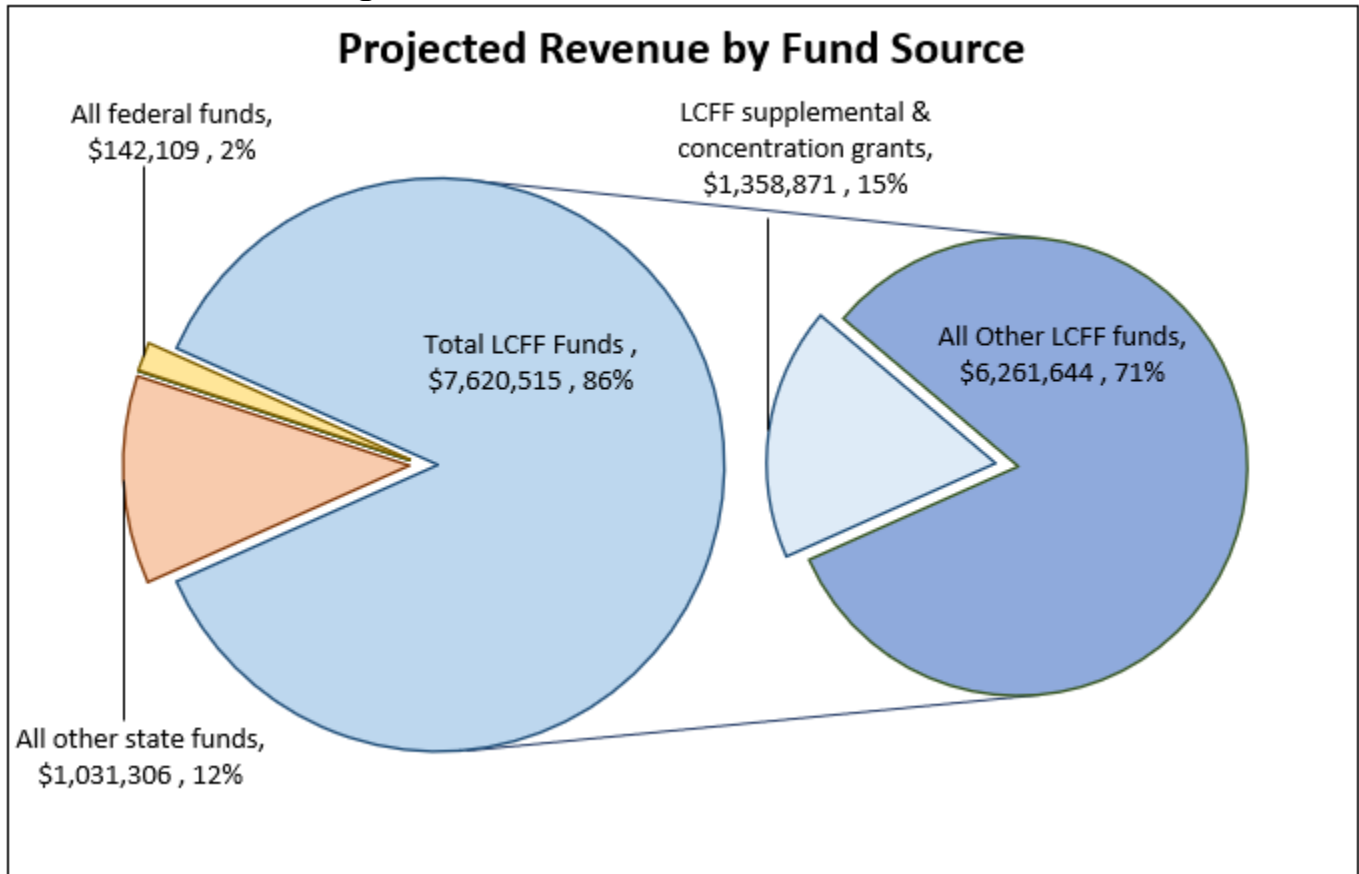


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sanger Unified School District - Sanger Academy Charter School
CDS Code: 1062414
School Year: 2023-24
LEA contact information:
Adela Madrigal Jones
Superintendent
adela_jones@sangerusd.net
(559) 524-6521

