

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

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

Expanded Team presented to District Cabinet- April 3, 2017
Presented recommendation from Expanded Cabinet Prioritization meeting regarding service allocations.
Meetings and Opportunities to Provide additional input to LCAP Draft
April 26, 2017 LCAP Guidance Committee meeting. Members will be given opportunities to review LCAP process and provide feedback.
May 3, 2017 District English Learner Advisory Council to review LCAP draft and provide opportunities for feedback.
May 10, 2017 DAC Meeting with District Advisory Council at the Superintendent’s Forum to review LCAP draft and provide opportunities for feedback.

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

Expanded Cabinet Meeting Prioritization Meeting
Met with expanded district cabinet from Curriculum and Instruction, Business, Operations, Pupil Services, Technology, and Human Resources.

Meetings and Opportunities to Provide Final Draft input
May 4 - District English Learner Advisory Council to review LCAP draft and provide opportunities for feedback.
May 13 - Meeting with District Advisory Council at the Superintendent’s Forum to review LCAP draft and provide opportunities for feedback.

In addition, the LCAP draft was posted on the district website for comment.

June 13, 2017 - Public Hearing at Board Meeting
June 27, 2017 - Board Meeting approval of Sanger Unified LCAP

LCAP Presentation - Annual update of services

Over a two-month period, both the Associate Superintendents Eduardo Martinez and Adela Jones conducted LCAP presentations to the parents and received input from sites in the district that represented different geographic regions. At the beginning of each input session offered, the Associate Superintendents reviewed the status of the current LCAP and the specific focus of the expenditures. An example of the information presented included the following:

SAMPLE SLIDE

Academic Intervention and Support
- Tim Lopez, Area Administrator
- State Priorities: 1,2,3,4,5,6,7,8
- District Goals: 1,2
• Budget:
  o Supplemental/Concentration $236,000
  o Supplemental/Concentration $454,000
  o Supplemental/Concentration $200,000
  o Supplemental/Concentration $176,000
  o Title 1 Summer School Other $300,000

Allocate resources directly to school sites to provide interventions and supports to meet the unique needs of their students. Including, but not limited to beyond the school day.

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

Expand RTI support and services to every school.

Provide Student Advocates (8) at both SHS and WAMS with 50% of the expenditures will be from District LCAP.

Summer School for remediation, intervention, course completion, and course re-takes that fulfill a-g requirements.

District Metric Results

GOAL #1
Meet the API growth target established by the state.
  -Not Available by the state

Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) by 3% above baseline established in 2014-15.
Increase the percentage of all students who have Standard Met or Exceeded in Mathematics by 3% above baseline established in 2014-15.

The district will increase A-G course completion rate for all 4-year cohort students and applicable subgroups by 2% annually.

- ALL 50% Not Met;
- EL 83.6% Met;
- SpEd 77.5% Met;
- Homeless - *Did not meet group size for this metric - number <15. (Only 4 students)
- SED 53% Not Met;
- Hispanic 54% Not Met;
- Asian 23.8% Not Met;
- African Am - *Did not meet group size for this metric - number <30. (Only 4 students)
- White 47% Met;
- Multiple 43% Not Met

The district will increase the CTE course completion rate for all students including applicable subgroups.

- ALL 24.2% Met;
- EL 12.7% Not Met;
- SpEd 17.5% Met;
- Homeless - *Did not meet group size for this metric - number <15. (Only 2 students)
- SED 24.7% Not Met;
- Hispanic 24.1% Met;
- Asian 23.8% Met;
- African Am - *Did not meet group size for this metric - number <30. (Only 1 student)
- White 28.1% Met;
- Multiple - *Not Significant

The district will demonstrate positive growth in AP course pass rate.

- ALL 89.4% Not Met;
- EL Not Significant;
- SpEd Not Significant;
- Homeless - *Did not meet group size for this metric - number <15. (Only 4 students)
- SED 93.1% Met;
- Hispanic 87% Not Met;
- Asian 94.6% Not Met;
- African Am - **Did not meet group size for this metric - number <30. (Only 8 students)
- White 92.5% Not Met;
- Multiple - *Did not meet group size for this metric - number <30. (Only 9 students)

The district will demonstrate positive growth in EAP pass rate - English Language Arts. (Conditionally Ready and Ready) This is the baseline data year data from 2014-15.
- ALL 60.5%
- EL 14.9%
- SpEd 5.7%
- Homeless - *Did not meet group size for this metric - number <15. (0 students)
- SED 57%
- Hispanic 52.4%
- Asian 82.8%
- African Am - *Did not meet group size for this metric - number <30. (Only 5 students)
- White 82.8%
- Multiple - *Did not meet group size for this metric - number <30. (Only 2 students)

The district will demonstrate positive growth in EAP pass rate - Math. (Conditionally Ready and Ready) This is the baseline data year data from 2014-15.
- ALL 42.8%
- EL 6.8%
- SpEd 0%
- Homeless - *Did not meet group size for this metric - number <15. (0 students)
- SED 21.3%
- Hispanic 21.4%
- Asian 37.9%
- African Am - *Did not meet group size for this metric - number <30. (Only 3 students)
- White 48.5%
- Multiple - *Did not meet group size for this metric - number <30. (Only 1 student)

Other Pupil Outcome - Establish baseline proficiency level of updated TK-2 District Progress Assessments in ELA and Math and the new district Progress Block Assessments.
(Progress Block Assessments are unit assessments focused on 3-12 ELA and Math and monitor CA standards and Smarter Balanced Claims and Targets)
Baseline proficiency level was not established. Additional analysis and modification of the Progress Block Assessments are necessary to provide the accurate baseline. - Not Met

All students will have access to a standards-aligned curriculum as measured by access to board approved core textbooks.
Williams Compliant - Met

Implementation of Common Core will demonstrate positive growth as measured by the SUSD Ipad Walkthrough Implementation Tool.
Baseline proficiency level for this data has not been established - Not Met

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

*Not Significant - Less than 15 in the group for Homeless, Less than 30 for all other subgroups for this specific group in this metric.

GOAL #2
Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state.
- 60.8% Met

Meet or exceed AMAO 2, EL proficiency rates established by the state.
- Less than 5 years - 31.3% Met
- Greater than 5 years 46.5% Not Met

Decrease annually the middle school dropout rate as defined by the high school readiness rate of; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions. Listed below are the percentage of students On Track that meet the ALL readiness factors:
- ALL 48.2%;
- EL 28.2%;
- SpEd 24.8%;
- Homeless - *Not Significant;
- SED 46.3%;
- Hispanic 42.6%;
- Asian 76.8%;
- African American - *Not Significant;
- White 34.7%;
- Multiple 46%;

Meet or be lower than the state and county dropout rates for all subgroups annually. (4 Year cohort 2013-14)
- ALL 5.0% Met;
- EL 14.4% Met;
- SpEd 11.1%;
- Homeless - **N/A;
- SED 5.7% Met;
- Hispanic 6.0% Met;
- Asian 1.2% Met;
- African American 8.3% Met;
- White 2.2% Met;
- Multiple 0% Met;

Meet or exceed the state and county graduation rates for all subgroups annually. (4 Year cohort 2013-14)
- ALL 92.2% Met;
- EL 80.8% Met;
- SpEd 59.3% Not Met;
- Homeless - N/A;
- SED 91.2% ;
- Hispanic 90.9% ;
- Asian 98.8% ;
- African American 83.3% Met
- White 94.6% Met;
- Multiple 100% Met;

Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded in English Language Arts by 5% and Mathematics by 5% annually.

English Language Arts Baseline established:
- ALL 34%;
- EL 14% ;
- SpEd 8% ;
- Homeless - N/A;
- SED 39% ;
- Hispanic 38% Met;
- Asian 60%;
- African American 36%;
- White 63%;
- Multiple 57%;

Mathematics Baseline established:
- ALL 35%;
- EL 14% ;
- SpEd 6% ;
- Homeless - **N/A;
- SED 30% ;
- Hispanic 28% Met;
- Asian 50%;
- African American 26%;
- White 55%;
- Multiple 50%;

*Not Significant - Less than 15 in the group for Homeless, Less than 30 for all other subgroups for this specific group in this metric. **N/A - Data not available at this time.

