LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sanger Unified School District - Sanger Academy Charter School
CDS Code: 10-62414-6117873
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 - Sanger Academy Charter School expects to receive in the coming year from all sources.

The total revenue projected for Sanger Unified School District - Sanger Academy Charter School is $6,269,945, of which $5,800,558 is Local Control Funding Formula (LCFF), $44,230 is other state funds, $246,765 is local funds, and $178,392 is federal funds. Of the $5,800,558 in LCFF Funds, $856,878 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

Sanger Unified School District - Sanger Academy Charter School plans to spend $6,269,945 for the 2019-20 school year. Of that amount, $5,854,414 is tied to actions/services in the LCAP and $415,531 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Title 1 funded intervention teachers, ASES program, site budget funds from lottery allocation

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

In 2019-20, Sanger Unified School District - Sanger Academy Charter School is projecting it will receive $856,878 based on the enrollment of foster youth, English learner, and low-income students. Sanger Unified School District - Sanger Academy 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 - Sanger Academy Charter School plans to spend $856,878 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 - Sanger Academy 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 - Sanger Academy 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 - Sanger Academy Charter School's LCAP budgeted $1,040,088 for planned actions to increase or improve services for high needs students. Sanger Unified School District - Sanger Academy Charter School estimates that it will actually spend $962,607 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-77,481 had the following impact on Sanger Unified School District - Sanger Academy Charter School's ability to increase or improve services for high needs students:
The unduplicated pupil count percentage went down significantly in the 18-19 fiscal year and resulted in a decrease in actual supplemental and concentration grant amounts as compared to the amounts originally budgeted.
Local Control Accountability Plan and Annual Update (LCAP) Template

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

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
</table>
| Sanger Unified School District - Sanger Academy 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.

Sanger is located in the heart of the Central Valley, approximately 12 miles southeast of the City of Fresno, in Fresno County. The city of Sanger is a rural, agriculturally based community with a population of 25,313. Of the total population, 80% Hispanic, with the second largest group 32% identifying them selves as other races (2010 United States Census) The median income for a household in the city was $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 classified as English Language Learners. Sheet 1 of 1!
students) are English Language learners. Despite the challenges our children face, Sanger has an 83% Daily Attendance rate, a rate we continually strive to improve.

Sanger Academy Charter School is home to 618 students in grades Kindergarten through eighth. Our school’s demographics mirror that of our district, with the majority of our students identifying as hispanic, followed by roughly 30% identifying as other races. With a 15% population of English Learners and 65% of our students on Free and Reduced Lunch programs, our student population is essentially a microcosm representing our city. Being an art and music charter, we attract students from other cities and areas outside of Sanger: Del Rey, Parlier, Clovis, Reedley, Selma, etc.

Sanger Academy Charter is a vital part of Sanger Unified’s success as it is built on the 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 the 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

Sanger Academy Charter school mirrors the goals and objectives initiated by our district. SUSD provides training and support that will help this site to move closer to our reaching our goals. 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
Review of Performance

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

Greatest Progress

Sanger Academy focused on the disaggregated data from Fall 2018 that was released of the California Dashboards for English Language Arts, Mathematics, Chronic Absenteeism, College and Career, and Suspension Rate. We examined the data for all students as well as student subgroups. In terms of student progress, most student groups increased in both the English Language Arts Dashboard and the Mathematics Dashboard. All students in ELA are green with an increase of 1.5 The SED group is green with an increase of 4.5, Hispanic is green with an increase of 3.1. The SWD group increased significantly with 34 points. In Math all students were green with a 2.1 increase, Hispanic was green and had an increase of 2.6.

Plan of Action to Maintain

- Continue to implement, refine and expand all elements of balanced literacy program with direct support and coaching from Literacy Specialist Teacher
- Continue to implement, refine and expand Universal Design for Learning to provide access to all learners
- Continue to focus on Academic Discourse in student discussion and lesson design
- 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
- Further Develop Writing support for students and teachers through Professional Learning and LST coaching
- PLCs utilize high leverage team actions to address instructional practices that analyze a unit (before, after and during) to improve student achievement
- MTSS improvement cycle process will be used for improvement through continual and consistent analysis and progress monitoring of student performance data
- Continue Lesson study opportunities calendared at sites to improve lesson design and implementation
- Math walks with DISs, administration, and CSPs supporting high quality math instruction using mathematical practices
• Provide Professional Development to support new teachers specifically to accelerate skills in math instruction
• SUSD has refined and become innovative in our processes, systems and instructional practices in service of English Learners
• Individualized Language Plans created, developed and implemented for laser-like focus and goal setting on those students not showing growth over past few years.
• Continued use of ELLevation software to streamline communication across the district, within sites and among teachers for access to data on English Learners.
• Continue tutorial opportunities before school
• Continue to utilize a robust after-school program to support students
• Continue to examine and refine grading practices
• Expand student goal setting opportunities
• Continue to refine the level of rigor and relevance of academic content
• Utilize PBIS and Restorative Justice programs
• Continue to build capacity for effective classroom management strategies through ongoing site and district PD opportunities
• Continued implementation of Second Step and SEL curriculum.

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

The only state indicator that Sanger Academy has an "Orange" in is our English Language Learner progress in English Language Arts and Mathematics.

Thus, Sanger Academy has examined all the indicators and identified the following:

English Learner Progress Indicator
Identified Need:
- 118 English Learners Enrolled
- ELA English Learner- declined by 1.7 points
- Math Progress - declined by 8.2 points

Students with Disabilities Indicator
- Math Progress - declined by 17.1 points

Plan of Action
- Push in extra support with DIS on a regular basis to support sites on how to use the ELD Toolkit.
- Refocus teachers on the Language Matrices aligned to ELD standards and CA standards for Speaking and Listening
- Dual Identified students clearly recognized for language need or disability w/ IEP language goals.
- Implement ELLevation software to streamline communication across the district, within sites and among teachers for all data on EL
- Peer observations/instructional rounds partnering schools who are doing well with those struggling.
- Continue Professional Development on Designated ELD and support the training with follow up modeling and co-teaching with ISP and teachers.
- Review SPED IEP's to review individual plans in regards to students' needs.
- Balance push-in and push-out support, with an emphasis in a co-teaching model when circumstances allow for it.
English Language Arts Progress Indicator
Identified Need
- Improve outcomes for Students with Disabilities- Sanger increased significantly with a score of 22 points difference from 3, current and prior status, yet status is Very Low (performance gap).
- Improve outcomes for Asian and White subgroup- status isVery High, yet Declined in growth by 12.8 and 3.3 points difference from 3 respectively.

Plan of Action
- Implement Universal Design for Learning- designed to provide access to ALL learners especially those on the margins (showing up in our data), by providing high expectations with options and choice.
- Implement and continue to refine Balanced Literacy program with direct support and coaching from Literacy Specialist Teacher.
- Response to Intervention efforts in Literacy through fidelity implementation checks and increased collaboration between Intervention Teachers, Literacy Support Teachers, and Classroom teachers
- Continued Professional Development for teachers focused on best practices and effective instruction
- PLCs structured around high-leverage team actions that provide structure to a unit-(before, after and during) around the 4 critical questions of a PLC
- MTSS District Data team monthly meetings to progress monitor key indicators of performance and provide sites support in area of needs and scale-out best practices

Math Progress Indicator
Identified Need
- English Learners declined by 8.2 points
- Students with Disabilities declined by 17.1 points
- Asian population declined by

Plan of Action
- Implement UDL for Learning designed to provide access to ALL learners especially those on the margins by providing high expectations with options and choice
- Lesson study opportunities for all sites
- Math Walks with DISs and principals/ISPs supporting high quality math instruction
- Continued Professional Development for all teachers of Math with DISs
- After school opt-in workshops to build capacity and support improved math instruction
- Plans for vertical articulation opportunities for students transitioning from 5th to 6th, 6th-7th, and 8th to 9th
- PD supporting HLTA for secondary Math teachers with Sarah Schull
- PLCs structured around high-leverage team actions that provide structure to a unit-(before, after and during) around the 4 critical questions of a PLC
- MTSS District Data team monthly meetings to progress monitor key indicators of performance and provide sites support in area of needs and scale-out best practices

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

Performance Gaps
Sanger Academy Charter School identified a performance gap with English Language Learner student performance and students with disabilities on the English Language Arts and Mathematics summative state assessment (CAASPP.)
Based on the information in the 5x5 matrix, we have identified that the SACS English Learner performance on ELA CAASPP (-13.9, change of -1.7) declined overall and scored Low. In mathematics, English learners (-28.5, change of -8.2) declined overall and scored Low.

ELD - designated and integrated ELD to insure that ELD is embedding into all subject areas throughout the day.

Continue to deploy based on language levels and develop Designated ELD lessons that are engaging and collaborative with an emphasis on listening and speaking

Individual Language Plans (ILPs) will be developed and monitored for all Long-Term English Learners, focusing on goal setting and progress monitoring towards those goals using Ellevation.

All teachers and support staff will participate in district-wide professional learning learning how to incorporate speaking and listening strategies into all lessons.

Our second subgroup to focus on is our students with disabilities. On the CAASPP ELA, although students with disabilities had a significant increase of 22 points from the prior year, they still scored very low; -58.9, difference of 3. In Mathematics, our students with disabilities scored very low, with a -107.5 points, and a decline of 17.1 versus prior year.

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

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

Instructional coaching of Special Education teachers with District Instructional Specialists.

Improve communication between core content teachers and Special Education teachers.

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

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

We will implement Universal Design for Learning to strengthen Tier 1 instruction.