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

Budget Overview for the 2023-24 School Year

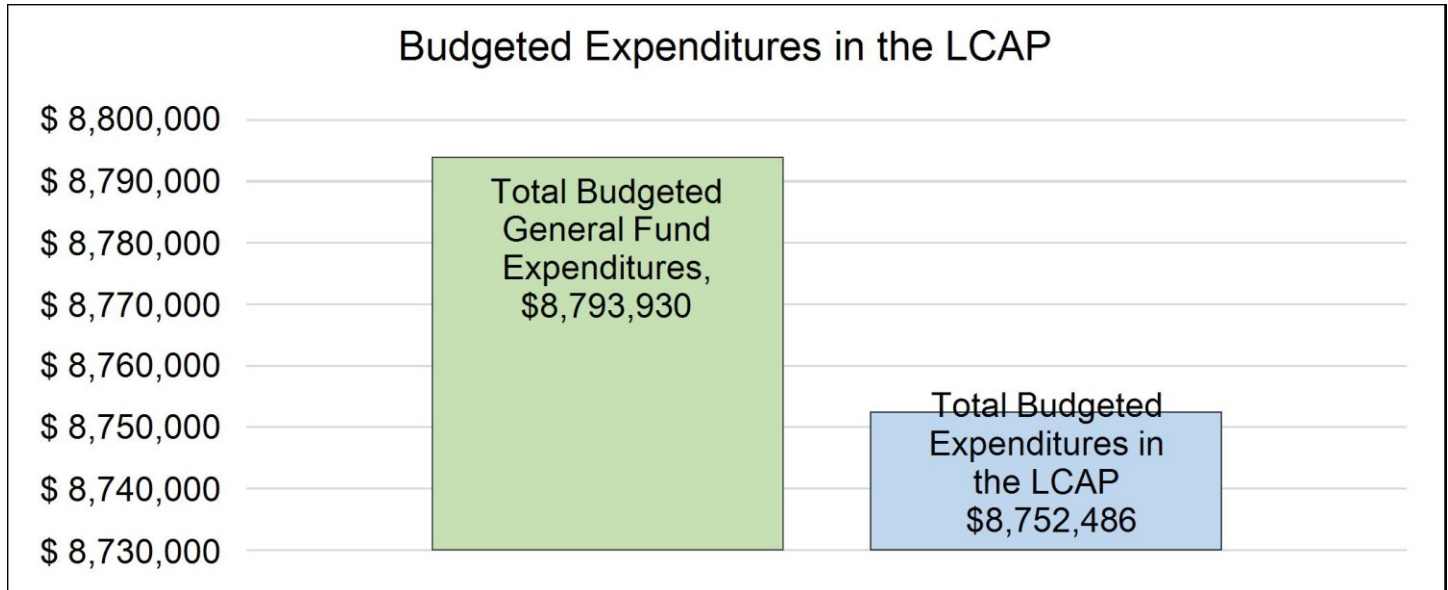


This chart shows the total general purpose revenue Sanger Unified School District - Sanger Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sanger Unified School District - Sanger Academy Charter School is \$8,793,930, of which \$7,620,515 is Local Control Funding Formula (LCFF), \$1,031,306 is other state funds, \$0 is local funds, and \$142,109 is federal funds. Of the \$7,620,515 in LCFF Funds, \$1,358,871 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sanger Unified School District - Sanger Academy Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sanger Unified School District - Sanger Academy Charter School plans to spend \$8,793,930 for the 2023-24 school year. Of that amount, \$8,752,486 is tied to actions/services in the LCAP and \$41,444 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

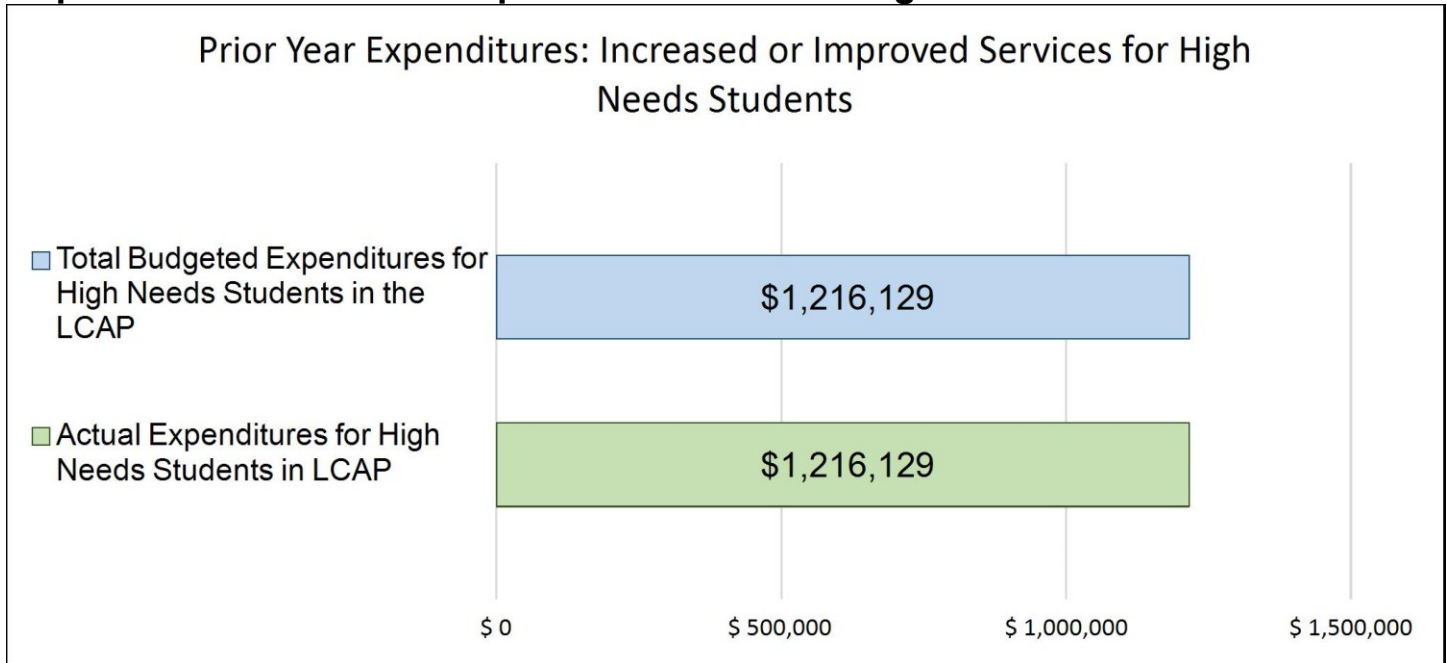
Restricted lottery funds reserved for future curriculum adoptions.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Sanger Unified School District - Sanger Academy Charter School is projecting it will receive \$1,358,871 based on the enrollment of foster youth, English learner, and low-income students. Sanger Unified School District - Sanger Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sanger Unified School District - Sanger Academy Charter School plans to spend \$1,358,871 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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.

The text description of the above chart is as follows: In 2022-23, Sanger Unified School District - Sanger Academy Charter School's LCAP budgeted \$1,216,129 for planned actions to increase or improve services for high needs students. Sanger Unified School District - Sanger Academy Charter School actually spent \$1,216,129 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$0 had the following impact on Sanger Unified School District - Sanger Academy Charter School's ability to increase or improve services for high needs students:

N/A

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

Sanger is located in the heart of the Central Valley, approximately 12 miles southeast of the City of Fresno, in Fresno County. The city of Sanger is a rural, agriculturally based community with a population of 26,716. Of the total population, 79.9% are i

Reflections: Successes

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

Sanger Unified focused on the analysis of the most recent release of the California Dashboards in Fall 2022 for English Language Arts, Mathematics, Chronic Absenteeism, College and Career (not available in Fall 2022), Graduation Rate and Suspension Rate.

Reflections: Identified Need

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

Sanger Unified performed at the Low level in English Language Arts and Math on the overall for the All student group. The English Language Arts overall performance was 14.8 points below standard and the Math overall performance level was 59.1 points belo

LCAP Highlights

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

Sanger Unified has maintained a clear and articulate focus on the goals of the district. The goals were established prior to the development of our first LCAP and have been the driving force behind the clarity of leadership and stability from the SUSD sch

Comprehensive Support and Improvement

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

Schools Identified

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

Sanger Community Day School, Kings River High School

Support for Identified Schools

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

Sanger Unified School District operates on the vision that “All students will have the options to demonstrate what they learn and the opportunities to be successful and achieve their dreams.” Our district is centered on the educational practices that focus

Monitoring and Evaluating Effectiveness

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

The CSI educational partners along with a SUSD supervisor will meet monthly to analyze Multi-Tiered Systems of Support (MTSS) data to ensure the services are calibrated with the CSI plan. The MTSS process is used throughout the district and has been implemented

Engaging Educational Partners

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

Sanger Unified School District has existing structures in place to disseminate information and seek input from parents, staff, and community. Educational Partner engagement for the LCAP followed the same communication structures in addition to specific pr

A summary of the feedback provided by specific educational partners.

