



LCFF Budget Overview for Parents

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

CDS Code: 1062414

School Year: 2026-27

LEA contact information:

Dennis Wiechmann

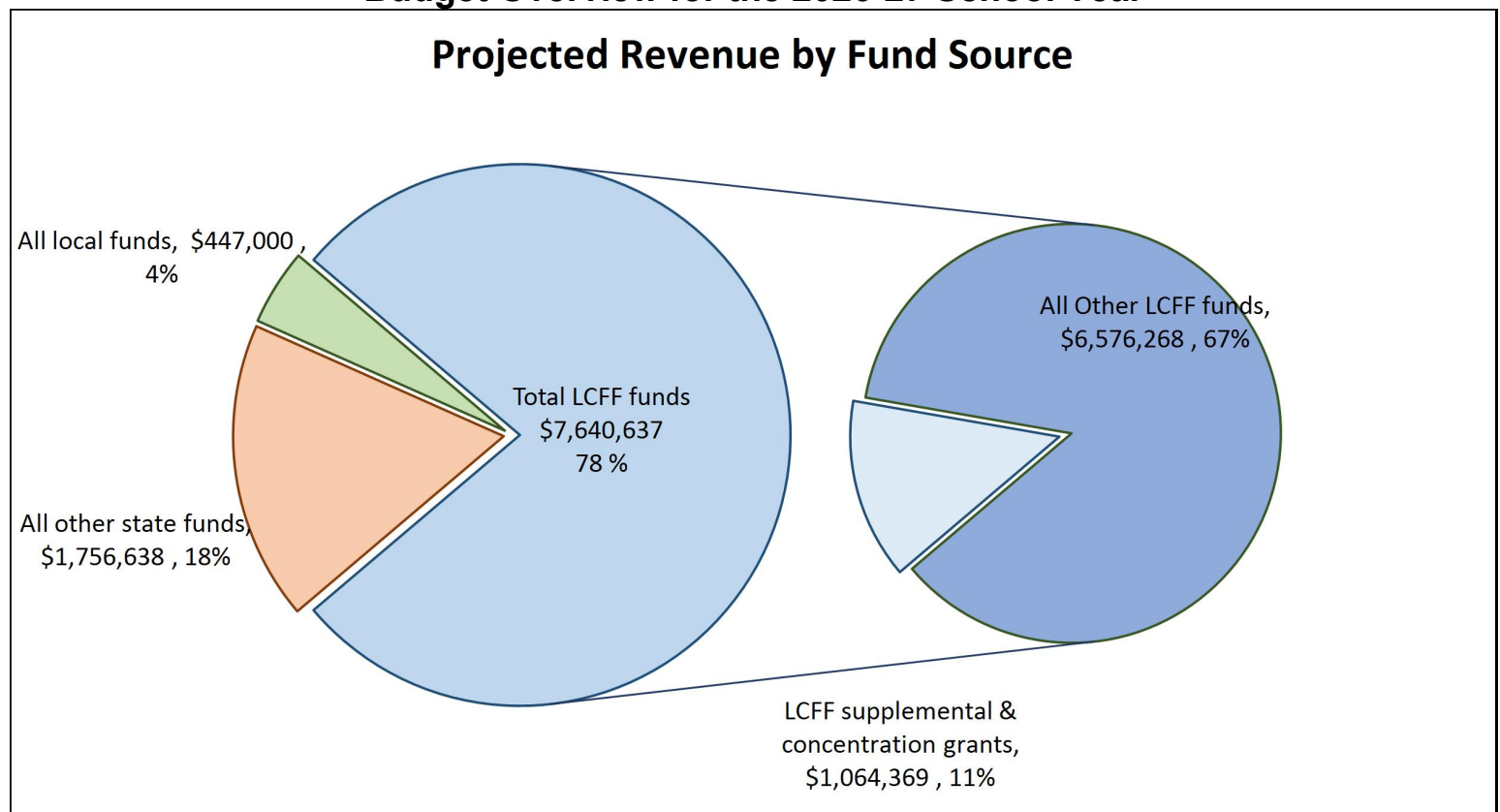
Superintendent

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(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 2026-27 School Year

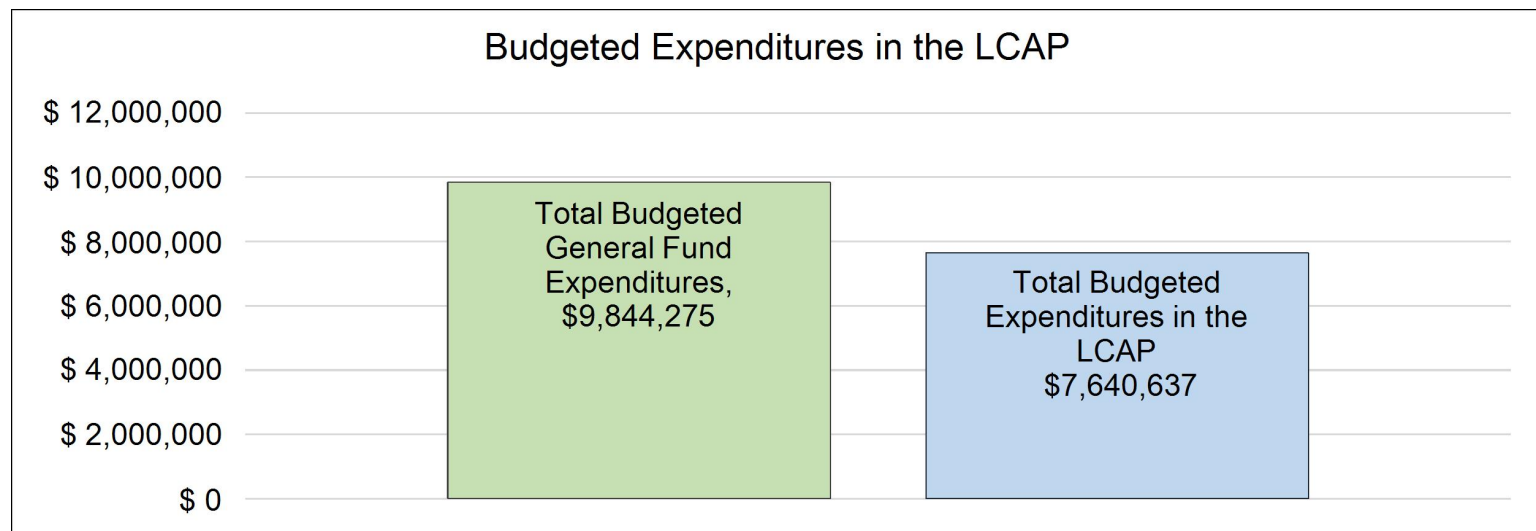


This chart shows the total general purpose revenue Sanger Unified School District - Sanger Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sanger Unified School District - Sanger Academy Charter School is \$9,844,275, of which \$7,640,637 is Local Control Funding Formula (LCFF), \$1,756,638 is other state funds, \$447,000 is local funds, and \$0 is federal funds. Of the \$7,640,637 in LCFF Funds, \$1,064,369 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