GOAL #3
Maintain a minimum of 90% Highly Qualified Teachers.
91.2% Met

Reduce chronic absenteeism by reducing the number of court referrals and habitual truancy annually.
(Baseline Chronic Absenteeism measured by CalPads definition and report)
- ALL 6.09%;
- EL 5.24%;
- SpEd 12.92%;
- Homeless 20.0%;
- SED 6.43%;
- Hispanic 6.70%;
- Asian 3.22%;
- African American 4.96%;
- White 6.17%;
- Multiple 2.40%

Reduce the suspension rates annually by 0.5%.
4.0% Not Met

Reduce expulsion rates annually by 0.2%.
0.2% Not Met

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

Maintain student attendance rate above 90%.
96.0% Met
Maintain Parent Involvement above 80% as measured by Parent Survey.
82% Met

Impact on LCAP and Annual Update

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

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

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

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

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

Academic Intervention and Support (Goal 2 - Action 1)
Facilities (Goal 3 - Action 1)
College and Career Readiness (Goal 1 - Action 9)
Technology (Goal 1 - Action 7)
Socio-Emotional and Behavioral Support (Goal 2 - Action 2)
Enrichment/Arts/Science (Goal 1 - Action 11)
English Learner Support (Embedded throughout)
The proposals for innovation provided additional input from internal stakeholders regarding the development of new ideas and new innovations that could be considered for development. Each of the proposals for innovation were discussed at the district cabinet meeting for consideration.

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

Academic Intervention and Support (Goal 2- Action 1)

College and Career Readiness (Goal 1- Action 9)

Social-Emotional and Behavioral Support (Goal 2 - Action 2)

Technology (Goal 1- Action 7)

English Learners Support (Goal 2 - Action 3)

Facilities (Goal 3- Action 1)

Enrichment Arts and Sciences (Goal 1- Action 11)

Professional Development (Goal 1- Action 10)

Additional School Site Allocation (Goal- Action)

Parent and Community Involvement (Goal- Action)

Additional Resources and Books (Goal- Action)

Library and Media Services (Goal 1- Action 13)

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

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

The expanded cabinet reviewed the recommendations from the parent surveys, site presentations, site leadership meetings, Curriculum and Instruction meeting, and facilitated the prioritization of the expenditures.

Associate Superintendents provided the parent and stakeholder feedback to the expanded cabinet.
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district will provide a high quality educational system to raise the academic achievement of ALL students.</td>
</tr>
</tbody>
</table>

**State and/or Local Priorities addressed by this goal:**

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

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

**Identified Need:**

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

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students provided sufficient access to standards aligned curricular materials as measured by local</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td>100% sufficient access to standard aligned curricular materials</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
<td>indicator self-reflection tool.</td>
<td></td>
<td>Positive growth from 2016-17 baseline data</td>
<td>Positive growth from 2017-18 data</td>
<td>Positive growth from 2018-19 data</td>
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<tr>
<td>(Priority 1)</td>
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<tr>
<td>2. Implementation of the CA state standards as measured by the state self-reflection tool.</td>
<td>Average score of all measures state reflection tool is 3.76</td>
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<td>(Priority 2)</td>
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<tr>
<td>3. CAASPP Student Average Distance from Level 3 in English Language Arts (ELA) for all students including applicable Student Groups</td>
<td>CAASPP English Language Arts Average Distance from Level 3</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>• ALL - Low (-21.5)</td>
<td>• ALL 46.4 (-5.5)</td>
<td>• ALL 46.4 (-5.5)</td>
<td>• ALL 46.4 (-5.5)</td>
</tr>
<tr>
<td></td>
<td>• African Am - Low (-33.9)</td>
<td>• African Am*</td>
<td>• African Am*</td>
<td>• African Am*</td>
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<tr>
<td></td>
<td>• Asian - Medium (8.1)</td>
<td>• Asian 39.8 (-0.8)</td>
<td>• Asian 39.8 (-0.8)</td>
<td>• Asian 39.8 (-0.8)</td>
</tr>
<tr>
<td></td>
<td>• EL - Low (-41.9)</td>
<td>• EL 3.9 (+3.4)</td>
<td>• EL 3.9 (+3.4)</td>
<td>• EL 3.9 (+3.4)</td>
</tr>
<tr>
<td></td>
<td>• Hispanic - Low (-31.9)</td>
<td>• Hispanic23.4 (-2.6)</td>
<td>• Hispanic23.4 (-2.6)</td>
<td>• Hispanic23.4 (-2.6)</td>
</tr>
<tr>
<td></td>
<td>• Homeless - *</td>
<td>• Homeless*</td>
<td>• Homeless*</td>
<td>• Homeless*</td>
</tr>
<tr>
<td></td>
<td>• Multiple - High (10.2)</td>
<td>• Multiple 44 (-15.3)</td>
<td>• Multiple 44 (-15.3)</td>
<td>• Multiple 44 (-15.3)</td>
</tr>
<tr>
<td></td>
<td>• SED - Low (-31.7)</td>
<td>• SED 24.2 (-5.9)</td>
<td>• SED 24.2 (-5.9)</td>
<td>• SED 24.2 (-5.9)</td>
</tr>
<tr>
<td></td>
<td>• SWD – Very Low (-111.3)</td>
<td>• SWD 50.9 (-1.2)</td>
<td>• SWD 50.9 (-1.2)</td>
<td>• SWD 50.9 (-1.2)</td>
</tr>
<tr>
<td></td>
<td>• White - High (14.4)</td>
<td>• White 55.7 (-5.1)</td>
<td>• White 55.7 (-5.1)</td>
<td>• White 55.7 (-5.1)</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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</tr>
<tr>
<td>4. CAASPP Student Average Distance from Level 3 in Mathematics for all students including applicable Student Groups (Priority 4)</td>
<td>CAASPP Mathematics Average Distance from Level 3</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>• ALL - Low (-34.6)</td>
<td>• ALL 40.4 (-10.9)</td>
<td>• ALL 40.4 (-10.9)</td>
<td>• ALL 40.4 (-10.9)</td>
</tr>
<tr>
<td></td>
<td>• African Am - Low (-48)</td>
<td>• African Am*</td>
<td>• African Am*</td>
<td>• African Am*</td>
</tr>
<tr>
<td></td>
<td>• Asian – High (0.6)</td>
<td>• Asian 41.9 (-18.9)</td>
<td>• Asian 41.9 (-18.9)</td>
<td>• Asian 41.9 (-18.9)</td>
</tr>
<tr>
<td></td>
<td>• EL - Low (-54)</td>
<td>• EL 1.8 (-10.3)</td>
<td>• EL 1.8 (-10.3)</td>
<td>• EL 1.8 (-10.3)</td>
</tr>
<tr>
<td></td>
<td>• Hispanic - Low (-46.1)</td>
<td>• Hispanic 15.3 (-6.7)</td>
<td>• Hispanic 15.3 (-6.7)</td>
<td>• Hispanic 15.3 (-6.7)</td>
</tr>
<tr>
<td></td>
<td>• Homeless - *</td>
<td>• Homeless*</td>
<td>• Homeless*</td>
<td>• Homeless*</td>
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<tr>
<td></td>
<td>• Multiple - High (0.9)</td>
<td>• Multiple 17.1 (-9.8)</td>
<td>• Multiple 17.1 (-9.8)</td>
<td>• Multiple 17.1 (-9.8)</td>
</tr>
<tr>
<td></td>
<td>• SED - Low (-44)</td>
<td>• SED 12.1 (-13.3)</td>
<td>• SED 12.1 (-13.3)</td>
<td>• SED 12.1 (-13.3)</td>
</tr>
<tr>
<td></td>
<td>• SWD – Very Low (-118.2)</td>
<td>• SWD 50.5 (-5.2)</td>
<td>• SWD 50.5 (-5.2)</td>
<td>• SWD 50.5 (-5.2)</td>
</tr>
<tr>
<td></td>
<td>• White - High (0.2)</td>
<td>• White 51.3 (-8)</td>
<td>• White 51.3 (-8)</td>
<td>• White 51.3 (-8)</td>
</tr>
<tr>
<td>5. A-G Completion rates for all students including applicable Student Groups (Priority 4)</td>
<td>A-G Rates -</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>• ALL – 48%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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</tbody>
</table>
| 6. Career Tech Education Pathway Completion rate for all students including applicable Student Groups (Priority 4) | CTE Completion Rates -  
- ALL – 77%  
- African Am – 68%  
- Asian – 80%  
- EL – 62%  
- Hispanic – 75%  
- Homeless - 50%  
- Multiple – 82%  
- SED – 74%  
- SWD – 62%  
- White – 87% | Positive Growth from 2016-17 Baseline for all students including applicable Student Groups | Positive Growth from 2017-18 for all students including applicable Student Groups | Positive Growth from 2018-19 for all students including applicable Student Groups |
| 7. Advanced Placement pass rate for all students scoring 3 or higher including applicable Student Groups (Priority 4) | AP Pass Rates -  
- ALL –  
- African Am –  
- Asian –  
- EL –  
- Hispanic –  
- Homeless –  
- Multiple –  
- SED –  
- SWD – *  
- White – | Positive Growth from 2016-17 Baseline for all students including applicable Student Groups | Positive Growth from 2017-18 for all students including applicable Student Groups | Positive Growth from 2018-19 for all students including applicable Student Groups |
| 8. Early Assessment Program English Language Arts (ELA) pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups. | EAP ELA Rates ELA Ready and Conditionally Ready  
- ALL – 56%  
- African Am – *  
- Asian – 82%  
- EL – 2%  
- Hispanic – 50% | Positive Growth from 2016-17 Baseline for all students including applicable Student Group | Positive Growth from 2017-18 Baseline for all students including applicable Student Group | Positive Growth from 2018-19 Baseline for all students including applicable Student Group |
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
<tr>
<td>(Priority 4)</td>
<td></td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
<td>9. Early Assessment Program Mathematics pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups.</td>
<td>Homeless – *</td>
<td></td>
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<td></td>
<td>Multiple – *</td>
<td></td>
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<tr>
<td></td>
<td>SED – 52%</td>
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<td></td>
<td>SWD – 11%</td>
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<td></td>
<td>White – 70%</td>
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<td>(Priority 4)</td>
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<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>9. Early Assessment Program Mathematics EAP Mathematic Rates</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Group N/A</td>
<td>Positive Growth from 2017-18 Baseline for all students including applicable Student Group</td>
<td>Positive Growth from 2018-19 Baseline for all students including applicable Student Group</td>
<td>Positive Growth from 2018-19 Baseline for all students including applicable Student Group</td>
</tr>
<tr>
<td>Ready and Conditionally Ready</td>
<td>ALL – 22%</td>
<td></td>
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<tr>
<td></td>
<td>African Am – *</td>
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<tr>
<td></td>
<td>Asian – 43%</td>
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<tr>
<td></td>
<td>EL – 0%</td>
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<td></td>
<td>Hispanic – 15%</td>
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<tr>
<td></td>
<td>Homeless – *</td>
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<td></td>
<td>Multiple – *</td>
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<tr>
<td></td>
<td>SED – 17%</td>
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<td></td>
<td>SWD – 3%</td>
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<td></td>
<td>White – 32%</td>
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<tr>
<td>(Priority 4)</td>
<td></td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>10. Student access to a broad course of study as measured by the analysis of school site master schedule</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Group</td>
<td>Positive Growth from 2017-18 Baseline for all students including applicable Student Group</td>
<td>Positive Growth from 2018-19 Baseline for all students including applicable Student Group</td>
<td>Positive Growth from 2018-19 Baseline for all students including applicable Student Group</td>
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<tr>
<td></td>
<td>100% access to a broad course of study</td>
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<tr>
<td>(Priority 7)</td>
<td></td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>11. Other Pupil Outcome - Student Met or Exceeded rate on SUSD TK-2 District Progress Assessments in English Language</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Group</td>
<td>100% access to a broad course of study</td>
<td>100% access to a broad course of study</td>
<td>100% access to a broad course of study</td>
</tr>
<tr>
<td></td>
<td>TK-2 DPA ELA Mastery Rates</td>
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<tr>
<td></td>
<td>ALL – 94%</td>
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<td></td>
<td>African Am – *</td>
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<tr>
<td></td>
<td>Asian – 98%</td>
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<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Arts (ELA) and CDE Interim Comprehensive Assessments for English Language Arts (ELA) (Priority 8)</td>
<td>• EL – 90%</td>
<td>ALL 79%</td>
<td>African Am 50%</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>• Hispanic – 93%</td>
<td></td>
<td>Asian 82%</td>
<td>All 72%</td>
<td></td>
</tr>
<tr>
<td>• Homeless – *</td>
<td></td>
<td>EL 75%</td>
<td>African Am 50%</td>
<td></td>
</tr>
<tr>
<td>• Multiple – *</td>
<td></td>
<td>Hispanic 76%</td>
<td>Asian 75%</td>
<td></td>
</tr>
<tr>
<td>• SED – 90%</td>
<td></td>
<td>Homeless</td>
<td>SWD 29.5%</td>
<td></td>
</tr>
<tr>
<td>• SWD – 60%</td>
<td></td>
<td>Multiple</td>
<td>White 81.5%</td>
<td></td>
</tr>
<tr>
<td>• White – 96%</td>
<td></td>
<td>SED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need Baseline info for:</td>
<td></td>
<td>SWD 40%</td>
<td>White 80%</td>
<td></td>
</tr>
<tr>
<td>ICA ELA rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>TK-2 DPA Math Mastery Rates</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>• ALL – 73.6%</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
<td></td>
</tr>
<tr>
<td>• African Am – *</td>
<td>All 72%</td>
<td>All 72%</td>
<td>All 72%</td>
<td></td>
</tr>
<tr>
<td>• Asian – 78.7%</td>
<td></td>
<td>African Am 50%</td>
<td>African Am 50%</td>
<td></td>
</tr>
<tr>
<td>• EL – 60.6%</td>
<td></td>
<td>Asian 75%</td>
<td>Asian 75%</td>
<td></td>
</tr>
<tr>
<td>• Hispanic – 50%</td>
<td></td>
<td>EL 75%</td>
<td>SWD 29.5%</td>
<td></td>
</tr>
<tr>
<td>• Homeless – *</td>
<td></td>
<td>Hispanic 63%</td>
<td>White 81.5%</td>
<td></td>
</tr>
<tr>
<td>• Multiple – *</td>
<td></td>
<td>Homeless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SED – 54.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SWD – 29.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• White – 81.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need Baseline info for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICA Math rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Multiple</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD 20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White7 8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