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

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

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

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

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

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

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

LCAP Year Reviewed: 2018-19

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

<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>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</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>2. Implementation of the CA state standards as measured by the state self-reflection tool.</td>
<td>Average score of all measures state reflection tool is 4.3</td>
</tr>
</tbody>
</table>
(Priority 2)

18-19 Positive growth from 2017-18 data

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

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

(Priority 4)

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

**Baseline**
CAASPP English Language Arts

Average Distance from Level 3
- ALL - Low (-21.5)
- African American - 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

(Priority 4)

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

**Expected**

**Actual**

ALL - (28.6 above standard) Maintained 1.5
African American - (*)
Asian - (*)
EL - (13.9 below standard) Maintained -1.7
Hispanic - (22.9 above standard) Increased 3.1
Homeless - (*)
Multiple - (*)
SED - (17.1 above standard) Increased 4.5
SWD - (*)
White - (*)

ALL - (5.9 above standard) Maintained 2.1
African American - (*)
Asian - (*)
EL - (28.5 below standard) Declined 8.2
Hispanic - (0.4 above standard) Maintained 2.6
### 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%**

### Actual

- **Homeless - (*)**
- **Multiple - (*)**
- **SED - (7.0 below standard) Maintained 2.6**
- **SWD - (*)**
- **White - (*)**

### Metric/Indicator

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

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)  
**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%  
| Not applicable for K-8 school. |

| 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)  
**18-19**  
Positive Growth from 2017-18 Baseline for all students including applicable Student Group  
**Baseline**  
EAP Mathematic Rates | 
Not applicable for K-8 school. |
### Expected

<table>
<thead>
<tr>
<th>Ready and Conditionally Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ALL – 22%</td>
</tr>
<tr>
<td>- African Am – *</td>
</tr>
<tr>
<td>- Asian – 43%</td>
</tr>
<tr>
<td>- EL – 0%</td>
</tr>
<tr>
<td>- Hispanic – 15%</td>
</tr>
<tr>
<td>- Homeless – *</td>
</tr>
<tr>
<td>- Multiple – *</td>
</tr>
<tr>
<td>- SED – 17%</td>
</tr>
<tr>
<td>- SWD – 3%</td>
</tr>
<tr>
<td>- White – 32%</td>
</tr>
</tbody>
</table>

### Actual

100% access to a broad course of study

### Metric/Indicator

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

(Priority 7)

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

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

### Metric/Indicator

11. Other Pupil Outcome - Student Met or Exceeded rate on SUSD TK-2 District Progress Assessments in English Language Arts (ELA) and CDE Interim Comprehensive Assessments for English Language Arts (ELA)

(Priority 8)

**18-19**
100% access to a broad course of study

**Baseline**
**TK-2 DPA ELA Mastery Rates 18-19**
- ALL – 92%
- African Am – *
- Asian – 100%
- EL – 88%
- Hispanic – 92%
- Homeless – *
- Multiple – *
- SED – 93%
- SWD – 60%
- White – 100%

SBAC ICA ELA - 67% Met or Exceeded
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>
| • Hispanic – 93%  
• Homeless – *  
• Multiple – *  
• SED – 90%  
• SWD – 60%  
• White – 96% | TK-2 DPA Math Mastery Rates 18-19  
• ALL – 95.5%  
• African Am – *  
• Asian – 100%  
• EL – 93%  
• Hispanic – 95%  
• Homeless – *  
• Multiple – *  
• SED – 100%  
• SWD – 80%  
• White – 100% |

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

SBAC ICA Math - 43% Met or Exceeded
## 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>Base Services provided 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>Base Services provided 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 $4,769,720</td>
<td>0000: Unrestricted Base $4,769,720</td>
</tr>
</tbody>
</table>

Additional Programs provided were on-going operating costs to maintain existing programs and support services to students such as Special Friends, Guidance Learning Specialists, Counselors, Psychologists, Nurses and Health assistants. Pupil Transportation is also included in this section.

Special Education

Special Education

Athletics

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

Special Education
game venues

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

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

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

Athletics
Elementary and Middle School Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues were also provided.

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

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

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</thead>
<tbody>
<tr>
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</table>
Additional School Site Allocation
Sanger Academy Charter's CA School Dashboard ELA and Mathematics Performance Indicators show that many of our students perform at or above standard levels; however, improvement is needed with respect to maintaining student distance from level 3 for all students and most subgroups. Our English Learners and Students with Disabilities performed lower than other students. It is our goal to continue to expedite 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 low at -12.2 from level 3 in English Language Arts and low income students scored 12.6, high in English Language Arts. Our CAASPP unduplicated pupil data indicators show that English Learners are medium at -20.3 from level 3 and out low income students scored medium -9.6 from level 3 in mathematics.

Sanger Academy is a unique school with needs tailored to their unduplicated students. To address the unique needs, our school has been allocated funding based on the number of unduplicated students. Site expenditures allocated were budgeted and approved by our CPAC team and leadership teams and are on the school site plan. Site expenditures are expected to principally focus

curriculum support and intervention teachers 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $268,916

At Sanger Academy the unique needs of our unduplicated students were met through the allocated funding based on those unduplicated students. All expenditures were allocated and approved by the CPAC Team, leadership, and on the the school
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 supported student access to supplementary materials and technology supported personnel including intervention teachers, early literacy reading teachers, additional English learner teachers, and student advocates at the middle and high school to provide additional support to students struggling academically and emotionally, and software to enable English learners and struggling readers to access reading skills. Expenditures include site level training of personnel focused on student access to reduce the learning gaps.

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 CAASPP and upcoming College and Career Indicator at the secondary levels.

The implementation of unique site service targeted the unduplicated students and resulted in higher levels of student literacy and an increased performance of SPED students on the ELA CAASPP.
### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</thead>
<tbody>
<tr>
<td>Technology Sanger Academy's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and our students with Special Needs. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -12.2 from Level 3 in English Language Arts and Low Income student performance is high at 12.6 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -20.3 points from Level 3 in Mathematics and Low Income student performance is medium at -9.6 points from Level 3 in English Language Arts Assessment. 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.</td>
<td>We initially provided funding for additional ipad apps and additional software needed at the sites. We used another funding source for these purchases. We fully staffed the operational and technical support for the 1:1 ipad implementation at the school sites. Technology Sanger Academy's CA School Dashboard ELA and Mathematics Performance Indicators showed improvement was needed with respect to our English Learners and our students with Special Needs. In regards to CAASPP All-students increased by 2.1 pts. from distance from level 3 in ELA, while our English Learners decreased by 28.5 from distance of 3. Students with Disabilities increased their distance from 3 by 34.4pts. In math our All-students showed an increase in distance from 3 by 2.1 pts, while our English learners showed a decrease of 8.2 in distance from</td>
<td>devices and support for 1-to-1 program 4000-4999: Books And Supplies Local Supplemental/Concentration $37,681</td>
<td>devices and support for 1-to-1 program 4000-4999: Books And Supplies Local Supplemental/Concentration $37,681</td>
</tr>
</tbody>
</table>
In addition, Sanger Unified will include Sanger Academy 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.

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.

3. Our Students with disabilities population showed a decrease from 3 in math by 17.1 pts.

To assist our low-income students, English Learner, and foster youth students in being College and Career ready, each teacher received appropriate technology devices for instructional purposes. Additionally, all students participated in a blended learning instructional program, which included online assessments. Piloted K-12 classrooms continued to be utilized to explore innovative practices in instruction. In addition, Sanger Unified included Sanger Academy 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.

Applications, software, and materials that supports the instructional focus were provided. Conference and training expenses were also allocated.

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It was our expectation that these services would result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years.

**Action 4**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Early Literacy Sanger Academy'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 -12.2 points from Level 3 in English Language Arts and Low Income student performance is high at -12.6 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. Our school has an Literacy Specialist Teachers (LST) at our site to support, supplement, and extend the work of the classroom teacher and the early literacy program which is directed</td>
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<td>Literacy Specialist Teacher 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $110,000</td>
<td>Literacy Specialist Teacher 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $110,000</td>
</tr>
</tbody>
</table>
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.

Resources will be allocated to support a literacy-rich environment at Sanger Academy to increase 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.

Our data indicated a needed focus on early literacy for improved achievement outcomes by 3rd grade. Our school had a Literacy Specialist Teacher (LST) at our site to support, supplement, and extend the work of the classroom teacher and the early literacy program which was directed at meeting English Language Arts goals. 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. LST supported the use of Universal Design for Learning strategies that were designed to create greater access to students with added risk factors such as socio-economic disadvantaged, English Learners, Homeless and Foster Youth.

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College and Career Readiness Skills
Sanger Academy's CA School Dashboard ELA and Mathematics Performance Indicators showed improvement was needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -12.2 points from Level 3 in English Language Arts and Low Income student performance is high at 12.6 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are medium at -20.3 points from Level 3 in Mathematics and Low Income student performance is medium at -9.6 points from Level 3 in English Language Arts Assessment. However, the Sanger Academy attendance rate was high (E - 95.97%, 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 needed to continue.

Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<tbody>
<tr>
<td>College and Career Readiness Skills</td>
<td>Sanger Academy's CA School Dashboard ELA and Mathematics Performance Indicators showed improvement was needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -12.2 points from Level 3 in English Language Arts and Low Income student performance is high at 12.6 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are medium at -20.3 points from Level 3 in Mathematics and Low Income student performance is medium at -9.6 points from Level 3 in English Language Arts Assessment. However, the Sanger Academy attendance rate was high (E - 95.97%, 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 needed to continue.</td>
<td>All materials, supplies and services for College and Career 4000-4999: Books And Supplies Local Supplemental/Concentration $84,886</td>
<td>All materials, supplies and services for College and Career 4000-4999: Books And Supplies Local Supplemental/Concentration $84,886</td>
</tr>
</tbody>
</table>
Career readiness needs to continue.

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

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

Middle School college and career readiness support and training through the Sanger Pledge to include student incentives, visits to colleges and local industry partners who provided 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 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.

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

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

Middle School college and career readiness supported and trained through the Sanger Pledge included student incentives, visits to colleges and local industry partners who provided early identification of goals for all students with focused support for identified pupils who currently did not have that opportunity.