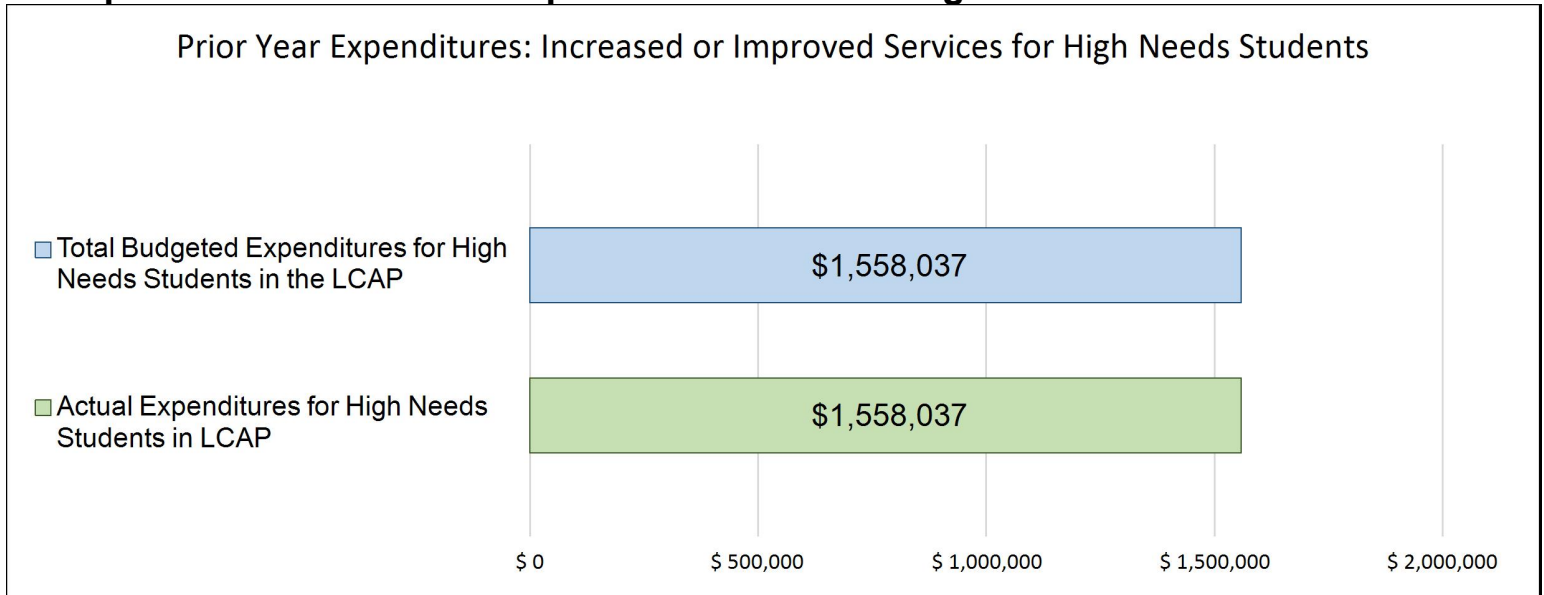
The text description of the above chart is as follows: Sanger Unified School District - Sanger Academy Charter School plans to spend \$9,844,275 for the 2026-27 school year. Of that amount, \$7,640,637 is tied to actions/services in the LCAP and \$2,203,638 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Sanger Unified School District - Sanger Academy Charter School is projecting it will receive \$1,064,369 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 \$1,064,369 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 2025-26



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 2025-26, Sanger Unified School District - Sanger Academy Charter School's LCAP budgeted \$1,558,037 for planned actions to increase or improve services for high needs students. Sanger Unified School District - Sanger Academy Charter School actually spent \$1,558,037 for actions to increase or improve services for high needs students in 2025-26.



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	Dennis Wiechmann Superintendent	dennis_wiechmann@sangerusd.net (559) 524-6521

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Sanger Academy Charter is a dependent charter school within Sanger Unified School District, located in the heart of California's Central Valley in the city of Sanger, approximately 12 miles southeast of Fresno. Sanger is a rural, agriculturally based community with a population of 26,716, of which 79.9% identify as Hispanic, 15.6% as White, and 2.8% as Asian (July 2021, U.S. Census Quick Facts). The median household income in the city is \$59,650, and approximately 17.4% of the population lives below the poverty line.

Sanger Academy Charter serves students in grades K–8 and maintains a strong reputation for academic achievement, parent involvement, and a safe and structured learning environment. The school is committed to offering a rigorous, standards-based curriculum within a supportive school community. Sanger Academy places a strong emphasis on character education, civic responsibility, and academic excellence, promoting a culture where every student is encouraged to reach their full potential.

As part of the Sanger Unified School District, Sanger Academy aligns with the district's mission and vision, which is grounded in the belief that "All students will have the options to demonstrate what they learn and the opportunities to be successful and achieve their dreams." Like other schools in the district, Sanger Academy focuses on three central goals:

- Raise the achievement of all students
- Close the achievement gap
- Ensure a safe and supportive school environment

These goals are pursued through proven districtwide strategies such as:
Professional Learning Communities (PLCs) that promote collaboration and continuous improvement among staff
Effective Instruction aligned to standards and informed by data
Multi-Tiered Systems of Support (MTSS) that ensure timely academic and behavioral interventions
Key district initiatives like Balanced Literacy and College and Career Readiness also support the school's instructional framework.

Sanger Academy Charter embodies Sanger Unified's foundational beliefs:

Hope is not a strategy

Don't blame the kids

It's about learning

Every child can and must learn

With a strong partnership between staff, students, and families, Sanger Academy Charter continues to provide a high-quality education in a nurturing and academically focused environment.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2025 California School Dashboard highlights significant strengths and continued opportunities for growth at Sanger Academy Charter School (SAC). Overall, Dashboard results demonstrate strong academic achievement and reflect the effectiveness of the school's instructional program and commitment to student success.

Sanger Academy achieved Blue performance levels in both English Language Arts (ELA) and Mathematics. In ELA, the school maintained its performance at 77.3 points above standard, while Mathematics improved by 3.3 points to 50.8 points above standard. These results indicate that students are performing well above state standards and demonstrate the positive impact of the school's focus on high-quality instruction, Professional Learning Communities, Multi-Tiered Systems of Support, and targeted academic interventions.

While the school's overall academic performance is a notable strength, analysis of local and state data continues to identify opportunities to improve outcomes for specific student groups. English Learners, Low-Income students, Students with Disabilities, and other historically underserved student groups require continued attention to ensure equitable access to rigorous instruction and academic success. The school will continue to monitor subgroup performance and implement targeted supports to address achievement gaps where they exist.

The school also continues to monitor student engagement, attendance, and school climate indicators. Local data and Dashboard indicators are used to identify trends and implement proactive interventions that support student attendance, positive behavior, and social-emotional well-being. These efforts are essential to ensuring that all students are fully engaged in learning and prepared for long-term success.

In response to identified needs, Sanger Academy has prioritized ongoing professional learning focused on effective instructional practices, English Learner supports, differentiated instruction, and culturally responsive teaching. Staff continue to refine instructional practices and intervention systems to ensure students receive the academic and social-emotional supports necessary to succeed.