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

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

OR

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

- **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income)
  - [Add Students to be Served selection here]

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

- **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - [Add Location(s) selection here]

**Actions/Services**

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services
<table>
<thead>
<tr>
<th><strong>Base Services</strong></th>
<th><strong>Base Services</strong></th>
<th><strong>Base Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going operating costs to maintain existing programs and services to students such as teachers; administrators; instructional supplies; technology; clerical support; salaries, statutory costs and benefits; co-curricular and extra-curricular programs; Alternative Education; and pupil assessment.</td>
<td>On-going operating costs to maintain existing programs and services to students such as teachers; administrators; instructional supplies; technology; clerical support; salaries, statutory costs and benefits; co-curricular and extra-curricular programs; Alternative Education; and pupil assessment.</td>
<td>On-going operating costs to maintain existing programs and services to students such as teachers; administrators; instructional supplies; technology; clerical support; salaries, statutory costs and benefits; co-curricular and extra-curricular programs; Alternative Education; and pupil assessment.</td>
</tr>
</tbody>
</table>

Transfer LCFF funds to Fresno County Office of Education for county-educated alternative education students

<table>
<thead>
<tr>
<th><strong>Additional Programs</strong></th>
<th><strong>Special Education</strong></th>
<th><strong>Athletics and VROP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going operating costs to maintain existing programs and services to students such as teachers; Guidance Learning Specialists, Counselors, Psychologists, Nurses and Health assistants. Pupil Transportation is also included in this section.</td>
<td>Provide services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.</td>
<td>Provide initial career technical education courses including supplies, equipment, facilities and some staff.</td>
</tr>
<tr>
<td><strong>Administrative Services</strong></td>
<td><strong>Transfer LCFF funding to Fresno County Office of Education for County-educated students.</strong></td>
<td><strong>Provide initial career technical education courses including supplies, equipment, facilities and some staff.</strong></td>
</tr>
</tbody>
</table>

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

**Athletics and VROP**
Elementary and Middle School Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues.
Administrative Services
District Operations including Business, Human Resources, Facilities and Grounds Maintenance, Data Management, and other centralized district operations

<table>
<thead>
<tr>
<th>Year</th>
<th>Action 2</th>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specific Student Groups: Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td></td>
<td>[Add Scope of Services selection here]</td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Action 2</th>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>$4,074,608</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td>0000: Unrestricted</td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>$4,336,583</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td>0000: Unrestricted</td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>$4,500,442</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td>0000: Unrestricted</td>
<td></td>
</tr>
</tbody>
</table>
## Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners  
Foster Youth  
Low Income

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

Schoolwide

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

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

Unchanged Action

2017-18 Actions/Services

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 Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in English Language Arts and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. In 2017-18 Actions/Services, we selected Action: **Unchanged Action**

Additional School Site Allocation  
Quail Lake Environmental Charter School’s CA School Dashboard ELA and Mathematics Performance Indicators show our students perform at above standard levels, however; improvement is needed with respect to maintaining student distance from 3 levels for All Students and most sub groups. Our English Learners and Student’s With Disabilities performed lower than other students, in 2018-19 Actions/Services we selected Action: **Modified Action**

Additional School Site Allocation  
Quail Lake Environmental Charter School's CA School Dashboard ELA and Mathematics Performance Indicators showed our students performed at above standard levels and have increased distance from 3 at sufficient levels. Our English Learners and SWD performed lower than other groups, however, they are maintaining their current levels in ELA. We continue to implement practices...
addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in Mathematics and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment.