Provided access for all 8th grade students in the district to the College Board PSAT. The data from the PSAT provided diagnostic support through the Kahn Academy to support student success in addition, SUSDI provided 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.

Our expectation was that these services would 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 maintaining the high graduation rates for all student groups.

### Action 6

<table>
<thead>
<tr>
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<tr>
<td>Professional Learning Sanger Academy'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 -12.2 points from Level 3 in English Language Arts and Low Income student performance is high at -12.6 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are medium at -20.3 points from Level 3 in Mathematics and Low Income student performance is medium at -9.6 points from Level 3 in English Language Arts Assessment. However, the Sanger Academy</td>
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<td>All Professional Learning support and salaries 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $40,165</td>
<td>All Professional Learning support and salaries 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $40,165</td>
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</tbody>
</table>
attendance rate is high (E 95.5\%, SED 95.2\%).

Professional Development will be provided for all K through 8th grade teachers to build their capacity in educational pedagogy and assessment. Professional learning goals will meet the needs for all students especially low-income students, English learners, and foster youth. The topics of the PD will be centered on our district’s initiatives of high achievement for all students and closing the achievement gap.

Funds will be allocated to sites to implement PD learned at district level. Teachers would have time to work in PLCs to discuss best strategies learned in PD and plan. This would include support by the District Instructional Specialists by providing embedded PD at sites.

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.

However, the Sanger Academy attendance rate was high (E - 97.64\%, SED 96.5\%) and the CA Dashboard for graduation rates remained Very High for English Learners (96.9\%) and Very High for Socially Disadvantaged students (97.7\%).

Professional Development was provided for all K through 8th grade teachers to build their capacity in educational pedagogy and assessment. 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 of high achievement for all students and closing the achievement gap.

Funds were allocated to sites to implement PD learners 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 Instructional Specialists by providing embedded PD at sites.

It was our expectation that these services would result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years.
**Action 7**

<table>
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</thead>
<tbody>
<tr>
<td>Enrichment Sanger Academy's State Assessment ELA &amp; mathematics performance indicators show improvement is needed with respect to English Learners, SED and Homeless subgroups. Our Dashboard indicates &quot;Low&quot; level performance for all three subgroups. As a result, Sanger Academy 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 Academy will:</td>
<td>Enrichment Sanger Academy's State Assessment ELA &amp; mathematics performance indicators showed improvement was needed with respect to English Learners, SED and Homeless subgroups. Our Dashboard indicated &quot;Low&quot; level performance for all three subgroups. As a result, Sanger Academy enhanced the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Sanger Academy:</td>
<td>VAPA salaries. 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $90,000</td>
<td>VAPA Salaries 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $90,000</td>
</tr>
<tr>
<td>Resources will be allocated to provide for 50% of the VAPA teacher for choir and 50% for the guitar teacher to provide additional VAPA experience for students at Sanger Academy</td>
<td>Resources were allocated to provide for 50% of the VAPA teacher for choir and 50% for the guitar teacher to provide additional VAPA experience for students at Sanger Academy</td>
<td>VAPA and STEM supplies 4000-4999: Books And Supplies Local Supplemental/Concentration 55,364</td>
<td>VAPA and STEM supplies 4000-4999: Books And Supplies Local Supplemental/Concentration 55,364</td>
</tr>
<tr>
<td>Provide additional supplies for STEM and VAPA programs at Sanger Academy to enhance College and Career Exploration.</td>
<td>Provided additional supplies for STEM and VAPA programs at Sanger Academy to enhance College and Career Exploration.</td>
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<tr>
<td>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</td>
<td>It was our expectation that</td>
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</tbody>
</table>
increase of state assessment in ELA and Mathematics. These services would 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.

### Action 8

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Moved to College and Career</td>
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### Action 9

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</thead>
<tbody>
<tr>
<td>Library/Media Services Sanger Academy's State Assessment ELA performance indicators showed improvement was needed with respect to English Learners, SED and Homeless subgroups. Our Dashboard indicated &quot;Low&quot; and &quot;high&quot; level performance for all three subgroups. As a result, Sanger Academy will 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 library operations.</td>
<td>Library circulation and support 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $10,729</td>
<td>Library circulation and support 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $10,729</td>
<td></td>
</tr>
</tbody>
</table>
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-8 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.

gaps, Sanger Unified will:

Extended hours of library operations.

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

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

K-8 Library Support: Circulation/Resources/Work Spaces

### Action 10

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>This Action is not in the Sanger Academy Charter LCAP</td>
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</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.

**Action 6**

The entire action was fully implemented at Sanger Academy. 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 include professional development focused on student access to reduce the learning gaps.

Action 7
Technology software was fully implemented.

Action 8 The Literacy Specialist Teacher action was fully implemented. Literacy Specialist Teacher 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. Text sets, guided reading books, expanded classroom libraries, and home/school support were readily available. In addition, Sanger Academy 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. The funding provided support early literacy development at no cost to increase access to students with risk factors such as socio-economic disadvantaged, English Learners, Homeless and Foster Youth.

Action 9
College and Career Readiness actions regarding the CTE support was fully implemented.

Action 10
Professional Learning (PL) was fully implemented. The PL provided our teachers to meet the needs of English Learners, Socio-economically Disadvantaged Students (SED), Homeless, and Foster Youth. 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. Teachers had time to work in PLC’s to discuss best strategies learned in PC and plan, did instructional focused walk-throughs to identify best practices, and aligned instruction to our Guaranteed Viable Curriculum. Teachers were provided with PL that included learning to reduce the barriers for English Learners, SED, homeless and foster youth.

Action 11
Summer school enrichment activities were fully implemented. Resources supported the VAPA TSA and the additional music teachers. Enrichment opportunities for students ing Grade K-8 was fully implemented. Sanger Academy also provided a Spanish Club to help students learn Spanish, or improve their current levels of Spanish.

Action 13
Library hour extension was fully implemented. Renovation of the Sanger Academy also began during this year.

Action 14
Class size reduction was fully implemented.
Performance on the CAASPP ELA for the following groups increased their scores:
All- 28.6 above standard- increase of 1.5
Hispanic- 22.9 above standard- increase of 3.1
SED- 17.1 above standard- increase of 4.5
SWD- 58.9 below below standard- increased significantly 34.4

Performance on the CAASPP Math for the following groups increased their scores:
All- 5.9 above standard- increase of 2.1
SED- 7 below standard- increase of 2.6
Asian- 52.3 above standard- increase of 4.6
Hispanic- .4 above standard- increase of 2.6

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 K-8 have continue 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 Pathway development course 6th-8th grades, and teh College and career exposure of the Sanger Pledge.
Action 10 - Professional learning provided district support for the implementation of our initiatives included Professional Learning Communities, Effective Instruction, Multi-Tiered System of Supports. Specific focus for professional learning include 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 and STEM activities for K-8th.

Action 13 - Enhanced the library access, support, and library environment for students.

Action 14 - Continue to maintain a class size reduction approach to classrooms K-8th.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

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 made to goals actions or expected outcomes.
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</td>
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<tr>
<td>(Priority 4)</td>
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<tr>
<td>18-19 Positive Growth from 2017-18</td>
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</tr>
</tbody>
</table>

English Learner Progress Indicator

| Level 4 - Well Developed 37.6% |
| Level 3 - Moderately Developed 39.8% |
| Level 2 - Somewhat Developed 19.4% |
| Level 1 - Beginning Stage 3.2% |
### Expected

**Baseline**
No AMAO 1 for 2016, However:
59.97% percent EL students made progress on CELDT

No AMAO 2 for 2016, However:
31.3% EL students proficient on CELDT for students less than 5 years
46.3 % EL students proficient on CELDT for students greater than 5 years

**English Learner Progress Indicator**
Status - 71.%
Change - 0.4%

**Metric/Indicator**
14. English Learner Reclassification rate
(Priority 4)

18-19
Maintain reclassification rate

**Baseline**
English Learner Reclassification rate 13.3%

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

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

**Baseline**
0% for All and Student Groups

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

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

### Actual

- English Learner Reclassification rate 24.3%
- 0%
- Not applicable for K-8 school.
**Baseline**
High School Dropout Rates
- ALL – 3.1%
- African Am – 0%
- Asian – 0%
- EL – 4%
- Hispanic – 2.9%
- Homeless - *
- Multiple – 16.7%
- SED – 3.3%
- SWD – 6.4%
- White – 5.6%

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

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

**Baseline**
High School Graduation Rates
- ALL – 95.5%
- African Am – 100%
- Asian – 98.3%
- EL – 93.3%
- Hispanic – 95.7%
- Homeless - *
- Multiple – 83.3%
- SED – 95.3%
- SWD – 78.7%
- White – 92.2%

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

**Actual**

Not applicable for K-8 school.

Sanger Pledge/Central Valley Promise Rates 17-18
- ALL – 49.2%
- African Am – *
- Asian – 71.4%
- EL – 0%
Expected

- No suspensions

(Priority 8)

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

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

Actual

- Hispanic – 49.1%
- Homeless - 0%
- Multiple – 50.0%
- SED – 43.1%
- SWD – 0.0%
- White –11.1%

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>Academic Intervention and Support</td>
<td>Academic Intervention and Support</td>
<td>Additional Intervention support or supplies 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $9,315</td>
<td>Additional Intervention Support or Supplies 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $9,315</td>
</tr>
<tr>
<td>Sanger Academy'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 -12.2 points from Level 3 in English Language</td>
<td>Sanger Academy's CA School Dashboard Indicator showed improvement is needed with respect to our English Learners and Low Income students. Our CAASPP unduplicated pupil data indicators showed that</td>
<td>Intervention Teachers 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $150,000</td>
<td>Intervention Teachers 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $150,000</td>
</tr>
</tbody>
</table>
Arts and medium at -20.3 points from Level 3 in Mathematics. Low Income student performance is high at 12.6 points from Level 3 in English Language Arts and medium at -9.6 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:

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 in the after school program 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

English Learners are Low at -13.9 points from Level 3 in English Language Arts and medium at -28.5 points from Level 3 in Mathematics. Low Income student performance is high at 17.1 points from Level 3 in English Language Arts and medium at -7.0 in Mathematics. 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 supports were 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 will:

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

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.