LCAP Survey 22-23, 21-22, 20-21, 19-20, 18-19

Four areas have emerged as a common trend in each of the last 5 years of the LCAP Survey.

The first is developing a system of resources and interventions for struggling students. It is recomme

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

As a result of educational partner input and the analysis of Hanover Research on the 22-23 LCAP Survey and Sanger Unified's analysis of trend data and progress monitoring, the following aspects of the LCAP were explored for adjustment:

Parent and Fami

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to reflect the core program provided to all students in the district. Data reflects that the district continues to have all facilities in good repair and all students have sufficient access to standards aligned materials. Addition

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	5% misassignments 0 % vacancies Data Year: 2020-21 Data Source: CALSAAS	5% misassignments 0 % vacancies Data Year: 2021-22 Data Source: CALSAAS	5% misassignments 0 % vacancies Data Year: 2022-23 Data Source: CALSAAS		0% misassignment 0% vacancies Data Year 2023-24 Data Source: CALSAAS
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source: Local Indicator	100% Data Year: 2021-22 Data Source : Local Indicator	100% Data Year: 2022-23 Data Source : Local Indicator		100% Data Year 2023-24 Data Source: Local Indicator
Implementation of State Standards	Data Year: 2020-21 Data Source: State Self Reflection Tool score of 3.78	Data Year: 2021-22 Data Source: State Self Reflection Tool score remained the same 3.78	Data Year: 2022-23 Data Source: State Self Reflection Tool score remained the same		Data Year: 2023-24 Data Source: State Self Reflection Tool - Positive Growth from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement ELA	Data Year: 2018-19 Data Source: State Dashboard All: 53% African Am: 41% Asian: 63% EL: 14% Hispanic: 48% Homeless:50% SED: 37% SWD: 14% White: 73%	2020-21 Data Source: DataQuest All: 64.35% African Am: N/A Asian: 80.28% EL: 3.33% Hispanic: 59.35% Homeless: N/A SED: 59.27% SWD: 18.42% White: 80.56% 11th Grade only	Data Year: 2021-22 Data Source: State Dashboard All: 47.58% African Am: 36.% Asian: 59.25% EL: 15.03% Hispanic: 42% Homeless:24% SED: 39.86% SWD: 12.24% White: 63.86%		Data Year: 2023-24 Data Source: State:Dashboard Positive Growth
Pupil Achievement Math	Data Year: 2018-19 Data Source: State Dashboard All: 43% African Am: 43% Asian: 56% EL: 13% Hispanic: 37% Homeless: 28% SED: 36% SWD: 9% White: 63%	2020-21 Data Source: DataQuest All: 23.12% African Am: N/A Asian: 43.84% EL: 0% Hispanic: 17.23% Homeless: N/A SED: 17.29% SWD: 5.0% White: 36.99% 11th Grade only	Data Year: 2021-22 Data Source: State Dashboard All: 31.57% African Am: 25.28% Asian: 41.84% EL: 10.3% Hispanic: 25.41% Homeless: 12% SED: 23.67% SWD: 8.6% White: 50.58%		Data Year: 2023-24 Data Source:State Dashboard Positive Growth
Pupil Achievement A-G	Data Year: 2019-20 Data Source: CALPADS Cohort Outcome 15.2 Report" ALL: 48% African Am: 43%	Data Year: 2020-21 Data Source: DataQuest - completed A-G ALL: 52% African Am: 36.4%	Data Year: 2021-22 Data Source: DataQuest - completed A-G ALL: 23.6%		Data Year: 2023-24 Data Source: CALPADS Cohort Outcome 15.2 Report" Positive Growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian: 75% EL: 11% Hispanic: 43% Homeless* SED: 45% SWD:6% White: 58%	Asian: 81% EL: 29.9% Hispanic: 46% Homeless 20% SED: 48.7%% SWD: 17.5% White: 66.7%	African Am: 36.4% Asian: 26.9% EL: 26.2% Hispanic: 21.6% Homeless 8.3% SED: 20.3%% SWD: 5.6% White: 31.3%		
Pupil Achievement- CTE Pathway Completion	*Data Year: 2019-20 Data Source: DataQuest - pathway completion ALL: 29.8% African Am: 25% Asian: 36.5% EL: 7.7% Hispanic: 28% Homeless 5% SED: 29.1% SWD: 24% White: 42% 	Data Year: 2020-2021 Data Source: DataQuest - pathway completion ALL: 29.4% African Am: 9.1% Asian: 36% EL: 19.5% Hispanic: 29.3% Homeless 6.7% SED: 30.4% SWD: 14.0% White: 27.3%	Data Year: 2021-2022 Data Source: DataQuest - pathway completion ALL: 31.2% African Am: 33.3% Asian: 33.3% EL: 14.4% Hispanic: 29.4% Homeless 21.4% SED: 30.4% SWD: 10.1% White: 41.1%		Data Year: 2023-24 Data Source: DataQuest - pathway completion Positive Growth
Pupil Achievement- AP Pass Rate for all students scoring 3 or higher including applicable student groups	DataYear: 2019 - 20 Data Source: DataQuest AP Test Report(CollegeBoard) All: 65% African Am: 43% Asian: 75% EL: 11% Hispanic: 43% Homeless* SED: 45% SWD: 6%	DataYear: 2020-21 Data Source: DataQuest AP Test Report(CollegeBoard) All: 8.4%% African Am: * Asian: 4.1% EL: 1.6% Hispanic: 8.9% Homeless* SED: 6.7% SWD: *	DataYear: 2021-22 Data Source: CollegeBoard All: 55% African Am: * Asian: 49% EL: 11% Hispanic: 46% Homeless* SED: 44% SWD: *		Data Year: 2023-24 Data Source: DataQuest AP Test Report(CollegeBoard) Positive Growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: 58%	White: 11.7% <b	White: 61%		
Pupil Achievement-Early EAP English Language Arts pass rate for students meeting conditionally ready for higher status for all students including student groups	Data Year: 2018-19 Data Source: CAASPP Test Results from DataQuest All: 64% African Am: 44% Asian: 75% EL: 3% Hispanic: 60% Homeless* SED: 59% SWD: 23% White: 85%	2020-21 Data Source: CAASPP Test Results from DataQuest All: 64.35% African Am: N/A Asian: 80.28% EL: 3.33% Hispanic: 59.35% Homeless: N/A SED: 59.27% SWD: 18.42% White: 80.56% 11th Grade only	Data Year: 2021-22 Data Source: CAASPP Test Results from DataQuest All: 62.67% African Am:* Asian: 75.97% EL: 2.44% Hispanic: 58.57% Homeless* SED: 57.72% SWD: 4.17% White: 76.75%		Data Data Year: 2023-24 Data Source: CAASPP Test Results Positive Growth
Pupil Achievement-Early EAP Math pass rate for students meeting conditionally ready for higher status for all students including student groups	Data Year: 208-19 Data Source: CAASPP Test Results from DataQuest All:37% African Am: 28% Asian: 55% EL: 3% Hispanic: 30% Homeless* SED: 32% SWD: 7% White: 66%	2020-21 Data Source: CAASPP Test Results from DataQuest All: 23.12% African Am: N/A Asian: 43.84% EL: 0% Hispanic: 17.23% Homeless: N/A SED: 17.29% SWD: 5.0% White: 36.99% 11th Grade only	Data Year: 2021-22 Data Source: CAASPP Test Results from DataQuest All: 27.61% African Am:* Asian: 43.56% EL: 0% Hispanic: 21.96% Homeless* SED: 24.09% SWD: 2.08% White: 46.51%		Data Year: 2023-24 Data Source: CAASP Test Results Positive Growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Course of Study	Data Year: 2020-21 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules	Data Year: 2021-22 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules	Data Year: 2022-23 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules		Data Year: 2023-24 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules
Other Pupil Outcomes- i ready ELA	Data Year: 2020-21 Data Source: i ready diagnostic reports. First year of implementation. Will have diagnostic report in June for future comparison to be used as the 20-21 baseline data 38% On Grade Level or Above Diagnostic Results for #	Data Year: 2021-22 Data Source: Reading/ELA i-Ready Diagnostic #3 Report % On/Above Grade Level (Early On, Mid, Above) K-8th Grade All - 45% EL - 21% Hispanic - 40% SED - 37% SWD - 11%	Data Year: 2022-23 Data Source: Reading/ELA i-Ready Diagnostic #2 Report % On/Above Grade Level (Early On, Mid, Above) K-8th Grade * will update with Diagnostic 3 All - 46% EL - 23% Hispanic - 41% SED - 40% SWD -		Data Year: 2020-21 Data Source: i ready diagnostic reports showing positive growth
Other Pupil Outcomes- i ready Math	Data Year: 2020-21 Data Source: i ready diagnostic reports. First year of implementation. Will have diagnostic report in June for future comparison to be used as the 20-21 baseline data	Data Year: 2021-22 Data Source: Math i-Ready Diagnostic #2 Report % On/Above Grade Level (Early On, Mid, Above) K-8th Grade All - 36% EL - 15%	Data Year: 2022-23 Data Source: Reading/ELA i-Ready Diagnostic #2 Report % On/Above Grade Level (Early On, Mid, Above) K-8th Grade * will update with Diagnostic 3		Data Year: 2020-21 Data Source: i ready diagnostic reports showing positive growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	26% On Grade Level or Above Diagnostic Results for #2 of	Hispanic - 30% SED - 32% SWD - 8%	All - 39% EL - 18% Hispanic - 33% SED - 40% SWD -		
Other Pupil Outcomes - US/CSU Coursework	Data Year: 2020-2021 Percentage of pupils who have successfully completed both requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences 2020-21. All Students Number of G	Data Year: 2020-2021 (Adjusted) Percentage of pupils who have successfully completed both requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences 2020-21. All Students	Data Year: 2021-2022 Percentage of pupils who have successfully completed both requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences 2021-22. All Students Number of		Positive progress in percentage