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. Site expenditures allocated must be budgeted and approved by the school site council/leadership teams and on the school site plan. Site expenditures are expected to principally focus on with an emphasis on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student access to supplementary materials and technology support personnel. Additional support personnel including intervention teachers, early literacy reading teachers, additional English learner teachers, and student advocates at the middle and high school to provide additional support to students struggling academically and emotionally, and software to enable English learners and struggling readers to access reading skills. Expenditures however they are increasing and maintaining their current levels in ELA. It is our goal to continue to accelerate the learning process for these two groups to close the achievement GAP at our site. Our CAASPP unduplicated pupil data indicators show that English Learners are Medium at 3.9 points above from Level 3 in English Language Arts and Students With Disabilities performance is Low at 50.9 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that All students performed at Very High Levels at 46.4 point above from level 3 in ELA. With regards to mathematics, English Learners are High at 1.8 points above Level 3 and Low income student performance is High at 12.1 points above Level 3, Students With Disabilities are Low at 50.5 points from Level 3 and All students are averaged as Very High at 40.4 above Level 3 in Mathematics Assessment.

Quail Lake Environmental School has unique needs tailored to our unduplicated students. To address these needs and maintain equity within our school district, Sanger Unified School District provides funds beyond the monies distributed by the state for these purposes for Quail Lake Environmental Charter School. Site expenditures allocated must be budgeted and approved by the school site council/leadership teams and on the school site plan. The District expects that Site expenditures principally focus on low-

at all grade levels to accelerate the learning process for these two groups and close the achievement gap. Our 2018 CAASPP data indicators show that EL students have increased to 5.9 points above level 3 in ELA and SWD maintained last year’s levels and SED students are performing at 16.9 points above standard. All students’ average was Very High Levels and increased to 54 points from level 3 in ELA. In mathematics, EL students maintained high levels at 1.3 points above standards, SED students maintained at 13 points above standard and SWD declined 11.5 points to an average of 62.7 points below standard. Overall, students increased almost 5 points to 45 points above standard in Mathematics Assessment.
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 Mathematics CAASP and upcoming College and Career Indicator at the secondary levels.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures are primarily used for supplementary instructional materials for early literacy, and intervention, technology hardware and software to support student access to supplementary materials and technology support personnel. Additionally, these funds provide for support personnel including; intervention teachers, early literacy reading teachers, and software to enable English learners and struggling readers to access reading skills. Expenditures may include site level training of personnel focused on student access to reduce the learning gaps. It is the expectation of the district, the school site council and site leadership 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 Mathematics CAASP and upcoming College and Career Indicator at the secondary levels.</td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>2017-18</td>
</tr>
<tr>
<td>2018-19</td>
</tr>
<tr>
<td>2019-20</td>
</tr>
</tbody>
</table>

**Action 5**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

- English Learners
- Foster Youth
- Low Income

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

- LEA-wide

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

- All Schools

**Actions/Services**

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

- Modified Action

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

- Unchanged Action

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

- Unchanged Action

2017-18 Actions/Services

- Technology
  Sanger Unified’s CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed

2018-19 Actions/Services

- Technology
  Quail Lake Environmental Charter School’s CA School Dashboard ELA and Mathematics Performance Indicators

2019-20 Actions/Services

- Technology
  Quail Lake Environmental Charter School's CA School Dashboard ELA and Mathematics Performance Indicators
with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in English Language Arts and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in Mathematics and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. However, the Sanger Unified attendance rate is high (E - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain Very High for English Learners (96.9%) and Very High for Socially Disadvantaged students (97.7%).

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. Other funding sources will be utilized to purchase student devices to continue the goal toward K-12 1:1 deployment and infrastructure.

Mathematics Performance Indicators show our students perform at above standard levels, however; improvement is needed with respect to maintaining student distance from 3 levels for All Students and most sub groups. Our English Learners and Student’s With Disabilities performed lower than other students, however they are increasing and maintaining their current levels in ELA. It is our goal to continue to excel the learning process for these two groups to close the achievement GAP at our site. Our CAASPP unduplicated pupil data indicators show that English Learners are Medium at 3.9 points above from Level 3 in English Language Arts and Students With Disabilities performance is Low at 50.9 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that All students performed at Very High Levels at 46.4 point above from level 3 in ELA. With regards to mathematics, English Learners are High at 1.8 points above Level 3 and Low-Income student performance is High at 12.1 points above Level 3. Students With Disabilities are Low at 50.5 points from Level 3 and All students are averaged as Very High at 40.4 above Level 3 in Mathematics Assessment.

District-wide implemented Applications, software, and materials that supports the instructional focus will be provided in part by the Sanger Unified School District. Conference and training expenses have also been allocated by the district. To ensure the implementation of instruction and assessment through technology integration, staffing for
Applications, software, and materials that supports the instructional focus will be provided. Conference and training expenses have also been allocated.

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

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.

Conference and training expenses have also been allocated by the district. 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 by the district. Funding for staffing will be supplemented by other sources from the district.

It is our expectation that these services will result in increasing performance of our unduplicated students on the ELA and Math CAASPP.

| Budgeted Expenditures |
|-----------------------|---------------------|---------------------|
| **Year**              | **2017-18**         | **2018-19**         | **2019-20**        |
| **Amount**            | $11,145             | $11,145             | $11,145            |
| **Source**            | Local Supplemental/Concentration | Local Supplemental/Concentration | Local Supplemental/Concentration |
| **Budget Reference** | 4000-4999: Books And Supplies Technology support specialists to support 1-to-1 program | 2000-2999: Classified Personnel Salaries Technology support specialists to support 1-to-1 program | 2000-2999: Classified Personnel Salaries Technology support specialists to support 1-to-1 program |

**Action 6**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

**Actions/Services**

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

- Modified Action

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

- Unchanged Action

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

- Unchanged Action

**2017-18 Actions/Services**

- Early Literacy
  - Sanger Unified's CA School Dashboard ELA Performance Indicator 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 -41.9 points from Level 3 in English Language Arts and Low Income student performance is Low at 31.7 points from Level 3 in English Language Arts Assessment. Our data indicates a need focus on early literacy for improved achievement outcomes by 3rd grade. Sanger Unified will add Literacy Specialist Teachers (LST) for sites to support, supplement, and extend the work of the classroom teacher and the early literacy program which is directed at meeting English Language Arts goals. Literacy Specialist Teachers provide

- Modified Action

**2018-19 Actions/Services**

- Early Literacy
  - Quail Lake Environmental Charter School's CA School Dashboard ELA Performance Indicators show our students perform at above standard levels, however; improvement is needed with respect to maintaining student distance from 3 levels for All Students and most sub groups. Our English Learners and Student's With Disabilities performed lower than other students, however they are increasing and maintaining their current levels in ELA. It is our goal to continue to excelerate the learning process for these two groups to close the achievement gap at our site. Our CAASPP unduplicated pupil data indicators show that English Learners are Medium at 3.9 points above from Level 3 in English Language Arts and Students

- Unchanged Action

**2019-20 Actions/Services**

- Early Literacy
  - Quail Lake Environmental Charter School's CA School Dashboard ELA and Mathematics Performance Indicators showed our students performed at above standard levels and have increased distance from 3 at sufficient levels. Our English Learners and SWD performed lower than other groups, however, they are maintaining their current levels in ELA. We continue to implement practices at all grade levels to accelerate the learning process for these two groups and close the achievement gap. Our 2018 CAASPP data indicators show that EL students have increased to 5.9 points above level 3 in ELA and SWD maintained last year's levels and SED students are performing at 16.9 points above standard. All students' average was Very
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.