Additionally, an opportunity for no cost enrollment in the after school program was specifically designed to provide access for Low Income and English Learner students to increase their participation in After School Programming. Priority enrollment was 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.

Provided Response to Intervention (RTI) training and support to sites 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
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.

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

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

Through these actions/services of multi-tiered system of support, we expected that these services would 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>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Emotional Learning (SEL) and Behavioral Support</td>
<td>Social-Emotional Learning (SEL) and Behavioral Support</td>
<td>Expansion of Psychological Services, Homeless/Foster Liaison 1000-1999: Certificated Personnel Salaries Local</td>
<td>Expansion of Psychological Service, Homeless/Foster Liaison 1000-1999: Certificated Personnel Salaries Local</td>
<td></td>
</tr>
</tbody>
</table>
show that we are high in Mathematics at 3.8 points from Level 3 in English Language Arts, at 27.1 from Level 3. Sanger Academy 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 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

CAASPP unduplicated pupil data indicators showed that we were high in Mathematics at 5.9 points from Level 3, in English Language Arts, at 28.6 from Level 3. Sanger Academy added 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 trained 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, encouraged positive school experience, were shown to have a positive impact on academic growth. It was anticipated that this action would support positive CAASPP growth from 2017/18 baseline.

Funding principally directed to a Community Liaison whose goal was to provide on-site support to foster youth and homeless students as well as increase
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 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.

Identification and tracking of incoming students. The Liaison also coordinated and collaborated with care providers, social workers, service providers, and school-based service providers to ensure that foster and homeless youth received the full benefit of their education. This support, encouraging positive school experience, had a positive impact on academic growth. This action supported positive CAASPP growth for the 2017/18 baseline.

Implemented 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 enhanced academic and social behavior outcomes for students including; low income, English learner, and foster youth. This framework was also supplemented by a Restorative Justice system focused on mediation, relationship-reparation, and alternatives to a punitive punishment response that was principally directed to those same at-risk, Tier 2 students who required specific
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.

Action 1 - Sanger Academy was provided, Response to Intervention (RTI) training and instructional support to sites on process 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. Support for English Learners were included: materials and supplies, targeted tutoring after school, co-teaching support, conference and travel for Professional Development opportunities to build the capacity of teachers and administrators to improve services and achievement outcomes for English Learners 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 English Language Advisory Committee.

Action 2 - Social Emotional Learning- Sanger Academy was given an extra 8 hours of psychological support services each week. SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and damage 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, and shown to have a positive impact on academic growth. This approach is also directed at teaching anti-bullying skills, and helpful in information our parents on anti-bullying preventative measures taken in our schools. 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. The 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.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**Action 1** - Provided academic intervention and support, after school programs, books and supplies for RTI support, English Learner targeted support, intervention support, and parent engagement support.

**Action 2** - Expanded Psychological services, student incentives and supplies for PBIS/Restorative Justice.

**Performance on the CAASPP ELA for the following groups increased their scores:**
- All- 28.6 above standard- increase of 1.5
- Hispanic- 22.9 above standard- increase of 3.1
- SED- 17.1 above standard- increase of 4.5
- SWD- 58.9 below below standard- increased significantly 34.4

**Performance on the CAASPP Math for the following groups increased their scores:**
- All- 5.9 above standard- increase of 2.1
- SED- 7 below standard- increase of 2.6
- Asian- 52.3 above standard- increase of 4.6
- Hispanic- .4 above standard- increase of 2.6

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.**

There were no material differences.

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

The goals and actions will remain the same for goal 2.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Properly Credentialed teachers as measured by Misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions (Priority 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>Maintain and/or improve levels</td>
<td></td>
</tr>
</tbody>
</table>
| Baseline | Misassignments of teachers of English Learner - 0  
Total teacher misassignments - 0  
Vacant teacher positions - 2 |
<p>| Metric/Indicator | | 97.75% |
| 20. Facilities maintained through the Facilities Inspection Tool | | |</p>
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Priority 1)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>Maintain above 95%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td>Facilities Inspection Tool</td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td></td>
</tr>
<tr>
<td>97.8%</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
</tr>
<tr>
<td>21. Parent involvement through the local indicator tool</td>
<td></td>
</tr>
<tr>
<td><strong>(Priority 3)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>Need Baseline Data from local indicator tool</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td>Need Baseline Data from local indicator tool</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
</tr>
<tr>
<td>22. Student attendance rates for all and applicable Student Groups</td>
<td></td>
</tr>
<tr>
<td><strong>(Priority 5)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>Maintain above 95% for all and applicable Student Groups</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td>Student Attendance Rates 18-19</td>
<td></td>
</tr>
<tr>
<td>- ALL – 97.5%</td>
<td></td>
</tr>
<tr>
<td>- African Am – 98.0%</td>
<td></td>
</tr>
<tr>
<td>- Asian – 98.2%</td>
<td></td>
</tr>
<tr>
<td>- EL – 97.6%</td>
<td></td>
</tr>
<tr>
<td>- Hispanic – 97.4%</td>
<td></td>
</tr>
<tr>
<td>- Homeless -%</td>
<td></td>
</tr>
<tr>
<td>- Multiple – 97.5%</td>
<td></td>
</tr>
<tr>
<td>- SED – 97.2%</td>
<td></td>
</tr>
<tr>
<td>- SWD – 90.1%</td>
<td></td>
</tr>
<tr>
<td>- White – 92%</td>
<td></td>
</tr>
</tbody>
</table>
### Metric/Indicator

#### 23. Chronic absenteeism rates for all and applicable Student Groups

(Priority 5)

**18-19**

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

**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%

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chronic Absenteeism Rates 17-18 Ca Dashboard</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ALL – 1.3% Declined 0.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• African Am – *%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Asian – *%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• EL – 0.0% Declined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hispanic – 1.4% Declined 1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Homeless - *%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Multiple – *%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SED – 1.6% Declined 1.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SWD – *%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• White – 0% Maintained 0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Metric/Indicator

#### 24. Student suspension rates for all and applicable Student Groups

(Priority 6)

**18-19**

Need 2016 Suspension rate data from CDE Dashboard

**Baseline**

Suspension Rates - 2015

- ALL – 4.2%
- African Am – 7.2%
- Asian – 1.5%
- EL – 2.7%
- Hispanic – 4.8%
- Homeless - *
- Multiple – 1.6%

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suspension Rates - 17-18 Ca Dashboard</strong></td>
<td></td>
</tr>
<tr>
<td>• ALL – 0.0%</td>
<td></td>
</tr>
<tr>
<td>• African Am – 0.0%</td>
<td></td>
</tr>
<tr>
<td>• Asian – 0.0%</td>
<td></td>
</tr>
<tr>
<td>• EL – 0.0%</td>
<td></td>
</tr>
<tr>
<td>• Hispanic – 0.0%</td>
<td></td>
</tr>
<tr>
<td>• Homeless - *</td>
<td></td>
</tr>
<tr>
<td>• Multiple – 0.0%</td>
<td></td>
</tr>
<tr>
<td>• SED – 0.0%</td>
<td></td>
</tr>
<tr>
<td>• SWD – 0.0%</td>
<td></td>
</tr>
<tr>
<td>• White – 0.0%</td>
<td></td>
</tr>
</tbody>
</table>
### Expected

- SED – 4.1%
- SWD – 8.2%
- White – 3.1%

### Actual

#### Expulsion Rates - 17-18
- ALL – 0.0%
- African Am – 0.0%
- Asian – 0.0%
- EL – 0.0%
- Hispanic – 0.0%
- Homeless - *
- Multiple – 0.0%
- SED – 0.0%
- SWD – 0.0%
- White – 0.0%

### Metric/Indicator

25. Student expulsion rates for all and applicable Student Groups

*(Priority 6)*

**18-19**

Maintain levels for All and applicable Student Groups at or below All student

#### Baseline

Student Expulsion Rates
- ALL – 0.18%
- African Am – 0%
- Asian – 0%
- EL – 0.04%
- Hispanic – 0.25%
- Homeless - 0%
- Multiple – 0%
- SED – 0.2%
- SWD – 0.8%
- White – 0.06%

### Metric/Indicator

26. School climate from locater indicator tool

*(Priority 6)*

**18-19**

Need Baseline data from local indicator tool

#### Baseline

Need Baseline data from local indicator tool

Based on the Healthy Kids Survey:

- 48.1% of middle school students agreed or strongly agreed with statements regarding positive school climate
- 77.1% of the elementary students agreed.

### 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>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 upgraded 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 $47,085</td>
<td>Deferred maintenance transfer and capital projects 6000-6999: Capital Outlay Local Supplemental/Concentration $47,085</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

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 was high (EL - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remained 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
Disadvantaged students were 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 covered approximately one hundred eighty square miles and transports over five thousand students daily;

District transportation was 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 was 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

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:

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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
It was our expectation that these services would 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.

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.
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 ahead 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 continue to ensure student access to daily educational services and interventions before and after school.