Learning Recovery Emergency Block Grant (LREBG) Funds

As a dependent charter school within Sanger Unified School District, Sanger Academy Charter School continues to utilize unexpended Learning Recovery Emergency Block Grant (LREBG) funds identified in Goal 1, Action 1.8. These funds are strategically allocated to accelerate learning, address unfinished learning resulting from the pandemic, and support students who require additional academic intervention.

Through this action, the school has invested in intervention teachers who provide targeted support to students and coaching for classroom teachers. These efforts are aligned to the implementation of the California Mathematics Framework and the California ELA/ELD Framework, strengthening Tier I instruction while providing additional support for students requiring intervention.

Analysis of local assessment data, classroom performance, and student subgroup outcomes continues to identify English Language Arts as an area of focus, particularly for English Learners, Students with Disabilities, and other student groups requiring additional support. LREBG-funded services provide targeted literacy interventions, early academic support, and professional learning opportunities designed to improve student outcomes and ensure equitable access to grade-level content.

Sanger Academy remains committed to maintaining its high levels of academic achievement while continuously refining its systems of support to address identified areas of need. Through ongoing analysis of student data and implementation of evidence-based practices, the school will continue working to ensure that all students have the opportunities and support necessary to achieve their highest potential.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administration, principals, certificated and classified staff, parents, students and community members.	When: November 17th - 21nd, 2025 How: Hanover Research LCAP Survey What: Each site principal communicates the importance and intent of LCAP and encourages input from all district staff including administrators, classified and certificated staff and discusses current LCAP goals and actions, current performance data, and district and site needs. Feedback from parents, students and community members was the following: Developing systems of intervention for struggling students, allocating additional staff and resources to support early literacy, evaluating and eliminating programs that are not working, resources and staff for social-emotional learning and providing additional opportunities for professional development.
Certificated Local Bargaining Unit	When: March 19, 2026 How: Presentation of LCAP goals and actions, current data, and district and site needs. What: The LCAP Coordinator presented to members of the Sanger Unified Teachers Association (SUTA) by attending a regularly scheduled meeting. Current data was shared and feedback was requested. Feedback from the certificated staff was the following: Class size maintenance, Developing systems of intervention for struggling students, additional site allocations, resources and staff for social emotional learning and technology.

Educational Partner(s)	Process for Engagement
Classified Local Bargaining Unit	When: April 7, 2026 How: Presentation of LCAP goals and actions, current data, and district and site needs. What: LCAP Coordinator presented to the California School Employees Association (CSEA) during one of their regularly scheduled meeting to share current data and ask for their feedback. Staff had the opportunity to give feedback through google form. Feedback from the classified staff was the following: There was no feedback received from the special meeting, but the following priorities were identified from the Hanover LCAP Survey from staff: Developing systems of intervention for struggling students, allocating additional staff and resources to support early literacy, evaluating and eliminating programs that are not working, resources and staff for social-emotional learning and providing additional opportunities for professional development.
Students	When: Sanger High School (2/12/26) and Sanger West (3/10/26) How: Presentation of LCAP goals and actions, current data, and district and site needs. What: LCAP Coordinator presented to multiple student groups during class time to share current data and ask for their feedback. Students were able to give feedback through google form. Feedback from students was: College and career readiness, academic intervention & supports, resources and staff for social emotional learning, technology and supports for English Language Learners.
PAC	When: March 12, 2026, April 9, 2026 and May 7, 2026. How: LCAP presentations reviewing LCAP goals and actions, current student data, district and site needs, and the fiscal impact of changes to the Unduplicated Pupil Percentage (UPP), which resulted in an approximate \$3 million reduction in supplemental funding. What: PAC members, including students, were presented with current district data, detailed information regarding LCAP actions and services, and the specific funding differences associated with each action. Members were provided the opportunity to review how actions

Educational Partner(s)	Process for Engagement
	were funded, which actions experienced reductions in funding, and which actions were eliminated due to decreased supplemental funding related to changes in UPP. PAC members asked clarifying questions regarding the impact on services and funding allocations. One formal response indicated agreement with the district's process for analyzing funding reductions and the conclusions reached regarding adjustments to actions and services.
PAC: Draft LCAP Presentation for Comments	When: May 28, 2026 How: The PAC was engaged through an in-person meeting What: The draft LCAP was provided and the PAC and had the opportunity to provide comments or questions and receive a written response from the Superintendent. There were no written questions for the Superintendent from this group.
DELAC	When: April 16, 2026 How: LCAP presentation with LCAP goals and actions, current data and district and site needs. What: LCAP Coordinator presented to the District English Language Advisory Council (DELAC) during one of their regularly scheduled meeting to share current data and ask for their feedback. The DELAC had the opportunity to give feedback through chips by placing them on the priorities they felt would need to be funded. Feedback from DELAC was the priority of the following: Academic Intervention, English Language Learners Supports, Early Literacy, Social emotional support and Parent Engagement.
DELAC: Draft LCAP Presentation for Comments	When: May 14, 2026 How: The DELAC was engaged through an in-person meeting What: The draft LCAP was provided and the DELAC and had the opportunity to provide comments or questions and receive a written response from the Superintendent. There were no questions for the superintendent
SELPA Consultation	When: April 16, 2026 How: SELPA Operations Committee Meeting What: The SELPA offered consultations on activities that align with the district's LCAP development and discussions. This included the following: Special Education Plan: Targeted Monitoring and Intensive Monitoring Reviews and Special Education supports within the LCAP.

Educational Partner(s)	Process for Engagement
Public Comment	When: June 9th, 2026 through June 23th, 2026. How: Notified the public of the opportunity to submit written comments regarding the LCAP actions and expenditures. What: Draft of the LCAP was provided for the public to review and provide feedback.
Public Hearing	When: June 9th, 2026 How: The Public Hearing was held to consider the draft of the LCAP. What: LCAP Actions and Expenditures.
Board Adoption	When: June 23, 2026 How: 2026-27 LCAP was board adopted at the same meeting as the adoption of the Budget and the Local Indicators Report What: The 2026-27 LCAP

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the 2026–27 Local Control and Accountability Plan (LCAP) was significantly informed by input from a broad range of educational partners, including parents, students, community members, certificated and classified staff, site leaders, and district administrators. Feedback was gathered through multiple methods, including the Hanover Research LCAP Survey administered November 17–21, 2025, site-level discussions, and presentations to Educational Partner groups such as the Sanger Unified Teachers Association (March 19, 2026), the California School Employees Association (April 7, 2026), and student groups at Sanger High School (February 12, 2026) and Sanger West (March 10, 2026). During these engagements, participants reviewed current LCAP goals, actions, and student performance data and provided input on district and site needs.

Across all educational partner groups, there was strong alignment around several key priority areas. A consistent theme was the need to strengthen systems of academic intervention, particularly for students struggling with foundational literacy and mathematics skills. Parents, staff, and students emphasized the importance of targeted academic supports, tutoring, and early literacy resources. This feedback directly influenced the LCAP through expanded and refined actions in Goal 1 (Actions 1.2, 1.8, 2.1), which prioritize intervention systems and instructional supports.

Educational partners also consistently identified the importance of social-emotional and behavioral supports. Educational Partners highlighted the need for increased access to counselors, mental health services, and staff to support student well-being and positive school climates. Students specifically emphasized the importance of accessible mental health resources, while staff and administrators noted the need for additional personnel and structured supports. In response, the LCAP includes continued and expanded investments in social emotional learning and behavioral supports under Goal 2 (Actions 2.2).