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Charter School Support Services	Devices for 1:1 program Technology site support Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state dashboard on the 2021-22 CAASPP for English Language Arts when comparing the average distance from standard: All: -14.8; EL: -56.2; LI: -26.3; FY -69 and Math All: -59.1; EL: -88.7; LI -71.2; and FY -88. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 45%, EL: 21%, LI: 39% and iReady Math All: 35%; EL: 17%; LI: 32% show improvement is	\$840,720.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>needed.. To meet this need and ensure our LI, EL, FY have access to high quality instructional options, we continue to provide one to one ipad devices to our students. The devices are used in and out of the classroom on a daily basis to access specific blended learning programs, enhance student to student collaboration, teacher interaction and access to tech enhanced curriculum. The additional site technology support personnel enable the students to have seamless access to the local technology system in a safe and productive manner. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. It is our expectation that these services will result in increased performance In ELA and Math CAASPP as well as local scores over the course of the next three years.</p> <p>District Professional Learning Initiatives Site based Professional Learning Teacher Development and Retainment Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state dashboard on the 2021-22 CAASPP for English Language Arts when comparing the average distance from standard: All: -14.8; EL: -56.2; LI: -26.3; FY -69 and Math All: -59.1; EL: -88.7; LI -71.2; and FY -88. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 45%, EL: 21%, LI: 39% and iReady Math All: 35%; EL: 17%; LI: 32% show improvement is needed. Professional Development will be provided for all Pre-K through 12th grade teachers to build their capacity in educational pedagogy and assessment. Professional learning goals will meet the needs for all students especially Low Income, English Learners, and Foster Youth. The topics of the PD will be centered on our district's initiatives of high achievement for all students and closing the achievement gap. The teacher recruitment, development and retainment program provides additional support to incoming and new teachers in the district regarding the Sanger Unified initiatives and strategies. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. The expectation is that the teachers will successfully implement</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>strategies that maximize student learning and specifically to the LI, EL, FY. It is our expectation that these services will result in increased performance of our LI, EL, FY on the ELA and Math CAASPP over the course of the next three years.</p> <p>Visual and Performing Arts Support Library Support and Services</p> <p>Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state dashboard on the 2021-22 CAASPP for English Language Arts when comparing the average distance from standard: All: -14.8; EL: -56.2; LI: -26.3; FY -69 and Math All: -59.1; EL: -88.7; LI -71.2; and FY -88. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 45%, EL: 21%, LI: 39% and iReady Math All: 35%; EL: 17%; LI: 32% show improvement is needed. As a result of this need, SUSD will enhance the access to Arts, Science, and enrichment opportunities for LI, EL, FY students to close achievement gaps. These enrichment opportunities will provide additional learning opportunities for EL, LI and FY students. Sanger Unified will continue to provide increased summer school enrichment activities for students. Approximately 1500 9-12th grade students confirmed to attend summer intervention/enrichment program to enrichment courses for students to enhance their schedule. In addition, SUSD will provide a VAPA teacher on Special Assignment (TSA) for the regular school year. The TSA will facilitate arts implementation for all students K-12, especially targeting access for our LI, EL, FY. Additional instruments will be purchased to support the growing opportunities for students. Professional development, paraprofessional support, supplemental resources, and program expansion into middle school (2022-2024) and high school (2024-2028) will enhance the programs moving forward. In addition, the support for additional library materials for the LI, EL, FY students will enhance their educational engagement in literacy and the love of reading. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. It is our expectation that these services will result in increased performance of our LI, EL, FY on the ELA and Math CAASPP over the course of the next three years.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Parent and Family Engagement Support Educational Partner survey and communication As a result of stakeholder feedback, the need to support families in the education of their children has increased in the past few years. This action was in the top 5 recommendations for 2 out of 4 years. In 2122, it is recommended that SUSD further develop existing support networks and make resources more visible to families and students. In the 19-20 survey, a top recommendation was to provide parents more information on how to support students at home. To meet this need, SUSD will continue to offer Parent and Family Engagement classes for the 22-23 school year. The new format will include a variety of virtual and in person classes in addition to offering the class materials on the District's Website. To ensure our Low Income, English Learners, Foster Youth and their families are successful and supported, SUSD combined services of our current Migrant Education, Comprehensive Youth Services and the District CARE Team. All three agencies now work together in a new Sanger Family Resource Center which opened in August 2021. A Parent Education Program Specialist was hired to serve and support all families. Sanger Unified will continue to survey the parents and provide communication to ensure their needs are met. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. This action will increase awareness and participation in Parent and Family Engagement that will result in increased academic achievement for our students as will as provide resources for Social Emotional Support.</p>		
1.2	Additional School site Allocation	<p>Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state dashboard on the 2021-22 CAASPP for English Language Arts when comparing the average distance from standard: All: -14.8; EL: -56.2; LI: -26.3; FY -69 and Math All: -59.1; EL: -88.7; LI -71.2; and FY -88. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 45%, EL: 21%, LI: 39% and iReady Math All: 35%; EL: 17%; LI: 32% show improvement is</p>	\$152,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>needed. Therefore, to meet this need, school sites will be allocated funding based on the number of LI, EL, FY to provide support identified by the stakeholders of the site. All site expenditures allocated must be budgeted and included on the SPSA. The school site council/leadership teams approve the federal funds for SPSA and informed on the LCAP funding. District Administration monitors the appropriate expenditure of these funds. Site expenditures are required to focus on low-income pupils, English Learners, and Foster Youth to close achievement gaps. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student access to supplementary materials and technology support personnel. Expenditures include site level training of personnel focused on student access to reduce the learning gaps. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. It is our expectation that the implementation of these unique site services will target the LI, EL, FY and result in higher levels of student literacy and an increased performance of students on the ELA and Math CAASPP. local indicator of iReady for ELA and Math and the College and Career Indicator as well as graduation rates at the secondary levels.</p>		