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

With Disabilities performance is Low at 50.9 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that All students performed at Very High Levels at 46.4 point above from level 3 in ELA. Our data indicate a need focus on early literacy for improved achievement outcomes by 3rd grade.

Sanger Unified has allocated site appropriations add a Literacy Specialist Teachers (LST) 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 in our K-8 classrooms.

Resources will be allocated from the district to support a literacy-rich environment at our 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. It is our

High Levels and increased to 54 points from level 3 in ELA. In mathematics, EL students maintained high levels at 1.3 points above standards, SED students maintained at 13 points above standard and SWD declined 11.5 points to an average of 62.7 points below standard. Overall, students increased almost 5 points to 45 points above standard in Mathematics Assessment.

Our data indicate a need focus on early literacy for improved achievement outcomes by 3rd grade.

Sanger Unified has allocated site appropriations add a Literacy Specialist Teachers (LST) 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 in our K-8 classrooms.

Resources will be allocated from the district to support a literacy-rich environment at our sites to increase the exposure for low-income students, English
expectation that these services will result in increased performance in ELA CAASPP scores over the course of the next three years with an overarching goal of all students being literate by 3rd grade.

Learners, and foster youth. Text sets, guided reading books, expanded classroom libraries, and home/school support will be readily available. 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 goal of all students being literate by 3rd grade.

Budgeted Expenditures

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<td>Literacy Specialist Teacher provided by district.</td>
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<td>Literacy Specialist Teacher provided by district.</td>
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Action 7

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

| English Learners | Foster Youth | Low Income |

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

| LEA-wide |

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

| All Schools |
### Actions/Services

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

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

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

| Unchanged Action |

#### 2017-18 Actions/Services

**College and Career Readiness Skills**

Sanger Unified’s CA School Dashboard ELA and Mathematics Performance Indicators show 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 -41.9 points from Level 3 in English Language Arts and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in Mathematics and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. However, the Sanger Unified attendance rate is high (E - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain Very High for English Learners (96.9%) and Very High for Socially Disadvantaged students (97.7%). Continuing to enhance the motivation for students through College and Career readiness needs to continue.

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

#### 2018-19 Actions/Services

**College and Career Readiness Skills**

Quail Lake Environmental Charter School’s CA School Dashboard ELA and Mathematics Performance Indicators show our students perform at above standard levels, however; improvement is needed with respect to maintaining student distance from 3 levels for All Students and most sub groups. Our English Learners and Student’s With Disabilities performed lower than other students, however they are increasing and maintaining their current levels in ELA. It is our goal to continue to accelerate the learning process for these two groups to close the achievement GAP at our site. Our CAASPP unduplicated pupil data indicators show that English Learners are Medium at 3.9 points above from Level 3 in English Language Arts and Students With Disabilities performance is Low at 50.9 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that All students performed at Very High Levels at 46.4 point above from level 3 in ELA. With regards to mathematics, English Learners are High at 1.8 points above Level 3 and

#### 2019-20 Actions/Services

**College and Career Readiness Skills**

Quail Lake Environmental Charter School’s CA School Dashboard ELA and Mathematics Performance Indicators showed our students performed at above standard levels and have increased distance from 3 at sufficient levels. Our English Learners and SWD performed lower than other groups, however, they are maintaining their current levels in ELA. We continue to implement practices at all grade levels to accelerate the learning process for these two groups and close the achievement gap. Our 2018 CAASPP data indicators show that EL students have increased to 5.9 points above level 3 in ELA and SWD maintained last year's levels and SED students are performing at 16.9 points above standard. All students' average was Very High Levels and increased to 54 points from level 3 in ELA. In mathematics, EL students maintained high levels at 1.3 points above standards, SED students maintained at 13 points above standard and SWD declined 11.5 pants to an average of 62.7 points below standard. Overall, students increased
provide support for college and career exploration with the software program to enable the identified students to build background knowledge of future opportunities.

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

provide access for all 8th and 10th grade students in the district to the college board psat. the data from the psat provides diagnostic support through the kahn academy to support student success. in addition, susd will provide support for all students taking the college board advanced placement tests at a reduced fee.

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.

low-income student performance is high at 12.1 points above level 3. students with disabilities are low at 50.5 points from level 3 and all students are averaged as very high at 40.4 above level 3 in mathematics assessment.

quail lake environmental charter school is committed to enhance the motivation of students academic achievement through college and career readiness opportunities for all students including english learners, re-designated fluent english proficient pupils, and foster youth, and other subgroups identified to close achievement gaps. quail lake environmental charter school in partnership with sanger unified school district will:

1. middle school college and career readiness support and training through the sanger pledge to include student incentives, visits to colleges and local industry partners will provide early identification of goals for all students with focused support for identified pupils that may not currently have that opportunity.
2. provide access for all 8th grade students to the college board psat. the data from the psat provides diagnostic support through the kahn academy to support student success.
through the Kahn Academy to support student success.

- Career Technical Education personnel support in the K-8 grade levels to increase the awareness of CTE through exploration and exposure of identified students and the implementation of CTE Pathways.
- Allocate resources to enhance parent exposure to Career Technical Education in SUSD Pathways and industry partners.
- Resources allocated to the 7-8th grade levels to support Career Technical Education course development and materials and supplies to support the Career pathways at 9-12 and career exploration/awareness in 7th/8th grade.

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-8 classrooms will continue to be utilized to explore innovative practices in instruction. In addition, Sanger Unified School District will include Quail Lake Environmental Charter school is the use of other funding sources to purchase student devices to continue the goal toward K-8 1:1 deployment and infrastructure.

3. Career Technical Education personnel support in the K-8 grade levels to increase the awareness of CTE through exploration and exposure of identified students and the implementation of CTE Pathways.

4. Allocate resources to enhance parent exposure to Career Technical Education in SUSD Pathways and industry partners.

5. Resources allocated to the 7-8th grade levels to support Career Technical Education course development and materials and supplies to support the Career pathways at 9-12 and career exploration/awareness in 7th/8th grade.

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-8 classrooms will continue to be utilized to explore innovative practices in instruction. In addition, Sanger Unified School District will include Quail Lake Environmental Charter school is the use of other funding sources to purchase student devices to continue the goal toward K-8 1:1 deployment and infrastructure.
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.

**Budgeted Expenditures**

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**Action 8**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners  
Foster Youth  
Low Income

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

LEA-wide

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

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18  
Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20
Modified Action

2017-18 Actions/Services

**Professional Learning**

Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators show 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 -41.9 points from Level 3 in English Language Arts and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in Mathematics and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. However, the Sanger Unified attendance rate is high (E - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain Very High for English Learners (96.9%) and Very High for Socially Disadvantaged students (97.7%).

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

Unchanged Action

2018-19 Actions/Services

**Professional Learning**

Quail Lake Environmental Charter School's CA School Dashboard ELA and Mathematics Performance Indicators show our students perform at above standard levels, however; improvement is needed with respect to maintaining student distance from 3 levels for All Students and most sub groups. Our English Learners and Student’s With Disabilities performed lower than other students, however they are increasing and maintaining their current levels in ELA. It is our goal to continue to accelerate the learning process for these two groups to close the achievement GAP at our site. Our CAASPP unduplicated pupil data indicators show that English Learners are Medium at 3.9 points above from Level 3 in English Language Arts and Students With Disabilities performance is Low at 50.9 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that All students performed at Very High Levels at 46.4 point above from level 3 in ELA. With regards to mathematics, English Learners are High at 1.8points above Level 3 and Low-Income student performance is High at 12.1 points above Level 3, Students With Disabilities are Low at 50.5 points from Level 3 and All students are

Unchanged Action

2019-20 Actions/Services

**Professional Learning**

Quail Lake Environmental Charter School's CA School Dashboard ELA and Mathematics Performance Indicators showed our students performed at above standard levels and have increased distance from 3 at sufficient levels. Our English Learners and SWD performed lower than other groups, however, they are maintaining their current levels in ELA. We continue to implement practices at all grade levels to accelerate the learning process for these two groups and close the achievement gap. Our 2018 CAASPP data indicators show that EL students have increased to 5.9 points above level 3 in ELA and SWD maintained last year's levels and SED students are performing at 16.9 points above standard. All students' average was Very High Levels and increased to 54 points from level 3 in ELA. In mathematics, EL students maintained high levels at 1.3 points above standards, SED students maintained at 13 points above standard and SWD declined 11.5 pants to an average of 62.7 points below standard. Overall, students increased almost 5 points to 45 points above standard in Mathematics Assessment.