Another major area of focus was the need for additional staffing and resources, including maintaining manageable class sizes, increasing site-based allocations, and ensuring adequate personnel to support intervention programs and student learning. Certificated and classified

staff, as well as site leaders, emphasized the importance of allocating resources strategically to meet student needs and sustain programs previously supported by one-time funding sources. This feedback is reflected across actions in Goals 1 and 2.

Educational partners further highlighted the importance of ongoing professional learning and collaboration. Staff and administrators emphasized the need for professional development in research-based instructional strategies, early literacy, support for multilingual learners, and opportunities for collaboration through Professional Learning Communities (PLCs). This input influenced actions within Goal 1 and Goal 3 that support staff capacity-building and continuous improvement.

Students, parents, and staff also emphasized the importance of college and career readiness opportunities, including access to Career Technical Education (CTE) pathways, enrichment programs, and guidance to prepare for postsecondary success. Students specifically identified the need for increased college and career preparation and improved access to technology. These priorities are reflected in Goal 1 actions that expand college and career readiness opportunities and instructional supports.

In addition, Educational Partners expressed the importance of supporting multilingual learners through targeted services and instructional strategies, as well as the need for family engagement opportunities that build parent capacity to support student learning at home. These priorities are addressed through actions that strengthen supports for English learners and expand parent engagement efforts. This feedback is reflected under Goals 2 (Actions 2.3).

Site leaders and district administrators also raised concerns regarding the sustainability of programs previously funded through one-time sources, such as LREBG funding, as well as the need for transportation supports to improve attendance and reduce chronic absenteeism. This feedback informed continued investment in transportation and strategic allocation of ongoing resources. This feedback is reflected across actions in Goals 1 and 3.

Finally, educational partner input from Kings River High School and Community Day School, both identified as Equity Multiplier schools, directly influenced the development of Goal 4 and Goal 5 in the LCAP. Through consultation meetings held in April 2026, Educational Partners emphasized the need for increased academic intervention, expanded college and career opportunities, and enhanced mental health and social work supports. These priorities are reflected in actions within Goal 4, which addresses College and Career Indicator outcomes, and Goal 5, which focuses on reducing suspension rates and improving student engagement.

Overall, the adopted LCAP reflects a clear and intentional alignment between educational partner feedback and the district's strategic priorities. Input across all stakeholder groups consistently emphasized the need to strengthen academic supports, enhance student wellbeing, invest in staffing and professional learning, and expand college and career opportunities, all of which are addressed through targeted goals and actions within the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The district will provide a high quality educational system to ensure that all students will achieve one year of growth or more	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our school wrote the goal of ensuring that all students achieve one year of growth or more. Achieving this goal requires addressing the diverse needs of students, and the actions outlined—such as providing operational support, ensuring access to technology, investing in professional development for staff, and fostering parent engagement—create an environment where students can thrive. These actions will help ensure that students have the resources, opportunities, and support they need to succeed, both inside and outside the classroom, ultimately promoting growth and success for all students. The identified metrics will help monitor progress toward our goal by providing measurable, objective data that can indicate whether students are achieving the intended growth

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	96.2% Appropriately Assigned Teachers Data Year: 2022-2023 Data Source: California Dashboard	92% Appropriately Assigned Teachers Data Year: 2023-2024 Data Source: California Dashboard	94.5% Appropriately Assigned Teachers Data Year: 2024-2025	0% missassignments 0 % vacancies	Decrease of -1.7% of Appropriately Assigned Teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Source: California Dashboard		
1.2	Access to standards aligned instructional materials	100% Data Year: 2023-2024 Data Source: Local Indicator	100% Data Year: 2024-2025 Data Source: Local Indicator	100% Data Year: 2025-2026 Data Source: Local Indicator	100%	No Difference
1.3	California Science Test (CAST) Met or Exceeded Standard	Data Year: 2022-2023 Data Source: CAST CAASPP All Students: 28% English Learners: 0% Low Income: 19.3% Foster Youth: No Data Available	Data Year: 2023-2024 Data Source: CAST CAASPP All Students: 23.63% English Learners: Data Suppressed to protect privacy Low Income: 18.83% Foster Youth: No Data Available	Data Year: 2024-2025 Data Source: CAST CAASPP All Students: 35.94% English Learners: 9.09% Low Income: 26.80% Foster Youth: No Data Available	All Students: 40% English Learners: Positive gains Low Income: 40% Foster Youth: 40%	All Students: +7.94% English Learners: +9.09 Low Income: +7.5 Foster Youth: No Data Available
1.4	Implementation of Standards for all students and enable ELs access to CCSS and ELD Standards	Data Year: 2023-2024 Data Source: State Self Reflection Tool score of 3.78 out of 5.	Data Year: 2024-2025 Data Source: State Self Reflection Tool score of 4 out of 5.	Data Year: 2025-2026 Data Source: State Self Reflection Tool score of 4 out of 5.	5 out of 5	No Change
1.5	Smarter Balanced ELA: Met or Exceeded Standard	Data Year: 2022-2023 Data Source: Smarter Balanced ELA: Met or Exceeded Standard All: 53.19%	Data Year: 2023-2024 Data Source: Smarter Balanced ELA: Met or	Data Year: 2024-2025 Data Source: Smarter Balanced ELA: Met or	All: 70% EL: 20% SED: 60% FY: No Data Available	All: +8.36% EL: +14.65% SED: 6.32% FY: No Data Available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 15.91% SED: 46.85% FY: No Data Available	Exceeded Standard All: 56.12% EL: 8.82% SED: 49.12% FY: No Data Available	Exceeded Standard All: 61.65% EL: 30.56% SED: 53.17% FY: No Data Available		
1.6	Smarter Balanced Math: Met or Exceeded Standard	Data Year: 2022-23 Data Source: Smarter Balanced Math: Met or Exceeded Standard All: 39.69% EL: 15.91% SED: 32.28% FY: No Data Available	Data Year: 2023-24 Data Source: Smarter Balanced Math: Met or Exceeded Standard All: 41.43% EL: 14.70% SED: 36.88% FY: No Data Available	Data Year: 2024-25 Data Source: Smarter Balanced Math: Met or Exceeded Standard All: 52.13% EL: 30.55% SED: 44.36% FY: No Data Available	All: 53.19% EL: 15.91% SED: 46.85% FY: No Data Available	All: +12.44% EL: +14.64% SED: +12.08% FY: No Data Available
1.7	Other Pupil Outcomes- i ready ELA	Data Year: 2023-24 Data Source: Reading/ELA i-Ready Diagnostic #3 Report % On/Above Grade Level (Early On, Mid, Above) 3-8th Grade All: 49.1% EL: 20.6% SED: 42.1% FY: No Data Available	Data Year: 2024-25 Data Source: Reading/ELA i-Ready Diagnostic #3 Report % On/Above Grade Level (Early On, Mid, Above) 3-8th Grade All: 55.3% EL: 27%	Data Year: 2025-26 Data Source: Reading/ELA i-Ready Diagnostic #3 Report % On/Above Grade Level (Early On, Mid, Above) 3-8th Grade All: 58.6% EL: 26.3%	All: 70% EL: 50% SED: 70% FY: No Data Available	All: +9.5% EL: +5.7% SED: +10.8% FY: No Data Available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: 49.1% FY: No Data Available	SED: 52.9% FY: No Data Available		
1.8	Other Pupil Outcomes- i ready Math	Data Year: 2023-24 Data Source: i-Ready Math Diagnostic #4 Report % On/Above Grade Level (Early On, Mid, Above) 3-8th Grade% All: 46.7% EL: 25.7% SED: 39.7% FY: No Data Available	Data Year: 2024-25 Data Source: i-Ready Math Diagnostic #4 Report % On/Above Grade Level (Early On, Mid, Above) 3-8th Grade All: 47.8% EL: 18.9% SED: 40.3% FY: No Data Available	Data Year: 2025-26 Data Source: i-Ready Math Diagnostic #4 Report % On/Above Grade Level (Early On, Mid, Above) 3-8th Grade All: 51.3% EL: 27.1% SED: 44.8% FY: No Data Available	All: 60% EL: 30% SED: 50% FY: No Data Available	All: +4.6% EL: 1.4% SED: +5.1% FY: No Data Available