Goal Analysis [2022-23]

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

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

As a result of the return to traditional school setting after the recent pandemic limitations, the implementation of the planned actions returned to high levels. Professional development was in full implementation Additional support was needed for the in

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

All of the actions in Goal 1 demonstrated no material difference between the budgeted expenditure and the estimated actual expenditure.

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

The progress of the academic achievement of students has continued to be a strong focus during the 2022-23 school year. Students in pre-school continued to show progress on the DRDP with a growth of 49% from 89% demonstrating appropriate proficiency on th

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

An increase in the actions for College and Career and Professional Learning will occur as a result of the educational partner input.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed because student achievement data shows that Sanger Unified needs to increase the academic achievement of all students, including Low Income, English Learners, Foster Youth and student groups with a performance gap. The actions and

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement-English Learners making annual growth as measured by English Learner Progress Indicator	Data Year: 2018-19 Data Source: ELPI State Dashboard 2019 47.4 % making progress	ELPI - not available Data Year: 2020-21 Data Source: Summative ELPAC Level 4 (Well Developed): 16.2% Level 3 (Moderately Developed): 39.96% Level 2 (Somewhat Developed): 31.8% Level 1 (Minimally Developed): 12:04%	ELPI - Medium 52.2% making progress Data Year: 2021-22 Data Source: Summative ELPAC Level 4 (Well Developed): 18.74% Level 3 (Moderately Developed): 42.90% Level 2 (Somewhat Developed): 26.38% Level 1 (Minimally Develop		Data Year: 2023-24 Data Source: ELPI State Dashboard 2024 Positive Growth
Pupil Achievement-English Learner Reclassification Rate	Data Year: 2020-21 Data Source: Data Quest 2019-20 20.1 %	Data Year: 2020-21 Data Source: EdData 2020-21 6.0 %	Data Year: 2021-22 Data Source: Data Quest 2021-22 8.7% %		Data Year: 2023-24 Data Source: Data Quest Stay above RFEP rate for state and county