Professional Development will be provided by the Sanger Unified School District for
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.

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.

averaged as Very High at 40.4 above Level 3 in Mathematics Assessment. Professional Development will be provided by the Sanger Unified School District for all Pre-K through 8th grade teachers to build their capacity in educational pedagogy and assessment that pertains to Quail Lake Environmental Charter School. 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 and align to the goals of this site for the high achievement for all students and closing the achievement gap.

Funds will be allocated from Sanger Unified School District 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, when needed, to embedded PD at sites.

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. District personnel will provide Professional learning to meet the needs of all students especially low-income students, English learners, and foster youth. Professional Development opportunities, provided by Sanger Unified School District, will be available to increase and improve services to our EL students.

all Pre-K through 8th grade teachers to build their capacity in educational pedagogy and assessment that pertains to Quail Lake Environmental Charter School. 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 and align to the goals of this site for the high achievement for all students and closing the achievement gap.

Funds will be allocated from Sanger Unified School District 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, when needed, to embedded PD at sites.

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. District personnel will provide Professional learning to meet the needs of all students especially low-income students, English learners, and foster youth. Professional Development opportunities, provided by Sanger Unified School District, will be available to increase and improve services to our EL students.

College and Career Readiness
Professional Learning will be provided by Sanger Unified School District to link the middle school to develop 21st Century
College and Career Readiness Professional Learning will be provided by Sanger Unified School District to link the 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 as provided for by Sanger Unified School District.

### Budgeted Expenditures

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### Action 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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<th>English Learners</th>
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**Actions/Services**

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

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

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

**Modified Action**  

**Unchanged Action**

**2017-18 Actions/Services**  

**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:

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

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

**2018-19 Actions/Services**  

**Enrichment**

Quail Lake Environmental Charter School’s CA School Dashboard ELA and Mathematics Performance Indicators show our students perform at above standard levels, however; improvement is needed with respect to maintaining student distance from 3 levels for All Students and most sub groups. Our English Learners and Student’s With Disabilities performed lower than other students, however they are increasing and maintaining their current levels in ELA. It is our goal to continue to excelerate the learning process for these two groups to close the achievement GAP at our site. As a result, Quail Lake Environmental Charter School will partner with SUSD to enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. In

**2019-20 Actions/Services**

**Enrichment**

Quail Lake Environmental Charter School’s CA School Dashboard ELA and Mathematics Performance Indicators show our students perform at above standard levels, however; improvement is needed with respect to maintaining student distance from 3 levels for All Students and most sub groups. Our English Learners and Student’s With Disabilities performed lower than other students, however they are increasing and maintaining their current levels in ELA. It is our goal to continue to excelerate the learning process for these two groups to close the achievement GAP at our site. As a result, Quail Lake Environmental Charter School will partner with SUSD to enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. In
the hiring of two additional music teachers to support elementary music instruction. Additional expenditures may include: curriculum materials, and equipment.

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

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

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.

partnership, Quail Lake Environmental Charter School and Sanger Unified will:
1. Provide enrichment opportunities for all grade levels.
2. Provide increased summer school, intersession, and bridge support activities in order to provide enrichment activities for students.
3. Allocate resources to provide for a VAPA TSA. The TSA will facilitate arts implementation for all students K-8 especially targeting access for our low-income, English Learners and foster youth. Funds will be allocated from Sanger Unified School District to support music teachers to support elementary music instruction and provide equity to programs offered at other Sanger Unified school sites. Additional resources may be allocated and expenditures may include: curriculum materials, and equipment.
4. Provide enrichment in district led STEM activities. (50/50 K-5 & 6-12)

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.

partnership, Quail Lake Environmental Charter School and Sanger Unified will:
1. Provide enrichment opportunities for all grade levels.
2. Provide increased summer school, intersession, and bridge support activities in order to provide enrichment activities for students.
3. Allocate resources to provide for a VAPA TSA. The TSA will facilitate arts implementation for all students K-8 especially targeting access for our low-income, English Learners and foster youth. Funds will be allocated from Sanger Unified School District to support music teachers to support elementary music instruction and provide equity to programs offered at other Sanger Unified school sites. Additional resources may be allocated and expenditures may include: curriculum materials, and equipment.
4. Provide enrichment in district led STEM activities. (50/50 K-5 & 6-12)

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.
### Budgeted Expenditures

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### Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

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

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

### Actions/Services

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

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2017-18 Actions/Services

| Career Technical Education Sanger Unified's CA School Dashboard ELA and Mathematics Performance |

2018-19 Actions/Services

| This Action embedded in College and Career. |

2019-20 Actions/Services

| This Action embedded in College and Career. |
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 -41.9 points from Level 3 in English Language Arts and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in Mathematics and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. However, the Sanger Unified attendance rate is high (E - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain Very High for English Learners (96.9%) and Very High for Socially Disadvantaged students (97.7%).

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

Career Technical Education personnel support in the K-12 grade levels to increase the awareness of CTE through exploration ad exposure of identified students and the implementation of CTE Pathways.
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 support the Career pathways at 9-12 and career exploration/awareness in 7th/8th grade.

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.

### Budgeted Expenditures

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### Action 11

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

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

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

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

**2017-18 Actions/Services**

**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:

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

**2018-19 Actions/Services**

**Library/Media Service**

Quail Lake Environmental Charter School’s CA School Dashboard ELA and Mathematics Performance Indicators show our students perform at above standard levels, however; improvement is needed with respect to maintaining student distance from 3 levels for All Students and most sub groups. Our English Learners and Student’s With Disabilities performed lower than other students, however they are increasing and maintaining their current levels in ELA. It is our goal to continue to excelerate the learning process for these two groups to close the achievement GAP at our site. As a result, Quail Lake Environmental Charter School will partner with SUSD to enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. In partnership, Quail Lake Environmental Charter School and Sanger Unified will:

**2019-20 Actions/Services**

**Library/Media Service**

Quail Lake Environmental Charter School’s CA School Dashboard ELA and Mathematics Performance Indicators show our students perform at above standard levels, however; improvement is needed with respect to maintaining student distance from 3 levels for All Students and most sub groups. Our English Learners and Student’s With Disabilities performed lower than other students, however they are increasing and maintaining their current levels in ELA. It is our goal to continue to excelerate the learning process for these two groups to close the achievement GAP at our site. As a result, Quail Lake Environmental Charter School will partner with SUSD to enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. In partnership, Quail Lake Environmental Charter School and Sanger Unified will:
Allocate additional library support days (4 days to be used before and/or after school yr.)

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

K-12 Library Support: Circulation/Resources/Work Spaces

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.

Allocate additional library support days (2 days to be used before and/or after school yr.)

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

K-8 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.

Allocate additional library support days (2 days to be used before and/or after school yr.)

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

K-8 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.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$3,173</td>
<td>$3,173</td>
<td>$3,173</td>
</tr>
<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
</tr>
</tbody>
</table>

Action 12

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

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

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

#### Actions/Services

- **Students to be Served:**
  - English Learners
  - Foster Youth
  - Low Income

- **Scope of Services:**
  - LEA-wide

- **Location(s):**

#### 2017-18 Actions/Services

- **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 Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in English Language Arts and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in Mathematics and Low Income student performance is Low at -31.7 points from Level 3 in Mathematics.

#### 2018-19 Actions/Services

- **This Action Removed**

#### 2019-20 Actions/Services

- **This Action Removed.**
Level 3 in English Language Arts Assessment. However, the Sanger Unified attendance rate is high (E - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain Very High for English Learners (96.9%) and Very High for Socially Disadvantaged students (97.7%).