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

As part of Sanger Academy's commitment to meeting the needs of all students and aligning with our Local Control and Accountability Plan (LCAP) goals, the following actions were implemented during the 2025–2026 school year.

Action 1.1 Charter School Support Services maintained the ongoing operation of essential programs by supporting staffing for teachers, administrators, and clerical personnel, as well as providing instructional supplies, technology, co-curricular and extracurricular programs, Alternative Education, and pupil assessment services. There was no difference between planned and actual implementation of the action.

Action 1.2 Additional Site Allocation allowed Quail Lake to hire additional intervention positions to support struggling readers and provide small group instruction. There was no difference between planned and actual implementation of the action.

These actions reflect the district's comprehensive approach to improving academic achievement, expanding opportunities, and ensuring equity and excellence for all students.

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.

Sanger Unified implemented materials for each action to support this goal in the following manner:

1.1 - Charter School Support Services: There were no significant material differences in funding

1.2 - Additional Site Allocation: There were no significant material differences in funding

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Using the mentioned metrics, Sanger Unified identified the effectiveness of each action towards the goal:

1.1 - Charter School Support Services: 3 - Effective

Data: CAASPP ELA: All Student group: increase of 8.36% and CAASPP Math: All Student group increased by 12.44%. SED and EL subgroups also grew in both ELA and Math.

Analysis: The increase in ELA and Math for the All group, SED and EL demonstrate the effectiveness of the current strategies used in place and therefore the action is considered effective and will continue.

1.2 - Additional Site Allocation: 3 - Effective

Data: CAASPP ELA: All Student group: increase of 8.36% and CAASPP Math: All Student group increased by 12.44%. SED and EL subgroups also grew in both ELA and Math.

Analysis: The increase in ELA and Math for the All group, SED and EL demonstrate the effectiveness of the current strategies used in place and therefore the action is considered effective and will continue.

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

After reflecting, Sanger Unified made the following changes for each action:

1.1 - Charter School Support Services: No Changes.

1.2 - Additional Site Allocation: No Changes.

1.3 Base Services - No Changes.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Charter School Support Services	Sanger Academy Charter School will ensure that all students have access to educational and operational technology. SUSD will maintain and enhance technology systems to guarantee that students and staff can utilize effective technology aligned with the District's objectives. Technology site support Devices for 1:1 program Data Analysis Professional Learning and Tools Supplemental Technology for Instruction Sanger Academy through Sanger Unified will offer Professional Development for all Pre-K through 12th grade teachers to enhance their skills in teaching methods and assessment practices. District Professional Learning Initiatives Site based Professional Learning Teacher Development and Retainment Sanger Academy through Sanger Unified will provide music teachers for elementary schools, facilitate Visual and Performing Arts (VAPA) experiences such as museum and play visits, and establish a district-wide librarian position to provide support and coordination for site librarians. Visual and Performing Arts Support Library Support and Services Sanger Academy through Sanger Unified provides staff to support the Family Resource Center in order to provide services such as referrals to local agencies for essential resources like food and clothing, as well as providing parenting classes, support groups, and other educational programs.	\$531,191.00	Yes
1.2	Additional School site Allocation	Sanger Academy Charter will provide LCFF funding proportional to their enrollment of LI, FY and EL students to use for increasing support staff and/or services to their students. School Site Allocation Curriculum Support Provider (CSP) Salary	\$151,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Supplemental Support LREBG Action As part of this action, the LEA will support students with additional site allocations which will be spent on coaching and professional development in English Language Arts and Mathematics frameworks" The needs assessment identified the continued need for coaching, professional development and intervention. A review of state and local data indicates significant disparities in performance for many subgroups like English Language Learners. Equally important, the range of performance levels in one classroom and grade level call for special attention to grade level interventions, small group and professional development on scaffolds and Universal Design for Learning strategies. Research shows that students who are academically behind benefit from interventions and small group. Research also shows that teachers need constant professional development to address gaps in understanding or address current student needs. In order for teachers to implement the newly acquired learning they also need coaching and modeling that provides instant feedback. The metric being used to monitor the action is CAASPP ELA: All Students, Foster Youth, Low Income and English Language Learners. CAASPP Math: All Students, Foster Youth, Low Income and English Language Learners. iReady ELA: All Students, Foster Youth, Low Income and English Language Learners. iReady Math: All Students, Foster Youth, Low Income and English Language Learners. LREBG Funds supporting this action: \$87,790 per year through 2026–2027.		
1.3	Base Services	Base Services include on-going operating costs to maintain existing programs and services to students such as teachers; administrators; instructional supplies; technology; clerical support; salaries, statutory costs	\$6,335,673.00	

Action #	Title	Description	Total Funds	Contributing
		and benefits; co-curricular and extra-curricular programs; Alternative Education; and pupil assessment.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sanger Academy Charter 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.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was established in response to student achievement data revealing the need for Sanger Academy Charter to improve academic outcomes for all students, with a particular focus on English Learners, Low-Income students, and other student groups who are not yet meeting grade-level standards. Recent California Dashboard results and internal assessments indicate achievement gaps that require targeted and sustained support.

To address these needs, Sanger Academy will implement strategic academic interventions, expand access to small group instruction, and provide robust professional development for educators. Instruction will be grounded in evidence-based strategies tailored to the learning needs of our English Learners and Low-Income students, including integrated ELD, structured literacy, and mathematics intervention. Educators will participate in ongoing professional learning focused on culturally responsive teaching, differentiation, and best practices for supporting multilingual learners.

Recognizing the connection between emotional well-being and academic success, Sanger Academy will continue to prioritize access to social-emotional learning supports through school counselors and other site-based staff. These professionals will offer individual and group supports to help students navigate personal and academic challenges that can hinder learning and engagement.

All actions and services under this goal are aligned with closing achievement gaps and ensuring equitable access to a high-quality education. SAC will use a variety of metrics—such as CAASPP scores, English Learner progress (ELPI), suspension and chronic absenteeism rates, and internal benchmark data—to monitor progress and inform continuous improvement.