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement-Middle School Drop out rates	Data Year: 2019-20 Data Source:CALPADS 19-20 Fall 1 Less than 1%	Data Year: 2020-21 Data Source:CALPADS 20-21 Fall 1 Less than 1%	Data Year: 2021-22 Data Source:CALPADS 20-21 Fall 1 Less than 1%		Data Year: 2023-24 Data Source:CALPADS 19-20 Goal is 0%
Pupil Achievement-High School Drop out rates	Data Year: 2019-20 Data Source:CALPADS Cohort Outcome report 19-20 3.39 %	Data Year: 2020-21 Data Source:CALPADS Cohort Outcome report 20-21 2.9%	Data Year: 2021-22 Data Source:CALPADS Cohort Outcome report 21-22 3.16%		Data Year: 2023-24 Data Source: CALPADS Cohort Outcome report 19-20 Less than 1%
Pupil Achievement-High School Cohort Graduation Rate	Data Year: 2019-20 Data Source: Data Quest All 94.4% African American 93.8% Asian 96.5% Filipino *% Hispanic 94.1% White 93.5%	Data Year: 2020-21 Data Source: Data Quest All 97.1% African American 100% Asian 99.0% Filipino *% Hispanic 97.2% White 93.9%	Data Year: 2021-22 Data Source: Data Quest All 95% African American 91.7% Asian 95.8% Filipino *% Hispanic 94.8% White 94.6% Two or More Races 100%		Data Year: 2023-24 Data Source: Data Quest 97%
Panorama Data	Data Year: Fall 2020 Data Source: Panorama Education Student Competency 4th-5th	Data Year: Fall 2022 Data Source: Panorama Education Student Competency 4th-5th	Data Year: Fall 2023 Data Source: Panorama Education Student Competency 4th-5th		Data Year: Fall 2023 Data Source: Panorama Education Positive Growth on all measures for 45h-5th and 6th-12th.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Emotional Regulation: 45% Growth Mindset: 57% Self-Efficacy: 51% Social Awareness: 66% Student Supports and Environment 4th-5th Rigor	Emotional Regulation: 42% Growth Mindset: 57% Self-Efficacy: 51% Social Awareness: 62% Student Supports and Environment 4th-5th Rigor	Emotional Regulation: 47% Growth Mindset: 60% Self-Efficacy: 52% Social Awareness: 66% Student Supports and Environment 4th-5th Rigor		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Socio-emotional and Multi-Lingual Support	Psychologist Expansion of Services Homeless/Foster Liaison Center for Behavioral Support PBIS Support SEL Curriculum Elementary Counselors Sanger Unified students identified as Low Income (LI), English Learner (EL), or Foster Youth (FY) perform at a lower proficiency rates on the state dashboard on the 2021-22 CAASPP for English Language Arts when comparing the average distance from standard: All: -14.8; EL: -56.2; LI: -26.3; FY -69 and Math All: -59.1; EL: -88.7; LI -71.2; and FY -88. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 45%, EL: 21%, LI: 39% and iReady Math All: 35%; EL: 17%; LI: 32%. As a result of the need, Sanger Unified is adding social-emotional support personnel (expansion of psychological support services), principally directed, to support the social-emotional health of at-risk students including; low income, English learner, and foster youth. SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage	\$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills, encouraging positive school experience, are shown to have a positive impact on academic growth. This approach is also directed at teaching anti-bullying skills in our schools and helpful in informing our parents on anti-bullying preventive measures taken in our schools. It is anticipated that this action will support positive CAASPP growth from the established baseline. Funding principally directed to a Community Liaison whose goal is to provide on-site support to foster youth and homeless students as well as increase identification and tracking of incoming students. The Liaison will also coordinate and collaborate with care providers, social workers, service providers, and school-based service providers to ensure that foster and homeless youth receive the full benefit of their education. This support, encouraging positive school experience, has shown to have a positive impact on academic growth. It is anticipated that this action will support positive CAASPP growth from the established baseline. The district is adding 2 Restorative Justice (RJ) personnel to support the middle school and high school system as it implements RJ programming focused on mediation, relationship-reparation, and alternatives to a punitive punishment response. These positions are principally directed to those same at-risk, Tier 2 students who require specific support for unique needs. This support, encouraging positive school experience, has been shown to have a positive impact on academic growth. It is anticipated that this action will support positive CAASPP growth from the established baseline. The district is enhancing a Center for Behavioral Evaluation; a short-term intensive intervention program for students with significant social, emotional, and behavioral needs primarily those students who are Low Income, English Learners, and Foster Youth. To enhance the socio-emotional support at the elementary schools, additional counselors will be added to each elementary school. The additional Pupil Services staff such as psychologists and counselors will be provided by the additional Concentration grant funds. This will require the addition of a teacher and three para-educators. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. It is our expectation that these services will result in increased performance In ELA and Math CAASPP, iReady</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>ELA and Math, Chronic Absenteeism, and Graduation rates over the course of the next three years.</p> <p>Multilingual PD and additional support Multilingual Assessment Multilingual Program Specialist</p> <p>English learners in SUSD continue to show slower growth than English Only students on CAASPP and local assessments for ELA and Math. Sanger Unified students identified as English Learner (EL) perform at a lower proficiency rates on the state dashboard on the 2022-23 CAASPP for English Language Arts when comparing the average distance from standard: All: -14.8; EL and Math All: -59.1; EL. In addition, Sanger Unified English Learner students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 45%, EL: 21% and iReady Math All: 35%; EL: 17%. To meet this need and ensure our English Language Learners are meeting grade level standards, SUSD will continue to support schools by providing multi-tiered systems of support services that are designed to meet the unique needs of English Learners including Migrant students. To enhance supports for English Learners. SUSD will provide a Multilingual Program Specialist and Multilingual Professional Development. The Multilingual Program Specialist will provide professional development, guidance, and resources related to Multilingual programs and services across the district. Personalized site training, resources, and support will be customized based on the California EL Roadmap self-reflection rubric scores and site needs. ELD professional development will include embedded ELD strategies that help students access and make meaning of grade level content and remove instructional barriers across all grade levels. We will use EL Site Contact and other district surveys, site feedback, and other available data to select and prioritize training topics and ELD resources. ELD professional development topics and screencasts will include Designated ELD for TK-2, 3-6, 7-12, Integrated ELD training for various grades and content areas, supporting Multilingual Learners with IEPs, VAPA-infused ELD lessons and resources, and STEM and ELD integration. Multilingual Professional Development has shown increased understanding of standards as a result of teacher survey's and lesson development. This action has been effective at increasing</p>		

Action #	Title	Description	Total Funds	Contributing
		teacher capacity to support English Learners achievement. It is our expectation that these services will result in increased performance In ELA and Math CAASPP, iReady ELA and Math, for EL students		

Goal Analysis [2022-23]

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

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

The planned actions of the Academic Interventions, Social-Emotional and Behavioral Support and English Language Development support aligned with the implementation of the actions. However, the after school program funding in the Academic Intervention acti

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

The budgeted expenditures for Academic Intervention and support was different due to the availability of the Expanded Learning Opportunity Program funding for the after school programs that was previously district funded by the LCAP. The budgeted expendit

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

Unduplicated students have continued to be a targeted focus during the 2022-23 school year. Students demonstrated a growth in ELA proficiency on iReady from 23% - 46%, English Learners had a growth of 5% to 23%, Low Income students had a growth of 21% to

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

The great increase in socio-emotional development at the elementary level for a counselor at each site will be a significant increase as a result of our educational partner feedback. Additional funding for Multilingual Learners has been added to address