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

Action 1

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

Action 2

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

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

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

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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

Parent/School Staff/ Student LCAP Stakeholder Survey
As part of the planning process for updating our Local Control Accountability Plan (LCAP), Sanger Unified contracted with Hanover Research to survey parents, teachers/staff, students and community. Survey included a series screen questions, background questions, as well as opportunities to respond to current LCAP services including Student Support Services, Multi-Tiered Systems of Support, College and Career Readiness, School Climate and Culture, Professional Development, Parent and Community Engagement and District Priorities.
Respondents were able to indicate how much they agree or disagree with statements, how satisfied they are with a variety of topics as well as an open ended response with any additional thoughts related to community involvement in Sanger Unified.
Survey responses contained a statistically-appropriate sample of all three stakeholder groups.
A total of 8,350 parents responded to the online survey which was over 2,000 more responses than last year. Of the parent respondents, 2,325 qualify for free or reduced price meals, 721 indicated their children are English Learners, 233 indicated their children are on an Individualized Education Plan, 62 are Migrant and 68 are foster parents and 4723 were none of the above.
Of the respondents, (53%) are Hispanic or Latino, (13%) are Asian, (13%) are White, (2%) are Black or African American and (10%) are two or more races.
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

LCAP stakeholder Presentation/ Input:

January 30, 2019    DELAC
February 13, 2019   Sanger Unified Teachers Association Leadership- Certificated Bargaining Unit
February 14, 2019   WAMS Student Group
February 19, 2019   Sanger Community Task Force which includes representation from Foster/ Homeless, Hope Sanger, Police and Fire Department, Recreation Department and Social Services, School District, Local Church Clergy, and local service clubs.
February 19, 2019   Sanger High Student Group
March 1, 2019       PTA Council
March 7, 2019       Parent Involvement Team
March 25, 2019      California State Employees Association (CSEA) Classified Bargaining Unit
April 25, 2019      United Neighbors Community Group
May 1, 2019         Parent Advisory Council
Stakeholders were given an opportunity to give input regarding LCAP Actions and Allocations.

Community Stakeholders also provided feedback through an open ended survey.

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

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

Cabinet Meeting

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

Curriculum and Instruction Cabinet Meeting

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

Expanded Cabinet Prioritization

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

Expanded Team presented to District Cabinet- April 3, 2017

Presented recommendation from Expanded Cabinet Prioritization meeting regarding service allocations.
District Cabinet Meeting-March 11, 2019

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

Curriculum and Instruction Cabinet Meetings- March 2019-April 2019

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- March 2019-April 2019

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

Meetings and Opportunities to Provide additional input to LCAP Draft

October 23, 2018    LCAP Process and timeline presented to School Board

April 24, 2019      LCAP Guidance Committee meeting. Members will be given opportunities to review LCAP proposed allocations and provide feedback.

May 1, 2019         District English Learner Advisory Council to review LCAP draft and provided opportunities for feedback.

May 1, 2019         LCAP Guidance Committee/DAC review of LCAP draft and provided opportunities for feedback.

The Superintendent sent a letter to the DELAC/DAC and LCAP Guidance committees in response to specific questions.
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

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.
- Not Available until 2015-16 data is available by the state

Increase the percentage of all students who have Standard Met or Exceeded in Mathematics by 3% above baseline established in 2014-15.
- Not Available until 2015-16 data is available by the state

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% ;
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% t;
  - 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 |

**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>Priority 2: State Standards (Conditions of Learning)</td>
<td></td>
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<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>
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<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

**Local Priorities:**

**Identified Need:**

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

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students provided sufficient access to standards aligned curricular materials as measured by local</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td>100% sufficient access to standard aligned curricular materials</td>
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<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
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<td>indicator: self-reflection tool. (Priority 1)</td>
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<tr>
<td>2. Implementation of the CA state standards as measured by the state self-reflection tool. (Priority 2)</td>
<td>Average score of all measures state reflection tool is 3.76</td>
<td>Positive growth from 2016-17 baseline data</td>
<td>Positive growth from 2017-18 data</td>
<td>Positive growth from 2018-19 data</td>
</tr>
<tr>
<td>3. CAASPP Student Average Distance from Level 3 in English Language Arts (ELA) for all students including applicable Student Groups (Priority 4)</td>
<td>CAASPP English Language Arts Average Distance from Level 3 - 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)</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups - ALL 27.1 (-7.6) - African Am* - Asian 95.3 (+39.6) - EL 12.2 (-15.3) - Hispanic 19.9 (-10.3) - Homeless* - Multiple* - SED 12.6 (-8.3)</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>
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<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
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<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>
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<td>• ALL - Low (-34.6)</td>
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<td>• African Am - Low (-48)</td>
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<td>• Asian – High (0.6)</td>
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<td>• EL - Low (-54)</td>
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<td>• Hispanic - Low (-46.1)</td>
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<td>• Homeless - *</td>
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<td>• Multiple - High (0.9)</td>
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<td>• SED - Low (-44)</td>
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<td>• SWD – Very Low (-118.2)</td>
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<td>• White - High (0.2)</td>
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<td>SWD -93.3 (-11.3)</td>
<td>White 72.7 (-0.1)</td>
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<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
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<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
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<td>Positive Growth from 2019-20 for all students including applicable Student Groups</td>
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<tr>
<td>5. A-G Completion rates for all students including applicable Student Groups</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></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• African Am – 50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive Growth from 2017-18 for all students including applicable Student Groups</td>
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<tr>
<td></td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
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<tr>
<td></td>
<td>Positive Growth from 2019-20 for all students including applicable Student Groups</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>
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<td>---------------------------------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(Priority 4)</td>
<td></td>
<td>applicable Student Groups</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>6. Career Tech Education Pathway Completion rate for all students including applicable Student Groups</td>
<td>(Priority 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE Completion Rates -</td>
<td></td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>N/A</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>ALL – 77%</td>
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<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 – 68%</td>
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<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
<td></td>
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<tr>
<td>Asian – 80%</td>
<td></td>
<td>Positive Growth from 2018-19 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>EL – 62%</td>
<td></td>
<td>Positive Growth from 2018-19 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>Hispanic – 75%</td>
<td></td>
<td>Positive Growth from 2018-19 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>Homeless - 50%</td>
<td></td>
<td>Positive Growth from 2018-19 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>Multiple – 82%</td>
<td></td>
<td>Positive Growth from 2018-19 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>SED – 74%</td>
<td></td>
<td>Positive Growth from 2018-19 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>SWD – 62%</td>
<td></td>
<td>Positive Growth from 2018-19 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>White – 87%</td>
<td></td>
<td>Positive Growth from 2018-19 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>7. Advanced Placement pass rate for all students scoring 3 or higher including applicable Student Groups</td>
<td>(Priority 4)</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>N/A</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
</tr>
<tr>
<td>AP Pass Rates -</td>
<td></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>ALL –</td>
<td></td>
<td>Positive Growth from 2018-19 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></td>
<td>Positive Growth from 2018-19 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>Asian –</td>
<td></td>
<td>Positive Growth from 2018-19 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>EL –</td>
<td></td>
<td>Positive Growth from 2018-19 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>Hispanic –</td>
<td></td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
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</tr>
<tr>
<td>Homeless -</td>
<td></td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
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<tr>
<td>Multiple –</td>
<td></td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
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<tr>
<td>SED –</td>
<td></td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
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<tr>
<td>SWD –</td>
<td></td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all students including applicable Student Groups</td>
<td></td>
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<tr>
<td>White –</td>
<td></td>
<td>Positive Growth from 2018-19 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>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>8. Early Assessment Program English Language Arts (ELA) pass rate for students</td>
<td>EAP ELA Rates ELA Ready and Conditionally Ready</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>
</tr>
<tr>
<td>meeting Conditionally Ready or higher status for all students including applicable</td>
<td>• ALL – 56%</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Groups.</td>
<td>• African Am – *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Priority 4)</td>
<td>• Asian – 82%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EL – 2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hispanic – 50%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Homeless – *</td>
<td></td>
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<tr>
<td></td>
<td>• Multiple – *</td>
<td></td>
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<tr>
<td></td>
<td>• SED – 52%</td>
<td></td>
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<tr>
<td></td>
<td>• SWD – 11%</td>
<td></td>
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<tr>
<td></td>
<td>• White – 70%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Early Assessment Program Mathematics pass rate for students meeting Conditionally</td>
<td>EAP Mathematic Rates Ready and Conditionally Ready</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>
</tr>
<tr>
<td>Ready or higher status for all students including applicable Student Groups.</td>
<td>• ALL – 22%</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Priority 4)</td>
<td>• African Am – *</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Asian – 43%</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>• EL – 0%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Hispanic – 15%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Homeless – *</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Multiple – *</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• SED – 17%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SWD – 3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• White – 32%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Student access to a broad course of study as measured by the analysis of school</td>
<td>100% access to a broad course of study</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>
</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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</tr>
<tr>
<td><strong>(Priority 7)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Other Pupil</td>
<td>TK-2 DPA ELA Mastery Rates</td>
<td>100% access to a broad</td>
<td>100% access to a broad</td>
<td>100% access to a broad</td>
</tr>
<tr>
<td>Outcome - Student Met</td>
<td>- ALL – 94%</td>
<td>course of study</td>
<td>course of study</td>
<td>course of study</td>
</tr>
<tr>
<td>or Exceeded rate on</td>
<td>- African Am – *</td>
<td>ALL 79%</td>
<td>ALL 79%</td>
<td>ALL 79%</td>
</tr>
<tr>
<td>SUSD TK-2 District</td>
<td>- Asian – 98%</td>
<td>African Am 100%</td>
<td>African Am 100%</td>
<td>African Am 100%</td>
</tr>
<tr>
<td>Progress Assessments</td>
<td>- EL – 90%</td>
<td>Asian 89%</td>
<td>Asian 89%</td>
<td>Asian 89%</td>
</tr>
<tr>
<td>in English Language</td>
<td>- Hispanic – 93%</td>
<td>EL 63%</td>
<td>EL 63%</td>
<td>EL 63%</td>
</tr>
<tr>
<td>Arts (ELA) and CDE</td>
<td>- Homeless – *</td>
<td>Hispanic 78%</td>
<td>Hispanic 78%</td>
<td>Hispanic 78%</td>
</tr>
<tr>
<td>Interim Comprehensive</td>
<td>- Multiple – *</td>
<td>Homeless*</td>
<td>Homeless*</td>
<td>Homeless*</td>
</tr>
<tr>
<td>Assessments for English</td>
<td>- SED – 90%</td>
<td>Multiple*</td>
<td>Multiple*</td>
<td>Multiple*</td>
</tr>
<tr>
<td>Language Arts (ELA)</td>
<td>- SWD – 60%</td>
<td>SED 53%</td>
<td>SED 53%</td>
<td>SED 53%</td>
</tr>
<tr>
<td>Need Baseline info for:</td>
<td>- White – 96%</td>
<td>SWD 56%</td>
<td>SWD 56%</td>
<td>SWD 56%</td>
</tr>
<tr>
<td>ICA ELA rates</td>
<td></td>
<td>White 86%</td>
<td>White 86%</td>
<td>White 86%</td>
</tr>
</tbody>
</table>

| **(Priority 8)**   |          |         |         |         |
| 12. Other Pupil  | TK-2 DPA Math Mastery Rates | Positive Growth from | Positive Growth from | Positive Growth from |
| Outcome - Student Met | - ALL – 73.6% | 2016-17 Baseline for all | 2017-18 for all students | 2018-19 for all students |
| or Exceeded rate on | - African Am – * | students including applicable Student Groups | including applicable Student Groups | including applicable Student Groups |
| SUSD TK-2 District | - Asian – 78.7% | | | |
| Progress Assessments | - EL – 60.6% | | | |
| in Mathematics and | - Hispanic – 50% | | | |
| CDE Interim | - Homeless – * | | | |
| Comprehensive | | | | |