Through these comprehensive efforts, Sanger Academy Charter is committed to creating an inclusive and supportive learning environment where all students can thrive, overcome barriers, and reach their full academic potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	EL Students making progress toward English Proficiency	Data Year: 2022-23 Data Source: CA Dashboard ELPI - 58.6% making progress	Data Year: 2023-24 Data Source: CA Dashboard ELPI - 41.8% making progress	Data Year: 2024-25 Data Source: CA Dashboard ELPI - 60.8% making progress	ELPI - 70% making progress	+2.2%
2.2	EL Reclassification Rate	Data Year: 2022-23 Data Source: Local Data 11.4%	Data Year: 2023-24 Data Source: Local Data 26%	Data Year: 2023-24 Data Source: Local Data 0%	30%	Decrease of 11.4%
2.3	Panorama Data	Panorama 23-24 Data Year: Fall 2023-24 Data Source: Panorama Education Student Competency 4th-5th Emotional Regulation: 50% Growth Mindset: 63% Self-Efficacy: 49% Social Awareness: 67% Student Supports and Environment 4th-5th Rigorous Expectations: 82% Sense of Belonging: 66% Teacher-Student Relationships: 73% Student Competency 6th-8th	Data Year: Fall 2024-25 Data Source: Panorama Education Student Competency 4th-5th Emotional Regulation: Not reported Growth Mindset: 30% Self-Efficacy: 35% Social Awareness: 50% Student Supports and Environment 4th-5th Rigorous Expectations: 66%	Data Year: Fall 2025-26 Data Source: Panorama Education Student Competency 4th-5th Growth Mindset: 27% Self-Efficacy: 38% Social Awareness: 60% Student Supports and Environment 4th-5th Rigorous Expectations: 70% Sense of Belonging: 58%	Positive Growth on all measures for 4th-5th and 6th-12th.	4th - 5th Emotional Regulation: Not reported Growth Mindset: -36% Self-Efficacy: -11% Social Awareness: -7% Rigorous Expectations: -12% Sense of Belonging: -8% Teacher-Student Relationships: -11% Student Competency 6th-8th Emotional Regulation: Not reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Emotional Regulation: 49% Growth Mindset: 63% Self-Efficacy: 49% Social Awareness: 67% Student Supports and Environment 6th-18th Rigorous Expectations: 64% Sense of Belonging: 38% Teacher-Student Relationships: 51%	Sense of Belonging: 50% Teacher-Student Relationships: 56% Student Competency 6th-8th Emotional Regulation: Not reported Growth Mindset: Not reported Growth Mindset: 42% Self-Efficacy: 32% Social Awareness: 45% Student Supports and Environment 6th-8th Rigorous Expectations: 59% Sense of Belonging: 46% Teacher-Student Relationships: 43%	Teacher-Student Relationships: 62% Student Competency 6th-8th Emotional Regulation: Not reported Growth Mindset: 37% Self-Efficacy: 31% Social Awareness: 50% Student Supports and Environment 6th-8th Rigorous Expectations: 60% Sense of Belonging: 51% Teacher-Student Relationships: 43%		Growth Mindset: -26% Self-Efficacy: -18% Social Awareness: -17% Rigorous Expectations: -4% Sense of Belonging: +13% Teacher-Student Relationships: -8%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2.1 was successfully implemented during the 2024–25 school year with no changes between planned actions and implementation.

Under Action 2.1: Social-Emotional, Behavioral Support and Multi-Lingual Support, Sanger Academy through Sanger Unified expanded its services to meet the diverse needs of students. We increased psychologist availability at school sites, enhancing support for MTSS, RTI, and PBIS initiatives. Restorative justice practices were strengthened and SEL curriculum was implemented school wide. The Center for Behavioral Support continued, additional PBIS supports were provided, and one counselor was added per elementary school site to support students' emotional and behavioral needs. The district focused on enhancing professional development, language acquisition programming, and site-level support. Staff participated in multilingual-focused professional development, and multilingual assessments were conducted to support student placement and progress monitoring. Dual Language Immersion programs received dedicated support, and a Multilingual Program Specialist along with a District Instructional Specialist continued to oversee ELD programs and provide ongoing site support. Finally, translation services were made available across the district to ensure equitable communication with families.

This action reflects our commitment to fostering student success through academic, emotional, and linguistic supports, in alignment with our Local Control and Accountability 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.

Sanger Academy implemented materials for each action to support this goal in the following manner:

2.1 - Social-Emotional, Behavioral Support and Multi-Lingual Support: There were no significant material differences in funding

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The SAC used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Using the mentioned metrics, Sanger Unified identified the effectiveness of each action towards the goal:

2.1 - Social-Emotional, Behavioral Support and Multi-Lingual Support: 3 - Effective

Data:

Data: CAASPP ELA: All Student group: increase of 8.36% and CAASPP Math: All Student group increased by 12.44%. SED and EL subgroups also grew in both ELA and Math. ELPI: +2.2%

Analysis:

Overall student performance improved in both English Language Arts and Mathematics, with the All Student group maintaining strong achievement and demonstrating continued growth on the CAASPP. While academic outcomes remain a significant strength, local data indicate that the remaining English Learners often have more intensive language and literacy needs, particularly in reading and writing, requiring targeted support to make progress toward English proficiency and academic success. To address these needs, the school will continue to monitor student performance and reassess intervention schedules and services to ensure resources are strategically focused on students requiring the greatest level of support.

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

After reflecting, Sanger Academy Charter made the following changes for each action:
2.1 - Social-Emotional, Behavioral Support and Multi-Lingual Support: No Changes

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Socio-emotional and Multi-Lingual Support	Sanger Academy through Sanger Unified will provide social-emotional and behavioral support by increasing psychologist availability at school sites to actively participate in MTSS meetings, support RTI initiatives, and contribute to PBIS efforts. Additionally, we have implemented SEL curriculum, adding one counselor per site. Psychologist Expansion of Services Restorative Practices Personnel Center for Behavioral Support PBIS Support SEL Curriculum Elementary Counselors Sanger Unified will provide multilingual learner support through professional development, language acquisition programs, and with a dedicated Multilingual Program Specialist and District Instructional Specialist (DIS) overseeing ELD programs and providing site support. Multilingual PD and additional support Multilingual Assessment Multilingual Program Specialist & Multilingual DIS Translation Services	\$186,107.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe school environment.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Sanger Academy Charter has established the goal of ensuring a safe and supportive school environment by focusing on reliable transportation access and maintaining manageable class sizes—both essential components in fostering a productive and welcoming learning atmosphere. This goal directly addresses critical factors that influence student well-being, engagement, and academic success.

Improving transportation options is vital to ensuring equitable access to education for all students, particularly those from low-income households who may face barriers in getting to school consistently. By strengthening transportation systems, Sanger Academy aims to reduce chronic absenteeism and promote regular attendance, which is closely tied to student achievement.

Maintaining smaller class sizes is another strategic priority under this goal. Smaller learning environments enable teachers to provide more personalized instruction and build stronger relationships with students, leading to deeper understanding, increased participation, and improved academic outcomes.

Creating a physically and emotionally safe environment is also a core component of this goal. When students feel secure and supported on campus, they are better positioned to focus on learning without the distractions or stressors related to safety concerns. This sense of safety positively impacts the overall school climate and contributes to higher levels of student achievement and engagement.