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

Goals and Actions

Goal

Goal #	Description
3	Provide a safe school environment.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement	Data Year: 2020-21 Data Source: State Evaluation Tool-Full Implementation/Full Implementation and Sustainability Building Relationships: 74% Building Partnerships: 73% Seeking Input: 62%	Data Year: 2021-22 Data Source: State Evaluation Tool-Full Implementation/Full Implementation and Sustainability Building Relationships: 75% Building Partnerships: 72% Seeking Input: 68%	Data Year: 2022-23 Data Source: State Evaluation Tool-Full Implementation/Full Implementation and Sustainability Building Relationships: % Building Partnerships: % Seeking Input:% CP		Data Year: 2023-24 Data Source: State Evaluation Tool-Full Implementation/Full Implementation and Sustainability Building Relationships: 75% Building Partnerships: 75% Seeking Input: 70%
Facilities maintained in good repair	Data Year: 2020-21 Data Source: Facility Inspection Tool All Facilities maintained in good repair	Data Year: 2021-22 Data Source: Facility Inspection Tool All Facilities maintained in good repair	Data Year: 2022-23 Data Source: Facility Inspection Tool All Facilities maintained in good repair		Data Year: 2023-24 Data Source: Facility Inspection Tool All Facilities maintained in good repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			CP		
Attendance Rates	Data Year: 2018-19 Data Source: CALPADS ALL: 96.1% African American 95% Asian 97% Filipino 98% Hispanic 96% White 96% English Learners 96% SED 96% Homeless 94% Students with Disa	Data Year: 2020-2021 Data Source: CALPADS ALL: 93% African American 92% Asian 95% Filipino 95% Hispanic 93% White 93% English Learners 92% SED 95% Homeless 86% Students with Disab	Data Year: 2021-2022 Data Source: CALPADS ALL: 93% African American 92% Asian 95% Filipino 95% Hispanic 93% White 93% English Learners 92% SED 95% Homeless 86% Students with Disab		Data Year: 2023-24 Data Source: CALPADS 97%
Chronic Absenteeism	Data Year: 2018-19 Data Source: Data Quest All 7.5% African American 11.7% Asian 2.5% Filipino 5.7% Hispanic 8.7% White 5.6% Two or more Races 3.1% English Learners SED Foster<br/	Data Year: 2020-21 Data Source: Data Quest All 13.7% African American 15.4% Asian 3.8% Filipino 9.5% Hispanic 16.0% White 12.3% Two or more Races 6.3% English Learner 16.% SED 1	Data Year: 2021-22 Data Source: Data Quest All 26.4% African American 29.2% Asian 17.7% Filipino 3.7% Hispanic 29.3% White 21.0% Two or more Races 18.3% English Learner 28.6% SED		Data Year: 2023-24 Data Source: Data Quest 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	Data Year: 2019-20 Data Source: DataQuest 19-20 (Old Metric Dashboard Fall 2019) All 2.1% African American 6.8% Asian 0.8% Filipino 0% Hispanic 2.5% White	Data Year: 2020-21 Data Source: DataQuest All 0.2% African American 0.7% Asian 0.0% Filipino 0.0% Hispanic 0.3% White 0.0% Two or more Races	Data Year: 2021-22 Data Source: DataQuest All 3.7% African American 11.2% Asian 1.1% Filipino 0.0% Hispanic 4.3% White 2.5% Two or more Races 2.5%		Data Year: 2023-24 Data Source: Data Quest 3 %
Expulsion Rates	Data Year: 2018-19 Data Source: Data Quest Less than 1%	Data Year: 2020-21 Data Source: Data Quest ALL: 0.0%	Data Year: 2021-22 Data Source: Data Quest ALL: 0.0%		Data Year: 2023-24 Data Source: Data Quest Below 1%
School Climate	Data Year: 2019-20 Data Source: Panorama Students 61% Parents 89% Teachers 87% Data Year: 2019-20 Data Source: Panorama an	Data Year: Fall 2021 Data Source: LCAP Survey School Climate and Culture Have a positive perception of school climate: Students 62% Parents 89% Teachers 89% Data Year 2020-21 Data Source:	Data Year: Fall 2023 Data Source: LCAP Survey School Climate and Culture Have a positive perception of school climate: Students 64% Parents 88% Teachers 89 % Data Year 2022-23 Data Source:		Data Year: 2023-24 Data Source: LCAP Survey Students 70% Parents 90% Teachers 90% Data Year: 2023-24 Data Source: LCAP Sur

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities, Additional Transportation and Class Size Maintenance	<p data-bbox="543 103 1541 1271"> Facilities The CA Dashboard the Sanger Unified student suspension rates show a Medium and Yellow (4.0%) for All students, Medium and Orange (2.9%) for English Learners, and a Medium and Yellow (4.2%) level for Socioeconomically Disadvantaged students. The Facilities Inspection Tool shows well maintained facilities (98.6%). Based on this assessment SUSD has found that our LI, EL and Foster Youth students need additional support and scaffolds within in the classroom to be successful. The Sanger Unified School District is committed to providing quality education to its students that includes student safety and well maintained up to date facilities. Facilities upgrades included a focus on enhancing technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation. It is our expectation that these services to the facilities will result in greater student collaboration and more efficient teacher presentation that will enhance the learning experience of the EL, Li and Foster Youth student population. The enhanced technology will facilitate quicker English acquisition for our English Learners. A well maintained and up to date facilities will have a positive impact on student performance for Low Income, English Learners, and Foster Youth as well as all students. It is our expectation that these services to the facilities will result in a safer, well maintained and up to date facilities and have a positive impact on the academic progress of the Low Income, English Learners, Foster Youth, and suspensions for all students as well as the English Learner and Low Income students. Educational Partners have identified facilities as a top action over the past 3 years. This action is designed to meet the needs most associated with LI, EL and Foster Youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased positive outcomes on the climate survey from these students and their parents. </p> <p data-bbox="543 1312 1503 1520"> Additional Transportation The Sanger Unified School District is committed to providing quality education to its students; and student school attendance is vital to a student’s academic success. In addition, the Sanger Unified attendance rate is high (EL - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain High for English Learners </p>	\$195,871.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>(95.6%) and High for Socially Disadvantaged students (96.6%). To ensure all our Low Income, English Learners, and Foster Youth are provided equal access and opportunities regardless of their home to school transportation status, Sanger Unified will provide additional transportation services to students. Sanger Unified transportation services covers approximately one hundred eighty square miles and transports over five thousand students daily; District transportation is an integral part of ensuring student access to daily educational services and interventions before and after school. Prior to 18-19 transportation services to and from school are provided as follows:</p> <p>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</p> <p>It is the intent of the Sanger Unified to maintain the busing area to the following: Kindergarten: one-half (½) mile Grades 1-3: three-quarter (¾) miles Grades 4-8: one and one-half (1 ½) miles Grades 9-12: two (2) miles</p> <p>It is our expectation that these services will result in increased performance of our LI, EL, FY on the ELA and Math CAASPP over the course of the next three years as well as maintain the high graduation rates, high attendance rates, and low chronic absenteeism rates for all student groups. This action is designed to meet the needs most associated with LI, EL and Foster Youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p> <p>Class Size Maintenance Staff Expansion</p> <p>Sanger Unified's ELA and Mathematics Performance shows improvement is needed with respect to our Low Income, English Learners, and Foster Youth. Sanger Unified students identified as Low Income (LI), English Learner (EL), or Foster Youth (FY) perform at a</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>lower proficiency rates on the state dashboard on the 2021-22 CAASPP for English Language Arts when comparing the average distance from standard: All: -14.8; EL: -56.2; LI: -26.3; FY -69 and Math All: -59.1; EL: -88.7; LI -71.2; and FY -88. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 45%, EL: 21%, LI: 39% and iReady Math All: 35%; EL: 17%; LI: 32%. Based on this assessment SUSD has found that our LI, EL and Foster Youth students need additional support and scaffolds within in the classroom to be successful.To address this need, Sanger Unified is committed to maintaining and enhancing class size reduction in grades K-12. Maximum class size for K-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. This includes, but is not limited to additional staffing at middle school, high school, physical education and special education. These additional supports include providing additional individualized instructional opportunities through increased language support, scaffolding, and targeted instruction to fill learning gaps. It is our expectation that these services will result in increased performance In ELA CAASPP scores over the course of the next three years with an overarching district goal of proficient student literacy and numeracy by 3rd grade. This action has been a top request by district employee and Sanger Unified families. This action has been effective at increasing literacy development and numeracy by the 3rd grade. The additional concentration grant funds will be used to increase the number of certificated staff, and classified staff who provide direct services to students on school campuses with greater than 55% unduplicated pupil enrollment.This action is designed to meet the needs most associated with LI, EL and Foster Youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased positive outcomes on attendance rates and absenteeism for these students.</p>		