### Assessments for Mathematics (Priority 8)

<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>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><strong>Assessments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Multiple – *</td>
<td></td>
<td>ALL 79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SED – 54.0%</td>
<td></td>
<td>African Am100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SWD – 29.5%</td>
<td></td>
<td>Asian 89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• White – 81.5%</td>
<td></td>
<td>EL 63%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
<td>Hispanic 77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Homeless</strong></td>
<td></td>
<td>Homeless*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Multiple</strong></td>
<td></td>
<td>Multiple*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SED</strong></td>
<td></td>
<td>SED 53%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SWD</strong></td>
<td></td>
<td>SWD 44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
<td>White 93%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

### Action 1

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

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

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

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

### Actions/Services

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

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

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

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

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

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

#### 2017-18 Actions/Services

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

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

#### 2018-19 Actions/Services

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

Additional Programs  
On-going operating costs to maintain existing programs and support services to students such as Special Friends, Guidance Learning Specialists, Counselors, Psychologists, Nurses and Health assistants. Pupil Transportation is also included in this section.

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

#### 2019-20 Actions/Services

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

Additional Programs  
On-going operating costs to maintain existing programs and support services to students such as Special Friends, Guidance Learning Specialists, Counselors, Psychologists, Nurses and Health assistants. Pupil Transportation is also included in this section.

Special Education  
Provide services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.
## 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>$4,684,569</td>
<td>$4,769,720</td>
<td>$4,997,536</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Reference</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
</tr>
</tbody>
</table>

### Action 2

**Specific Student Groups:** Students with Disabilities

**OR**

- [Add Students to be Served selection here]
- [Add Scope of Services selection here]
- [Add Location(s) selection here]

### Actions/Services

**Budgeted Expenditures**

### 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)

[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>
</table>

**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
- 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 addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 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

2018-19 Actions/Services

Additional School Site Allocation
Sanger Academy Charter's CA School Dashboard
ELA and Mathematics Performance Indicators show that many of our students perform at or above standard levels; however, improvement is needed with respect to maintaining student distance from 3 level for all students and most subgroups. Our English Learners and Students with Disabilities performed lower than other students. It is our goal to continue to expedite 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 Low at -41.9 points from Level 3 in

2019-20 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 addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 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.

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. Al 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 include site level training of personnel focused on student access to reduce the learning gaps.

that English Learners are low at -12.2 from level 3 in English Language Arts and low income students scored 12.6, high in English Language Arts. Our CAASPP unduplicated pupil data indicators show that English Learners are medium at -20.3 from level 3 and out low income students scored medium -9.6 from level 3 in mathematics.

Sanger Academy is a unique school with needs tailored to their unduplicated students. To address the unique needs, our school has been allocated funding based on the number of unduplicated students. Site expenditures allocated were budgeted and approved by our CPAC team and leadership teams and are 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 include site level training of personnel focused on student access to reduce the learning gaps.

Mathematics and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment.

In regards to Sanger Academy and CAASPP data, All-students increased by 2.1 pts. from distance from level 3 in ELA, while our English Learners decreased by 28.5 from distance of 3. Students with Disabilities increased their distance from 3 by 34.4pts. In math our All-students showed an increase in distance from 3 by 2.1 pts, while our English learners showed a decrease of 8.2 in distance from 3. Our Students with disabilities population showed a decrease from 3 in math by 17.1 pts.

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. Al 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 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.

access reading skills. Expenditures include site level training of personnel focused on student access to reduce the learning gaps.

It is our expectation that the implementation of these unique site services will target the unduplicated students and result in higher levels of student literacy and an increased performance of students on the ELA and Mathematics CAASP and upcoming College and Career Indicator at the secondary levels.

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

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.

Budgeted Expenditures

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<tr>
<th>Year</th>
<th>2017-18</th>
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<th>2019-20</th>
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</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)

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>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
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<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>
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<td>Foster Youth</td>
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<td></td>
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<tr>
<td>Low Income</td>
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</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

Technology
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 English Language Arts

2018-19 Actions/Services

Technology
Sanger Academy's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and our students with Special Needs. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -12.2 from Level 3 in English Language Arts and Low Income student performance is high at 12.6 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -20.3 points from Level 3 in Mathematics and Low Income student performance is medium at -9.6 points from Level 3 in

2019-20 Actions/Services

Technology
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 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. In addition, Sanger Unified will include Sanger Academy 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.

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 English Language Arts Assessment.

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. In addition, Sanger Unified will include Sanger Academy 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.

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.
unduplicated students on the ELA and Math CAASPP over the course of the next three years.

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.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>4000-4999: Books And Supplies devices and support for 1-to-1 program</td>
<td>4000-4999: Books And Supplies devices and support for 1-to-1 program</td>
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</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)

**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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<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Literacy</strong></td>
<td>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 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</td>
<td>Sanger Academy'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 -12.2 points from Level 3 in English Language Arts and Low Income student performance is high at -12.6 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. Our school has an Literacy Specialist Teachers (LST) at our site 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</td>
<td>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. In regards to Sanger Academy and CAASPP data, All-students increased by 2.1 pts. from distance from level 3 in ELA, while our English Learners decreased by 28.5 from distance of 3. Students with Disabilities increased their distance from 3 by 34.4pts. In math our All-students showed an increase in distance from 3 by 2.1 pts, while our English learners showed a decrease of 8.2 in distance from 3. Our Students with disabilities population showed a decrease from 3 in math by 17.1 pts. Our data indicates a need to focus on early literacy for improved achievement outcomes by 3rd grade. Sanger Unified will add Literacy Specialist Teachers (LST)</td>
</tr>
</tbody>
</table>
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 over arching district goal of all students being literate by 3rd grade.

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

Resources will be allocated to support a literacy-rich environment Sanger Academy to increase 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 over arching district goal of all students being literate by 3rd grade.
<table>
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<th>Year</th>
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**Action 6**

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

- **Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups)
  - [Add Students to be Served selection here]
- **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - [Add Location(s) selection here]

**OR**

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

- **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income)
  - English Learners
  - Foster Youth
  - Low Income
  - LEA-wide
- **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
  - All Schools
- **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
  - College and Career Readiness Skills Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and
- Select from New, Modified, or Unchanged for 2018-19
  - Unchanged Action
  - College and Career Readiness Skills Sanger Academy's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed
- Select from New, Modified, or Unchanged for 2019-20
  - Unchanged Action
  - College and Career Readiness Skills Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and
Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -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 Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:

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

Middle School college and career readiness support and training through the

with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -12.2 points from Level 3 in English Language Arts and Low Income student performance is high at 12.6 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are medium at -20.3 points from Level 3 in Mathematics and Low Income student performance is medium at -9.6 points from Level 3 in English Language Arts Assessment. However, the Sanger Academy attendance rate is high (E - 95.97%, 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 Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Academy will:

Provide support for College and Career exploration with the software program to

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.

In regards to Sanger Academy and CAASPP data, All-students increased by 2.1 pts. from distance from level 3 in ELA, while our English Learners decreased by 28.5 from distance of 3. Students with Disabilities increased their distance from 3 by 34.4pts. In math our All-students showed an increase in distance from 3 by 2.1 pts, while our English learners showed a decrease of 8.2 in distance from 3. Our Students with disabilities population showed a decrease from 3 in math by 17.1 pts.

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

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 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.

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.
<table>
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<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<td>All materials, supplies and services for College and Career</td>
</tr>
<tr>
<td>2018-19</td>
<td>$84,886</td>
<td>Local Supplemental/Concentration</td>
<td>4000-4999: Books And Supplies</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>All materials, supplies and services for College and Career</td>
</tr>
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<td>2019-20</td>
<td>$84,886</td>
<td>Local Supplemental/Concentration</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All materials, supplies and services for College and Career</td>
</tr>
</tbody>
</table>

**Action 7**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

- English Learners
- Foster Youth
- Low Income

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

- LEA-wide

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

- 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**

- Professional Learning
- Sanger Unified's CA School Dashboard
- ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and

**2018-19 Actions/Services**

- Professional Learning
- Sanger Academy's CA School Dashboard
- ELA and Mathematics Performance Indicators shows improvement is needed

**2019-20 Actions/Services**

- Professional Learning
- 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 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 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

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 -12.2 points from Level 3 in English Language Arts and Low Income student performance is high at -12.6 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are medium at -20.3 points from Level 3 in Mathematics and Low Income student performance is medium at -9.6 points from Level 3 in English Language Arts Assessment. However, the Sanger Academy attendance rate is high (E 95.5%, SED 95.2%).