Sanger Academy will regularly monitor key indicators such as suspension rates, chronic absenteeism, and class size ratios to assess progress toward this goal. These metrics provide valuable insight into the effectiveness of our efforts and guide data-informed adjustments to our practices. Through this ongoing cycle of reflection and improvement, Sanger Academy remains committed to building and sustaining a safe, inclusive, and high-quality learning environment for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs	Data Year: 2023-2024 Data Source: State Evaluation Tool- Full Implementation and Sustainability Building Relationships: 91% Building Partnerships: 88% Seeking Input: 63%	Data Year: 2023-2024 Data Source: State Evaluation Tool- Full Implementation and Sustainability Building Relationships: 91% Building Partnerships: 89% Seeking	Data Year: 2025-2026 Data Source: State Evaluation Tool - Full Implementation and Sustainability Building Relationships: 93% Building Partnerships: 89% Seeking Input: 67%	Full Implementation/Full Implementation and Sustainability Building Relationships: 95% Building Partnerships: 95% Seeking	Building Relationships: No Change Building Relationships: +2 Building Partnerships: +1 Seeking Input: +4
3.4	Facilities maintained in good repair	Data Year: 2023-2024 Data Source: Facility Inspection Tool: Good	Data Year: 2024-2025 Data Source: Facility Inspection Tool: Good	Data Year: 2024-2025 Data Source: Facility Inspection Tool: Good	All Facilities maintained in good repair or above	No Change
3.5	Attendance Rates	Data Year: 2022-2023 Data Source: CALPADS ALL: 94.7% ELs: 95.2% SED: 93.9% FY: No Data Available	Data Year: 2023-2024 Data Source: CALPADS ALL: 94.9% ELs: 95.3% SED: 94.49% FY: No Data Available	Data Year: 2024-2025 Data Source: CALPADS ALL: 95.62% EL: 96.41% SED: 94.71% FY: No Data	ALL: 98% ELs: 98% SED: 98% FY: No Data Available	ALL: +.92% ELs: +1.21% SED: +.81% FY: No Data Available
3.6	Chronic Absenteeism	Data Year: 2022-23 Data Source: Data Quest	Data Year: 2023-24 Data Source: Data Quest	Data Year: 2024-25 Data Source: Data Quest	ALL: 5% ELs: 3% SED: 5%	ALL: -2.5% ELs: -4% SED: 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: 9.9% ELs: 7.4% SED: 10% FY: No Data Available	ALL: 8.4% ELs: 6.1% SED: 9.3% FY: No Data Available	ALL: 7.4% ELs: 3.4% SED: 8.7% FY: 14.1%	FY: No Data Available	FY: No Data Available
3.7	Suspension Rates	Data Year: 2022-23 Data Source: DataQuest All 2.9% ELs: 6.3% LI: 3.2% FY: No Data Available	Data Year: 2023-24 Data Source: DataQuest All 5.3% ELs: 9.8% LI: 6.5% FY: 1No Data Available	Data Year: 2023-24 Data Source: DataQuest All 4.9% ELs: 12.1% LI: 13% FY: No Data Available	All 2.0% All: 3% ELs: 3% LI: 3% FY: 7%	All: +2% ELs: +5.8% LI: +9.8% FY: No Data Available
3.8	Expulsion Rates	Data Year: 2022-23 Data Source: Data Quest ALL: 0.2% EL: No Data Available SED: No Data Available FY: No Data Available	Data Year: 2023-24 Data Source: Data Quest ALL: 0% EL: No Data Available SED: No Data Available FY: No Data Available	Data Year: 2024-25 Data Source: Data Quest ALL: 0% EL: No Data Available SED: No Data Available FY: No Data Available	ALL: 0% EL: 0% SED: 0% FY: 0%	All: Decrease of 0.2% EL: No Data Available SED: No Data Available FY: No Data Available
3.9	Sense of Safety and School Connectedness	Panorama 23-24 Data Year: Fall 2023-24 Data Source: Panorama Education Student Competency 4th-5th Emotional Regulation: 50% Growth Mindset: 63% Self-Efficacy: 49%	Data Year: Fall 2024-25 Data Source: Panorama Education Student Competency 4th-5th	Data Year: Fall 2025-26 Data Source: Panorama Education Student Competency 4th-5th	Positive Growth on all measures for 4th-5th and 6th-12th.	4th - 5th Emotional Regulation: Not reported Growth Mindset: -36% Self-Efficacy: -11% Social Awareness: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Social Awareness: 67% Student Supports and Environment 4th-5th Rigorous Expectations: 82% Sense of Belonging: 66% Teacher-Student Relationships: 73% Student Competency 6th-8th Emotional Regulation: 49% Growth Mindset: 63% Self-Efficacy: 49% Social Awareness: 67% Student Supports and Environment 6th-18th Rigorous Expectations: 64% Sense of Belonging: 38% Teacher-Student Relationships: 51%	Emotional Regulation: Not reported Growth Mindset: 30% Self-Efficacy: 35% Social Awareness: 50% Student Supports and Environment 4th-5th Rigorous Expectations: 66% Sense of Belonging: 50% Teacher-Student Relationships: 56% Student Competency 6th-8th Emotional Regulation: Not reported Growth Mindset: 42% Self-Efficacy: 32% Social Awareness: 45% Student Supports and Environment 6th-8th	Growth Mindset: 27% Self-Efficacy: 38% Social Awareness: 60% Student Supports and Environment 4th-5th Rigorous Expectations: 70% Sense of Belonging: 58% Teacher-Student Relationships: 62% Student Competency 6th-8th Emotional Regulation: Not reported Growth Mindset: 37% Self-Efficacy: 31% Social Awareness: 50% Student Supports and Environment 6th-8th Rigorous Expectations: 60% Sense of Belonging: 51%		Rigorous Expectations: -12% Sense of Belonging: -8% Teacher-Student Relationships: -11% Student Competency 6th-8th Emotional Regulation: Not reported Growth Mindset: -26% Self-Efficacy: -18% Social Awareness: -17% Rigorous Expectations: -4% Sense of Belonging: +13% Teacher-Student Relationships: -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Rigorous Expectations: 59% Sense of Belonging: 46% Teacher-Student Relationships: 43%	Teacher-Student Relationships: 43%		

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3.1 was successfully implemented during the 2024–25 school year and there were no changes between planned actions and implementation.

Under Action 3.1: Transportation and Class Size Maintenance and Expansion, Sanger Academy through Sanger Unified enhanced its transportation services to better meet the needs of students across the district. Serving over 5,000 students daily across 180 square miles, the district revised busing distance eligibility to increase access. The adjusted distances included: Kindergarten—½ mile, Grades 1–6—¾ mile, Grades 7–8—1½ miles, and Grades 9–12—2 miles. The district added teachers to reduce class sizes, thereby increasing opportunities for more differentiated and individualized instruction. These efforts addressed the unique academic needs of specific student groups and allowed for more targeted and responsive teaching practices across grade levels.

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.

Sanger Academy implemented materials for each action to support this goal in the following manner
3.1 - Transportation and Class Size Maintenance and Expansion: There were no significant material differences in funding

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

SAC used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Using the mentioned metrics, Sanger Unified identified the effectiveness of each action towards the goal:

3.1 - Transportation and Class Size Maintenance and Expansion - Effective

Data: Chronic Absenteeism: All Students: decreased by 1.5%. LI: decreased by .7% and ELs decreased by 1.3%.