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.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>expanded staff to reduce class sizes</td>
<td></td>
</tr>
</tbody>
</table>

### Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

**OR**

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

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

### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budgeted Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 14**

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

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

**OR**

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

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

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

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

### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budgeted Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
</tbody>
</table>

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. English Learners making annual growth as measured by CELDT/ELPAC</td>
<td>No AMAO 1 for 2016, However: 59.97% percent</td>
<td>Positive Growth from 2016-17 Baseline</td>
<td>Positive Growth from 2017-18</td>
<td>Positive Growth from 2018-19</td>
</tr>
<tr>
<td></td>
<td>annual growth data</td>
<td>English Learner Progress Indicator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Priority 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| 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 | Status - 80%  
Change - 1.9% |          |         |         |
| English Learner Progress Indicator Status - 71.0%  
Change - 0.4% |          |         |         |         |
| English Learner Reclassification rate 3% | Maintain reclassification rate 11.1% | Maintain reclassification rate | Maintain reclassification rate |
| 0% for All and Student Groups | Meet or be lower than the state and county rates for all and applicable Student Groups  
0% for All and Student Groups | Meet or be lower than the state and county rates for all and applicable Student Groups | Meet or be lower than the state and county rates for all and applicable Student Groups |
| High School Dropout Rates  
1. ALL – 3.1%  
2. African Am – 0% | Meet or be lower than the state and county rates for all and applicable Student Groups | Meet or be lower than the state and county rates for all and applicable Student Groups | Meet or be lower than the state and county rates for all and applicable Student Groups |
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Asian – 0%</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. EL – 4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Hispanic – 2.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Homeless - *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Multiple – 16.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. SED – 3.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. SWD – 6.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. White – 5.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. High school graduation rates for all and applicable Student Groups (Priority 5)</td>
<td>High School Graduation Rates</td>
<td>Meet or be higher than the state and county rates for all and applicable Student Groups</td>
<td>Meet or be higher than the state and county rates for all and applicable Student Groups</td>
<td>Meet or be higher than the state and county rates for all and applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>• ALL – 95.5%</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• African Am – 100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asian – 98.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EL – 93.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hispanic – 95.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Homeless - *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multiple – 83.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SED – 95.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SWD – 78.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• White – 92.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Locally defined Sanger Pledge/Central Valley Promise rate of:</td>
<td>Sanger Pledge/Central Valley Promise Rates</td>
<td>Positive Growth from 2016-17 Baseline for all and applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all and applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all and applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>• GPA 2.7 or better</td>
<td>• ALL – 74.17%</td>
<td>• ALL – 74.17%</td>
<td>• ALL – 74.17%</td>
</tr>
<tr>
<td></td>
<td>• No D/F in Math/English Language</td>
<td>• African Am – 55.0%</td>
<td>• African Am – *</td>
<td>• African Am – *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asian – 71.7%</td>
<td>• Asian – *</td>
<td>• Asian – *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EL – 25.7%</td>
<td>• EL – *</td>
<td>• EL – *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hispanic – 47.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Arts/Science/Social Studies</td>
<td>• Homeless - 28.1%</td>
<td>• Hispanic – 70.13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multiple – 58.6%</td>
<td>• Homeless - *</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SED – 49.4%</td>
<td>• Multiple – *</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SWD – 21.2%</td>
<td>• SED – 64.29%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• White – 57.7%</td>
<td>• SWD – *</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Priority 8)</td>
<td>• White – 74.36%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

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

| Specific Student Groups: Students needing additional academic support | [Add Students to be Served selection here] |

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

| [Add Location(s) selection here] |

OR

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

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

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| LEA-wide | [Add Scope of Services selection here] |

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

<p>| All Schools | [Add Location(s) selection here] |</p>
<table>
<thead>
<tr>
<th>Academic Intervention and Support</th>
<th>Academic Intervention and Support</th>
<th>Academic Intervention and Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanger Unified’s CA School Dashboard Indicator 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 -41.9 points from Level 3 in English Language Arts and -54 points from Level 3 in Mathematics. Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts and Low at -44 in Mathematics. 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, Foster Youth and Low Income students. To expand access and opportunity to academic intervention and supports to these targeted student groups, Sanger Unified will:</td>
<td>Sanger Unified’s CA School Dashboard Indicator 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 -41.9 points from Level 3 in English Language Arts and -54 points from Level 3 in Mathematics. Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts and Low at -44 in Mathematics. 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, Foster Youth and Low Income students. To expand access and opportunity to academic intervention and supports to these targeted student groups, Sanger Unified will:</td>
<td>Sanger Unified’s CA School Dashboard ELA and Mathematics Performance Indicators show 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. Support school sites in providing multi-tiered systems of support that are designed to meet the unique needs of English Learners, Low Income and Foster Youth students at sites; Additionally, an opportunity for no cost enrollment at Sanger High, Sequoia and Quail Lake 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,</td>
</tr>
</tbody>
</table>

2017-18 Actions/Services

Modified Action

2018-19 Actions/Services

Unchanged Action

2019-20 Actions/Services

Unchanged Action
Support school sites in providing multi-tiered systems of support that are designed to meet the unique needs of English Learners, Low Income and Foster Youth students at sites;

Additionally, an opportunity for no cost enrollment at Sanger High, Sequoia and Quail Lake 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;

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-socio economic, Homeless and Foster Youth are used to support RTI programing and services. This specific action/service is principally directed towards and effective in, increasing and improving

support staff, teachers, and materials for intervention and enrichment specifically directed to create enrollment and participation opportunities for these target groups;

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-socio economic, Homeless and Foster Youth are used to support RTI programing and services. This specific action/service is principally directed towards and effective in, increasing and improving outcomes for low income, English Learners, and Foster and Homeless Youth;

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

Offer Summer School for remediation, intervention, course completion, and course re-takes that fulfill a-g
outcomes for low income, English Learners, and Foster and Homeless Youth;

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

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 students on CAASPP and A-G completion over the next three years;

Provide an opportunity for students to enroll in a Dual Language Program. Research indicates those students that participate in Dual Language education, demonstrate higher academic achievement and cognitive skills. It is our expectation that this service will increase the overall academic performance of these students.

Through these actions/services of multi-tiered system of support, we expect that these services will result in increased performance of students on the ELA and

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 students on CAASPP and A-G completion over the next three years;

Provide an opportunity for students to enroll in a Dual Language Program. Research indicates those students that participate in Dual Language education, demonstrate higher academic achievement and cognitive skills. It is our expectation that this service will increase the overall academic performance of these students.

Through these actions/services of multi-tiered system of support, we expect that these services will result in increased performance of students on the ELA and
**Math CAASPP assessment over the next three years.**

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,755</td>
<td>$2,755</td>
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<tr>
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<tr>
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<td>Source</td>
<td>Other</td>
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<tr>
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<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>

**Action 2**

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

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

- Specific Student Groups: Special Education

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

Social-Emotional Learning (SEL) and Behavioral Support

- Social-emotional trauma has been positively linked to poor academic performance. Our CAASPP unduplicated pupil data indicators show that we are Low at (-) 32-42 points from Level 3 in Mathematics and (-) 44-54 points from Level 3 in English Language Arts. 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 students.

#### 2018-19 Actions/Services

Social-Emotional Learning (SEL) and Behavioral Support

- Social-emotional trauma has been positively linked to poor academic performance. Our CAASPP unduplicated pupil data indicators show that we are Low at (-) 32-42 points from Level 3 in Mathematics and (-) 44-54 points from Level 3 in English Language Arts. 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 students.

#### 2019-20 Actions/Services

Social-Emotional Learning (SEL) and Behavioral Support

- Social-emotional trauma has been positively linked to poor academic performance.

- Sanger Unified's CA School Dashboard ELA and 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%.
academic growth. It is anticipated that this action will support positive CAASPP growth from 2016/17 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 2016/17 baseline.

Implementation of a Positive Behavior Intervention and 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 academic growth. It is anticipated that this action will support positive CAASPP growth from 2017/18 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 2017/18 baseline.

Implementation of a Positive Behavior Intervention and 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 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 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 2018/19 baseline.

Implementation of a Positive Behavior Intervention and 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 2016/17 baseline.