Professional Development will be provided for all K through 8th grade teachers to build their capacity in educational pedagogy and assessment. Professional learning goals will meet the needs for all students especially low-income students, English learners, and foster youth. The topics of the PD will be centered on our district’s initiatives of high achievement for all students and closing the achievement gap.

Funds will be allocated to sites to implement PD learned at district level. Teachers would have time to work in PLCs to discuss best strategies learned in PD

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%).

In regards to Sanger Academy and CAASPP data, All-students increased by 2.1 pts. from distance from level 3 in ELA, while our English Learners decreased by 28.5 from distance of 3. Students with Disabilities increased their distance from 3 by 34.4pts. In math our All-students showed an increase in distance from 3 by 2.1 pts, while our English learners showed a decrease of 8.2 in distance from 3. Our Students with disabilities population showed a decrease from 3 in math by 17.1 pts.

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
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.

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.

centered on our district’s initiatives of high achievement for all students and closing the achievement gap.

Funds will be allocated to sites to implement PD learned at district level. Teachers would have time to work in PLCs to discuss best strategies learned in PD and plan. This would include support by the District Instructional Specialists by providing embedded PD at sites.

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.

### 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>$30,003</td>
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<td>Local Supplemental/Concentration</td>
</tr>
<tr>
<td></td>
<td>All Professional Learning support and salaries</td>
<td>All Professional Learning support and salaries</td>
<td>All Professional Learning support and salaries</td>
</tr>
</tbody>
</table>

### Action 8

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

<table>
<thead>
<tr>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
</tr>
<tr>
<td>Low Income</td>
</tr>
</tbody>
</table>

### 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)

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

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

| Modified 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

| Unchanged Action  |

#### 2018-19 Actions/Services
**Enrichment**  
Sanger Academy'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, Sanger Academy 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 Academy will:

- Resources will be allocated to provide for 50% of the VAPA teacher for choir and 50% for the guitar teacher to provide

| Unchanged Action  |

#### 2019-20 Actions/Services
**Enrichment**  
Sanger Academy'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, Sanger Academy 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 Academy will:

- Resources will be allocated to provide for 50% of the VAPA teacher for choir and 50% for the guitar teacher to provide additional VAPA experience for students at Sanger Academy

- Provide additional supplies for STEM and VAPA programs at Sanger Academy to enhance College and Career Exploration.

- 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.
especially targeting access for our low-income, English Learners and foster youth. Funds will be allocated to support the hiring of two additional music teachers to support elementary music instruction. Additional expenditures may include: curriculum materials, and equipment.

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

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

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**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>Amount</td>
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<td>Local Supplemental/Concentration</td>
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<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
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<tr>
<td>VAPA and STEM supplies</td>
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### Action 9

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

<table>
<thead>
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<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>
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</table>

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

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</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>
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</table>

English Learners  
Foster Youth  
Low Income

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

English Learners  
Foster Youth  
Low Income

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

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

**2017-18 Actions/Services**

- Career Technical Education
- 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

**2018-19 Actions/Services**

- Moved to College and Career

**2019-20 Actions/Services**

- Moved to College and Career
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 and 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
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<td>Amount</td>
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</tr>
<tr>
<td>Budget Reference</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

- English Learners
- Foster Youth
- Low Income

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

- LEA-wide

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

### 2018-19 Actions/Services

**Library/Media Services**
Sanger Academy’s State Assessment ELA performance indicators show improvement is needed with respect to English Learners, SED and Homeless subgroups. Our Dashboard indicates "Low" and "high" level performance for all three subgroups. As a result, Sanger Academy will 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 library operations.
- 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-8 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.

### 2019-20 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
- 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.
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>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>System Services</th>
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<tbody>
<tr>
<td>2017-18</td>
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<td>Local Supplemental/Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>Library circulation and support</td>
</tr>
<tr>
<td>2018-19</td>
<td>$10,729</td>
<td>Local Supplemental/Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>Library circulation and support</td>
</tr>
<tr>
<td>2019-20</td>
<td>$10,729</td>
<td>Local Supplemental/Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>Library circulation and support</td>
</tr>
</tbody>
</table>

**Action 11**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

<table>
<thead>
<tr>
<th>LEA-wide</th>
</tr>
</thead>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**Actions/Services**
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Size Reduction</strong></td>
<td><strong>This Action is not in the Sanger Academy Charter LCAP</strong></td>
<td><strong>This Action is not in the Sanger Academy Charter LCAP</strong></td>
</tr>
<tr>
<td>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 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%).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modified Action</td>
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<td>Modified Action</td>
</tr>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td></td>
</tr>
</tbody>
</table>

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>1000-1999: Certificated Personnel</td>
<td>Salaries</td>
</tr>
<tr>
<td>Reference</td>
<td>1000-1999: Certificated Personnel</td>
<td>Salaries</td>
<td>expanded staff to reduce class sizes</td>
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</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)

OR

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

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

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

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

2017-18 Actions/Services
2018-19 Actions/Services
2019-20 Actions/Services

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>Action 13</td>
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</table>

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

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

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

**OR**

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

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

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

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

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

2017-18 Actions/Services
2018-19 Actions/Services
2019-20 Actions/Services

**Budgeted Expenditures**

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

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

### Identified Need:

**Need:**

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

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
<tr>
<td>13. English Learners making annual growth as measured by CELDT/ELPAC annual growth data</td>
<td>No AMAO 1 for 2016, However: 59.97% percent EL students made progress on CELDT</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>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>(Priority 4) No AMAO 2 for 2016, However:</td>
<td>English Learner Progress Indicator Status - 72.8% Change +5.3%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Learner Progress Indicator Status - 71% Change -0.4%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(Priority 4) English Learner Reclassification rate</td>
<td>Maintain reclassification rate</td>
<td>Maintain reclassification rate</td>
<td>Maintain reclassification rate</td>
<td></td>
</tr>
<tr>
<td>English Learner Reclassification rate 13.3%</td>
<td>27.5%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15. Middle school dropout rates for all and applicable Student Groups</td>
<td>Meet or be lower than the state and county rates for all and</td>
<td>Meet or be lower than the state and county rates for all and</td>
<td>Meet or be lower than the state and county rates for all and</td>
<td></td>
</tr>
<tr>
<td>0% for All and Student Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>(Priority 5)</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16. High school dropout rates for all and applicable Student Groups</strong></td>
<td>High School Dropout Rates</td>
<td>applicable Student Groups</td>
<td>applicable Student Groups</td>
<td>applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>• ALL – 3.1%</td>
<td>0% for All and Student Groups</td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups</td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>• African Am – 0%</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asian – 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EL – 4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hispanic – 2.9%</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 – 16.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SED – 3.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SWD – 6.4%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• White – 5.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Priority 5)</td>
<td><strong>17. High school graduation rates for all and applicable Student Groups</strong></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>
</tr>
<tr>
<td></td>
<td>• ALL – 95.5%</td>
<td>Meet or be higher than the state and county rates for all and applicable Student Groups</td>
<td>N/A</td>
<td>Meet or be higher than the state and county rates for all and applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>• African Am – 100%</td>
<td>Meet or be higher than the state and county rates for all and applicable Student Groups</td>
<td></td>
<td>Meet or be higher than the state and county rates for all and applicable Student Groups</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>
</tbody>
</table>
### Metrics/Indicators

#### Baseline

- SED – 95.3%
- SWD – 78.7%
- White – 92.2%

#### 2017-18

- SED
- SWD
- White

#### 2018-19

- SED
- SWD
- White

#### 2019-20

- SED
- SWD
- White

### 18. Locally defined Sanger Pledge/Central Valley Promise rate of:

- GPA 2.7 or better
- No D/F in Math/English Language Arts/Science/Social Studies
- Attendance rate of 96% or better
- No suspensions (Priority 8)

### 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%

### Positive Growth from 2016-17 Baseline for all and applicable Student Groups

- **ALL** – 56.45%
- **African Am** – *
- **Asian** – *
- **EL** – *
- **Hispanic** – 56.88%
- **Homeless** – *
- **Multiple** – *
- **SED** – 50.77%
- **SWD** – *
- **White** – *

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

### Positive Growth from 2018-19 for all and applicable Student Groups

### Planned Actions / Services

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

#### Action 1

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:

<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>[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**

**Academic Intervention and Support**

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

**2018-19 Actions/Services**

**Academic Intervention and Support**

Sanger Academy'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 -12.2 points from Level 3 in English Language Arts and medium at -20.3 points from Level 3 in Mathematics. Low Income student performance is high at 12.6 points from Level 3 in English Language Arts and medium at -9.6 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

**2019-20 Actions/Services**

**Academic Intervention and Support**

Sanger Academy'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 -12.2 points from Level 3 in English Language Arts and medium at -20.3 points from Level 3 in Mathematics. Low Income student performance is high at 12.6 points from Level 3 in English Language Arts and medium at -9.6 in Mathematics. In regards to Sanger Academy and CAASPP data, All-students increased by 2.1 pts. from distance from level 3 in ELA, while our English Learners decreased by 28.5 from distance of 3. Students with Disabilities increased their distance from 3 by 34.4pts. In math our All-students showed an increase in distance from 3 by 2.1 pts, while our English learners showed a decrease of 8.2 in distance from 3. Our Students with disabilities population showed a decrease from 3 in math by 17.1 pts.

This specific action is principally directed to increase
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:

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 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:

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 in the after school program 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;

Additionally, an opportunity for no cost enrollment in the after school program 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.

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:

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 in the after school program 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 outcomes for low income, English Learners, and Foster and Homeless Youth.

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

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.