Goal Analysis [2022-23]

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

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

The planned actions of Facilities, Transportation and Class Size Maintenance were performed as written in the 2022-23 plan.

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

The budgeted expenditures and the actual expenditures for the actions of Facilities, Transportation and Class Size Maintenance did not have a material difference.

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

The actions played a role at enhancing the student environment, increasing student attendance, and maintaining appropriate class size. Students demonstrated a growth in ELA proficiency on iReady from 23% - 46%, English Learners had a growth of 5% to 23%,

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

The three actions of of Facilities, and and Class Size Maintenance will not have significant change, however, with the additional 15% Concentration funds, the district will support the expansion of teachers and classified staff to support the needs of the

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$32,347,844	3,262,381

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.67%	0.65%	\$755,480.00	26.32%

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

Required Descriptions

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

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowi

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

Sanger Unified has demonstrated it has at met the 25.7% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 25.7% proportionality percentage based on the cont

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

The additional concentration grant add-on funding will be used in Goal 3; Action 3 Class Size Maintenance to increase the number of staff providing direct services to students to maintain class size. Based on a local needs assessment these student groups

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,358,871.00				\$1,358,871.00	\$1,086,591.00	\$272,280.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Charter School Support Services	All English Learners Foster Youth Low Income	\$840,720.00				\$840,720.00
1	1.2	Additional School site Allocation	English Learners Foster Youth Low Income	\$152,280.00				\$152,280.00
2	2.1	Socio-emotional and Multi-Lingual Support	English Learners Foster Youth Low Income	\$170,000.00				\$170,000.00
3	3.1	Facilities, Additional Transportation and Class Size Maintenance	English Learners Foster Youth Low Income	\$195,871.00				\$195,871.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$126,009,283	\$32,347,844	25.67%	0.65%	26.32%	\$1,358,871.00	0.00%	1.08 %	Total:	\$1,358,871.00
								LEA-wide Total:	\$1,358,871.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$840,720.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Charter School Support Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$840,720.00	
1	1.2	Additional School site Allocation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,280.00	
2	2.1	Socio-emotional and Multi-Lingual Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$170,000.00	
3	3.1	Facilities, Additional Transportation and Class Size Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$195,871.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$136,670,708.00	\$144,458,034.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Base Services	No	\$109,182,353.00	116,076,558
1	1.2	Early Learning, Literacy and Numeracy	Yes	\$875,000.00	\$875,000
1	1.3	College and Career Readiness	Yes	\$2,900,000.00	\$3,076,799
1	1.4	Technology	Yes	\$3,250,000.00	\$3,155,000
1	1.5	Professional Learning	Yes	\$1,000,000.00	\$1,320,000
1	1.6	Enrichment Opportunities	Yes	\$967,000.00	\$944,100
1	1.7	Educational Partner and Parent Engagement	Yes	\$235,000.00	\$241,744
1	1.8	Additional Site Allocation	Yes	\$2,750,000.00	\$2,900,000
2	2.1	Academic Intervention and Support	Yes	\$379,266.00	\$320,000
2	2.2	Social-Emotional and Behavioral Support	Yes	\$1,335,000.00	\$1,486,368
2	2.3	English Learner Support	Yes	\$235,000.00	\$181,345

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Facilities	Yes	\$600,000.00	\$600,000
3	3.2	Additional Transportation	Yes	\$2,850,000.00	\$2,850,000
3	3.3	Class Size Maintenance and Staff Expansion	Yes	\$10,112,089.00	\$10,431,120

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$29,136,956	\$27,488,355.00	\$28,381,476.00	(\$893,121.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Early Learning, Literacy and Numeracy	Yes	\$875,000.00	\$875,000		
1	1.3	College and Career Readiness	Yes	\$2,900,000.00	\$3,076,799		
1	1.4	Technology	Yes	\$3,250,000.00	\$3,155,000		
1	1.5	Professional Learning	Yes	\$1,000,000.00	\$1,320,000		
1	1.6	Enrichment Opportunities	Yes	\$967,000.00	\$944,100		
1	1.7	Educational Partner and Parent Engagement	Yes	\$235,000.00	\$241,744		
1	1.8	Additional Site Allocation	Yes	\$2,750,000.00	\$2,900,000		
2	2.1	Academic Intervention and Support	Yes	\$379,266.00	\$320,000		
2	2.2	Social-Emotional and Behavioral Support	Yes	\$1,335,000.00	\$1,486,368		
2	2.3	English Learner Support	Yes	\$235,000.00	\$181,345		
3	3.1	Facilities	Yes	\$600,000.00	\$600,000		
3	3.2	Additional Transportation	Yes	\$2,850,000.00	\$2,850,000		
3	3.3	Class Size Maintenance and Staff Expansion	Yes	\$10,112,089.00	\$10,431,120		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$116,076,558	\$29,136,956	0	25.10%	\$28,381,476.00	0.00%	24.45%	\$755,480.00	0.65%

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the

Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and

the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from

the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