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 2018/19 baseline.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$9,597</td>
<td>$9,597</td>
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<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
</tr>
</tbody>
</table>

### Action 3

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

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

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

OR

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

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

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

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

**Actions/Services**

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

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

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

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

Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.
(Select from New Goal, Modified Goal, or Unchanged Goal)

<table>
<thead>
<tr>
<th>Goal 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 3</td>
</tr>
<tr>
<td>The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Properly Credentialed teachers as measured by Misassignments of teachers of English Learners, total teacher</td>
<td>Misassignments of teachers of English Learner - 0</td>
<td>Misassignments of teachers of English Learner - 0</td>
<td>.Maintain and/or improve levels</td>
<td>.Maintain and/or improve levels</td>
</tr>
<tr>
<td></td>
<td>Total teacher misassignments - 0</td>
<td>Total teacher misassignments - 0</td>
<td>.Maintain and/or improve levels</td>
<td>.Maintain and/or improve levels</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>misassignments and vacant teacher positions (Priority 1)</td>
<td>Vacant teacher positions - 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Facilities maintained through the Facilities Inspection Tool (Priority 1)</td>
<td>Facilities Inspection Tool 2015-16 97.8%</td>
<td>Facilities Inspection Tool 2017/18 97.3%</td>
<td>Maintain above 95%</td>
<td>Maintain above 95%</td>
</tr>
<tr>
<td>21. Parent involvement through the local indicator tool (Priority 3)</td>
<td>Maintain Parent Involvement above 80% as measured by Parent Survey - 82.5%</td>
<td>Maintain parent involvement above 80% measured by parent survey - 91.5%</td>
<td>Need Baseline Data from local indicator tool</td>
<td>Need Baseline Data from local indicator tool</td>
</tr>
<tr>
<td>22. Student attendance rates for all and applicable Student Groups (Priority 5)</td>
<td>Student Attendance Rates • ALL – 95.6% • African Am – 95.2% • Asian – 97.6%</td>
<td>Maintain above 95% for all and applicable Student Groups Student Attendance Rates • ALL – 97.2% • African Am – 97.2% • SED – 96.8% • SWD – 96.2%</td>
<td>Maintain above 95% for all and applicable Student Groups</td>
<td>Maintain above 95% for all and applicable Student Groups</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>23. Chronic absenteeism rates for all and applicable Student Groups</td>
<td>Chronic Absenteeism Rates</td>
<td>Maintain and/or improve levels for all and applicable Student Groups</td>
<td>Maintain and/or improve levels for all and applicable Student Groups</td>
<td>Maintain and/or improve levels for all and applicable Student Groups</td>
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<tr>
<td>(Priority 5)</td>
<td>• ALL – 7.26%</td>
<td>• White – 97.3%</td>
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</tr>
<tr>
<td></td>
<td>• African Am – 7.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asian – 3.6%</td>
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</tr>
<tr>
<td></td>
<td>• EL – 6.31%</td>
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<td>• Hispanic – 7.9%</td>
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<td>• Homeless - 28.4%</td>
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<tr>
<td></td>
<td>• Multiple – 3%</td>
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<tr>
<td></td>
<td>• SED – 7.3%</td>
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<tr>
<td></td>
<td>• SWD – 15.6%</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• White – 7.3%</td>
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<td></td>
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<tr>
<td>24. Student suspension rates for all and applicable Student Groups</td>
<td>Suspension Rates - 2015</td>
<td>Suspension Rates - 2016</td>
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<td>Need 2016 Suspension rate data from CDE Dashboard</td>
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<td>• ALL – 4.2%</td>
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<tr>
<td></td>
<td>• African Am – 7.2%</td>
<td>• African Am – *</td>
<td></td>
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<tr>
<td></td>
<td>• Asian – 1.5%</td>
<td>• Asian – 0%</td>
<td></td>
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<tr>
<td></td>
<td>• EL – 2.7%</td>
<td>• EL – *</td>
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<td>• Hispanic – 4.8%</td>
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</tr>
<tr>
<td></td>
<td>• Homeless - *</td>
<td>• Homeless - *</td>
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<tr>
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<td>• Multiple – 1.6%</td>
<td>• Multiple – 0%</td>
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<td>• SED – 4.1%</td>
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<tr>
<td></td>
<td>• SWD – 8.2%</td>
<td>• SWD – 0%</td>
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<tr>
<td></td>
<td>• White – 3.1%</td>
<td>• White – 1.1%</td>
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<td></td>
</tr>
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<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>25. Student expulsion rates for all and applicable Student Groups</td>
<td>Student Expulsion Rates</td>
<td>Maintain levels for All and applicable Student Groups at or below All students</td>
<td>Maintain levels for All and applicable Student Groups at or below All student</td>
<td>Maintain levels for All and applicable Student Groups at or below All student</td>
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<tr>
<td></td>
<td>• ALL – 0.18%</td>
<td>• ALL – 0%</td>
<td>• ALL – 0%</td>
<td>• ALL – 0%</td>
</tr>
<tr>
<td></td>
<td>• African Am – 0%</td>
<td>• African Am – 0%</td>
<td>• African Am – 0%</td>
<td>• African Am – 0%</td>
</tr>
<tr>
<td></td>
<td>• Asian – 0%</td>
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<td>• Asian – 0%</td>
</tr>
<tr>
<td></td>
<td>• EL – 0.04%</td>
<td>• EL – 0%</td>
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<td>• EL – 0%</td>
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<tr>
<td></td>
<td>• Hispanic – 0.25%</td>
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<tr>
<td></td>
<td>• Homeless - 0%</td>
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<td>• Homeless - 0%</td>
<td>• Homeless - 0%</td>
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<tr>
<td></td>
<td>• Multiple – 0%</td>
<td>• Multiple – 0%</td>
<td>• Multiple – 0%</td>
<td>• Multiple – 0%</td>
</tr>
<tr>
<td></td>
<td>• SED – 0.2%</td>
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</tr>
<tr>
<td></td>
<td>• SWD – 0.8%</td>
<td>• SWD –0%</td>
<td>• SWD –0%</td>
<td>• SWD –0%</td>
</tr>
<tr>
<td></td>
<td>• White – 0.06%</td>
<td>• White –0%</td>
<td>• White –0%</td>
<td>• White –0%</td>
</tr>
</tbody>
</table>

26. School climate from locater indicator tool

<table>
<thead>
<tr>
<th>Planned Actions / Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.</td>
</tr>
</tbody>
</table>

**Action 1**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

**Actions/Services**
- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**
- Modified Action
- Unchanged Action

**2018-19 Actions/Services**
- Modified Action
- Unchanged Action

**2019-20 Actions/Services**
- Modified Action
- Unchanged Action

**Facilities**
- Provide well-maintained, up-to-date facilities to enhance student safety.
- Facilities upgrades included a focus on facility upgrades to enhance technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation.

**Facilities**
- Provide well-maintained, up-to-date facilities to enhance student safety.
- Facilities upgrades included a focus on facility upgrades to enhance technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation.

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- Facilities upgrades included a focus on facility upgrades to enhance technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$7,568</td>
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<tr>
<td>Budget Reference</td>
<td>6000-6999: Capital Outlay deferred maintenance transfer and capital projects</td>
<td>6000-6999: Capital Outlay deferred maintenance transfer and capital projects</td>
<td>6000-6999: Capital Outlay deferred maintenance transfer and capital projects</td>
</tr>
</tbody>
</table>

**Action 2**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Foster Youth</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Scope of Services:</th>
<th>LEA-wide</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>All Schools</th>
<th></th>
</tr>
</thead>
</table>

**Actions/Services**

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

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

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

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

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

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

**2017-18 Actions/Services**

- The Sanger Unified School District is committed to providing quality education to its students; and student school

**2018-19 Actions/Services**

- The Sanger Unified School District is committed to providing quality education to its students; and student school

**2019-20 Actions/Services**

- 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 Very High for English Learners (96.9%) and Very High for Socially Disadvantaged students (97.7%). 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 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.

Currently 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 increase the busing area to the following:

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 Very High for English Learners (96.9%) and Very High for Socially Disadvantaged students (97.7%). 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.

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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 increase 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.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$31,732</td>
<td>$31,732</td>
<td>$31,732</td>
</tr>
<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$195,319</td>
<td>4.34%</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, Sanger Unified School District has calculated that it will receive $195,319 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include:

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

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

Goal 3
- Enhanced facilities
- additional transportation

All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated
population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Sanger Unified be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Sanger Unified School District.

Using the calculation tool provided by the state, Sanger Unified School District has calculated that it will receive a total of $195,319 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool, the proportionality percentage has been calculated at 4.34%. Sanger Unified has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as detailed in this plan in the Goals, Actions and Services.

**LCAP Year: 2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$210,238</td>
<td>4.85%</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, Sanger Unified School District has calculated that it will receive a total of $210,238 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool, the proportionality percentage has been calculated at 4.8%. Sanger Unified has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as detailed in this plan in section 2.

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

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**LCAP Year: 2017-18**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
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<tbody>
<tr>
<td>$194,505</td>
<td>4.76%</td>
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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addition, we intend to expand our literacy efforts by creating multi-use literacy/technology labs for our neediest communities. This allows after school and evening access for all stakeholders which impacts access to technology, literacy, and instructional supports.
Addendum

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

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

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

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
For questions related to specific sections of the template, please see instructions below:

**Instructions: Linked Table of Contents**

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

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

**Plan Summary**

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

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

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

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

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

**Comprehensive Support and Improvement**

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

**Students to be Served**

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

**Scope of Service**

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

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

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

**Location(s)**

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

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

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

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

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

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

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

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

**Priority 1: Basic Services** addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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