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.
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>Source</th>
<th>Amount</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Budget Reference</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
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<td>2017-18</td>
<td>Local Supplemental/Concentration</td>
<td>$9,315</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>$150,000</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>$11,000</td>
</tr>
<tr>
<td>2018-19</td>
<td>Local Supplemental/Concentration</td>
<td>$9,315</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>$150,000</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>$11,000</td>
</tr>
<tr>
<td>2019-20</td>
<td>Local Supplemental/Concentration</td>
<td>$9,315</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>$150,000</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>$11,000</td>
</tr>
<tr>
<td></td>
<td>Budget Reference</td>
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<tr>
<td></td>
<td>Amount</td>
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<tr>
<td></td>
<td>Budget Reference</td>
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<td></td>
</tr>
</tbody>
</table>
### Action 2

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

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

**OR**

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

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

**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 High in Mathematics at 3.8 points from Level 3 in English Language Arts, at 27.1 from Level 3.Sanger Academy is adding social-emotional support personnel (expansion of psychological support services), principally...

**2019-20 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.  
In regards to Sanger Academy and CAASPP data, All-students increased by 2.1 pts. from distance from...
Intervention growth academic encouraging benefit foster based workers, students. Identification homeless provide Community Liaison whose goal is 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 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 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 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 level 3 in ELA, while our English Learners decreased by 28.5 from distance of 3. Students with Disabilities increased their distance from 3 by 34.4pts. In math our All-students showed an increase in distance from 3 by 2.1 pts, while our English learners showed a decrease of 8.2 in distance from 3. Our Students with disabilities population showed a decrease from 3 in math by 17.1 pts.

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 2018/19 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.
Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<td>1000-1999: Certificated Personnel Salaries</td>
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<td>Expansion of Psychological Services, Homeless/Foster Liaison</td>
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<td>Expansion of Psychological Services, Homeless/Foster Liaison</td>
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<tr>
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<td></td>
<td></td>
<td>Expansion of Psychological Services, Homeless/Foster Liaison</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
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<td>$87,500</td>
<td>Local Supplemental/Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
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<td></td>
<td>Expansion of Psychological Services, Homeless/Foster Liaison</td>
</tr>
<tr>
<td></td>
<td>$1,000</td>
<td>Local Supplemental/Concentration</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student incentives and supplies for PBIS/Restorative Justice Programs</td>
</tr>
<tr>
<td></td>
<td>$1,000</td>
<td>Local Supplemental/Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Expansion of Psychological Services, Homeless/Foster Liaison</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>
<tbody>
<tr>
<td>Amount</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)

<table>
<thead>
<tr>
<th>Goal 3</th>
</tr>
</thead>
<tbody>
<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>Maintain and/or improve levels</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></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vacant teacher positions - 2</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>misassignments and vacant teacher positions (Priority 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Facilities maintained through the Facilities Inspection Tool</td>
<td>Facilities Inspection Tool 2015-16 97.8%</td>
<td>Maintain above 95%</td>
<td>Maintain above 95%</td>
<td>Maintain above 95%</td>
</tr>
<tr>
<td>(Priority 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Parent involvement through the local indicator tool</td>
<td>Need Baseline Data from local indicator tool</td>
<td>Need Baseline Data from local indicator tool</td>
<td>Need Baseline Data from local indicator tool</td>
<td>Need Baseline Data from local indicator tool</td>
</tr>
<tr>
<td>(Priority 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Student attendance rates for all and applicable Student Groups</td>
<td>Student Attendance Rates</td>
<td>Maintain above 95% for all and applicable Student Groups</td>
<td>Maintain above 95% for all and applicable Student Groups</td>
<td>Maintain above 95% for all and applicable Student Groups</td>
</tr>
<tr>
<td>(Priority 5)</td>
<td>- ALL – 95.6%</td>
<td>ALL 97.2%</td>
<td>ALL 97.2%</td>
<td>ALL 97.2%</td>
</tr>
<tr>
<td></td>
<td>- African Am – 95.2%</td>
<td>African American*</td>
<td>African American*</td>
<td>African American*</td>
</tr>
<tr>
<td></td>
<td>- Asian – 97.6%</td>
<td>Asian 98.3%</td>
<td>Asian 98.3%</td>
<td>Asian 98.3%</td>
</tr>
<tr>
<td></td>
<td>- EL – 95.5%</td>
<td>EL 97.4%</td>
<td>EL 97.4%</td>
<td>EL 97.4%</td>
</tr>
<tr>
<td></td>
<td>- Hispanic – 95.1%</td>
<td>Hispanic 97.3%</td>
<td>Hispanic 97.3%</td>
<td>Hispanic 97.3%</td>
</tr>
<tr>
<td></td>
<td>- Homeless – 93%</td>
<td>Homeless N/A</td>
<td>Homeless N/A</td>
<td>Homeless N/A</td>
</tr>
<tr>
<td></td>
<td>- Multiple – 97.2%</td>
<td>Multiple*</td>
<td>Multiple*</td>
<td>Multiple*</td>
</tr>
<tr>
<td></td>
<td>- SED – 95.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SWD – 93%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- White – 96.6%</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>SED</td>
<td>97.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD</td>
<td>96.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>97.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

- ALL 2.10%
- African American* 0%
- Asian 0%
- EL0 .80%
- Hispanic 2.40%
- Homeless N/A
- Multiple* 0%
- SED 2.70%
- SWD 0%
- White 0%

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

Maintain and/or improve levels 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>24. Student suspension rates for all and applicable Student Groups (Priority 6)</td>
<td>Suspension Rates - 2015</td>
<td>Need 2016 Suspension rate data from CDE Dashboard</td>
<td>Need 2016 Suspension rate data from CDE Dashboard</td>
<td>Need 2016 Suspension rate data from CDE Dashboard</td>
</tr>
<tr>
<td></td>
<td>• ALL – 4.2%</td>
<td>Suspension Rates - 2016</td>
<td>• ALL – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• African Am – 7.2%</td>
<td>• African Am – 0%</td>
<td>• Asian – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asian – 1.5%</td>
<td>• EL – 0%</td>
<td>• EL – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EL – 2.7%</td>
<td>• Hispanic – 0%</td>
<td>• Hispanic – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hispanic – 4.8%</td>
<td>• Homeless - *</td>
<td>• Homeless - *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multiple – 1.6%</td>
<td>• Multiple – 0%</td>
<td>• Multiple – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SED – 4.1%</td>
<td>• SED – 0%</td>
<td>• SED – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SWD – 8.2%</td>
<td>• SWD – 0%</td>
<td>• SWD – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• White – 3.1%</td>
<td>• White – 0%</td>
<td>• White – 0%</td>
<td></td>
</tr>
<tr>
<td>25. Student expulsion rates for all and applicable Student Groups (Priority 6)</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>
</tr>
<tr>
<td></td>
<td>• ALL – 0.18%</td>
<td>Student Expulsion Rates</td>
<td>• ALL – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• African Am – 0%</td>
<td>• African Am – 0%</td>
<td>• Asian – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asian – 0%</td>
<td>• EL – 0%</td>
<td>• EL – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EL – 0.04%</td>
<td>• Hispanic – 0%</td>
<td>• Hispanic – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hispanic – 0.25%</td>
<td>• Homeless - 0%</td>
<td>• Homeless - 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Homeless - 0%</td>
<td>• Multiple – 0%</td>
<td>• Multiple – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multiple – 0%</td>
<td>• SED – 0%</td>
<td>• SED – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SED – 0.2%</td>
<td>• SWD – 0%</td>
<td>• SWD – 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SWD – 0.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• White – 0.06%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. School climate from locater indicator tool</td>
<td>Need Baseline data from local indicator tool</td>
<td>Need Baseline data from local indicator tool</td>
<td>Need Baseline data from local indicator tool</td>
</tr>
<tr>
<td>(Priority 6)</td>
<td>White – 0%</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)

| [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 | 2018-19 Actions/Services | 2019-20 Actions/Services
Facilities
Provide well-maintained, up-to-date facilities to enhance student safety. Facilities upgrades included a focus on facility upgrades to enhance technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation.

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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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<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></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)

**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></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

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

**2017-18 Actions/Services**

**Additional Transportation**

The Sanger Unified School District is committed to providing quality education to its students; and student school attendance is vital to a student’s academic success. In addition, the Sanger Unified attendance rate is high (EL - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain 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;

**2018-19 Actions/Services**

**Additional Transportation**

The Sanger Unified School District is committed to providing quality education to its students; and student school attendance is vital to a student’s academic success. In addition, the Sanger Unified attendance rate is high (EL - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain 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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**2019-20 Actions/Services**

**Additional Transportation**

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In regards to Sanger Academy and CAASPP data, All-students increased by 2.1 pts. from distance from level 3 in ELA, while our English Learners decreased by 28.5 from distance of 3. Students with Disabilities increased their distance from 3 by 34.4pts. In math our All-students showed an increase in distance from 3 by 2.1 pts, while our English learners showed a decrease of 8.2 in distance from 3. Our Students with disabilities population showed a decrease from 3 in math by 17.1 pts.

To ensure all our students including English Learners and Socially Disadvantaged students are provided
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

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.

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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>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$107,285</td>
<td>Local Supplemental/Concentration</td>
<td>2000-2999: Classified Personnel Salaries, Bus drivers</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>$856,878</td>
<td>17.15%</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 $856,878 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:

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

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

Goal 3
- Enhanced facilities
- additional transportation

All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated
population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Sanger Unified be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Sanger Unified School District. Since our 19-20 rolling unduplicated student population count is projected at 63.78% (60.67% single year), all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

Using the calculation tool provided by the state, Sanger Unified School District has calculated that it will receive a total of $856,878 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 17.15%. 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.

<table>
<thead>
<tr>
<th>LCAP Year: 2018-19</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,055,873</td>
<td>22.14%</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 $1,055,873 million 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 22.14%. 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.

### LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$616,151</td>
<td>12.65%</td>
</tr>
</tbody>
</table>

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).
Using the calculation tool provided by the state, Sanger Unified School District has calculated that it will receive a total of $616,151 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 12.6%. 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.
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 recategorization rate;
   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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### Total Expenditures by Goal

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