CAASPP: All student group in both ELA and Math increased by 10.4%

Analysis: Chronic Absenteeism decreased for all groups in the same steady numbers and test scores improved. It is evident that providing consistent and reliable transportation for students allowed for more students to be on campus and therefore this action is effective and we would like to continue with this action.

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

After reflecting, Sanger Academy made the following changes for each action:

3.1 - Transportation and Class Size Maintenance and Expansion: No changes

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Transportation and Class Size Maintenance and Expansion	Sanger Unified will enhance transportation services. Currently covering 180 square miles and transporting over 5,000 students daily, the district plans to adjust busing distances to: Kindergarten—1/2 mile, Grades 1-6—3/4 mile, Grades 7-8—1 1/2 miles, and Grades 9-12—2 miles. Additional Transportation Provide additional teachers to lower class sizes, increases opportunities for differentiated and individualized instruction in response to the unique needs of the identified student groups. Class Size Maintenance Staff Expansion	\$195,871.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,064,369	\$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
16.800%	0.000%	\$0.00	16.800%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Charter School Support Services Need: These needs and data were gathered for the district, but the same services and actions were provided for Sanger Academy Charter. Technology: As demonstrated by the CAASPP and local ELA and Math scores, there is a significant	These needs and data were gathered for the district, but the same services and actions were provided for Sanger Academy Charter. Technology: To meet these needs, Sanger Unified (Sanger Academy Charter School) will provide devices one to one, tech support specialists to support one to one program and data analysis, professional learning and tools to provide technology access and data analysis. The following is a list of	iReady ELA: All Students: FY: LI: EL: iReady Math: All Students: FY: LI: EL:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disparity in achievement between our English Learners, Low-Income, and Foster Youth students and the all student group. A root cause analysis indicates that our LI, EL, and FY experience limited and inconsistent exposure to reliable and up to date technology that limit educational experience and learning outcomes. A root cause analysis indicates that our LI, EL, and FY experience limited and inconsistent exposure to reliable and up to date technology that limit educational experience and learning outcomes. Professional Development: As demonstrated by the CAASPP and local ELA and Math scores, there is a significant disparity in achievement between our English Learners, Low-Income, and Foster Youth students, and the all-student group. A root cause analysis indicates that our LI, EL, and FY students have diverse needs that require special teacher training to implement evidence-based instructional practices. Our needs assessment indicates that all of our FY, LI, and EL students will benefit from teachers who are highly trained and have professional learning time to plan and collaborate. Enrichment Opportunities: As demonstrated by the CAASPP and local ELA and Math scores, there are noticeable differences in academic achievement between EL, LI, and FY students compared to the all student group. A root cause analysis indicates that our LI, EL, and FY students have limited	attributes that are part of the unique design to address the needs of FY, LI and ELs: • Provide a one-to-one device for Kinder through 12th grade students in order to provide a comprehensive approach to modernizing education, personalized learning, enhancing student engagement, promoting equity, and preparing students for future success. Tech Specialist • Provide technical support, system maintenance and management and security and data protection in order for FY, LI and EL students to have reliable technology. Data Analysis and Professional Learning and Tools • Provide clear, organized and targeted data to support data-driven decisions to support EL, FY and LI students. • Provide professional learning and tools to manage data programs and interpret data in order to make the data user friendly. Supplemental Technology for Instruction • Provide supplemental classroom supplies, including supportive technology such as Smartboards, TVs, Wi-Fi routers, and the replacement of outdated servers in order to enhance the learning environment and ensure that our educational facilities remain up-to-date with modern teaching needs. This supplemental technology will provide increased instructional access for	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	access to Visual and Performing Arts opportunities and access to updated and varied libraries. Our needs assessment indicates that all of our FY, LI, and EL students will benefit from music instruction, VAPA experiences and library supports. Educational Partner and Parent Engagement: Parents' Sense of connectedness survey results show a need to increase our efforts to connect parents with schools. Parent input during PAC and DELAC parents of English learners indicated that parents would like to see an increase in parent support and engagement in the family resource center. A root cause analysis indicates that our EL families need additional support to engage them in their child's education and eliminate barriers and increase opportunities to engage at school. Our needs assessment indicates that all of our EL students will benefit from increased parent education and involvement programs and increased access to information from the school in their primary language. Scope: LEA-wide	LI, EL and FY through visual and scaffolded learning. This action is designed to meet the unique needs of our English Learners, FY, and LI; however, because technology access and supports will benefit all students it will be provided on a school-wide basis. Professional Development: To meet these needs, Sanger Unified will provide ongoing professional development to provide evidence based instructional practices that meet the unique needs of LI, EL and FY students to increase access to standard based learning. The following is a list of attributes that are part of the unique design to address the needs of FY, LI and ELs: District Professional Development • Provide district-wide professional development designed to increase evidence-based instructional practices that support EL, LI, and FY students academically, socially-emotionally, and behaviorally. • Provide district-wide professional development that identifies learning barriers that EL, LI, and FY students face and instructional strategies to eliminate such barriers and provide support, such as scaffolds, differentiated instruction, vocabulary development, etc. Site-Based Professional Development to assist	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		with the incorporation of instructional strategies focused on supporting EL, LI, and FY • Provide site-based professional development based on site-identified needs based on site-specific data. • Provide planning days for teachers to work collaboratively and implement new learning into lesson designs. Teacher Development and Retainment to assist with the incorporation of instructional strategies focused on supporting EL, LI, and FY • Provide mentor teachers for new teachers to support ongoing professional development learning. • Provide mentor teachers to observe and coach new teachers as they implement newly learned instructional strategies. This action is designed to meet the unique needs of our English Learners, FY, and LI; however, because professional development will benefit all students it will be provided on a school-wide basis. Enrichment Opportunities: To meet these needs, Sanger Unified (Sanger Academy Charter School) will provide music instruction for all students starting in 2nd grade, provide VAPA experiences through field trips and provide up to date libraries. The following is a list of attributes that are part of the unique design to address the needs of FY, LI, and ELs: VAPA	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		• Provide district-wide teachers that provide music instruction starting in 2nd grade and continuing until 6th grade. • Provide Visual and Performing Arts experiences for all students starting in 2nd grade through field trips to ballet, art museums, and the philharmonic. Library Support and Services • Provide district wide Librarian to support site libraries with books that reflect the cultural and life similarities of our LI, FY and ELs and professional development specific to meeting the needs of those student groups as needed. This action is designed to meet the unique needs of our English Learners, FY, and LI; however, because these enrichment opportunities will benefit all students, they will be provided on an school-wide basis. Educational Partner and Parent Engagement: To meet these needs, Sanger Unified (Sanger Academy Charter School) will provide services through the Sanger Unified Family Resource Center. The following is a list of attributes that are part of the unique design to address the needs of ELs: Parent Engagement Support • Provide a full-time Parent Education Program Specialist to provide parent support such as document translation of documents and communications not otherwise required to be in the parent's	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		primary language, parenting classes, parent support classes Positive Parenting, Fresno State Parent University, and Parent Support Groups. • Provide a full time Parent Education Program Specialist to provide community events that bring local resources to the community. The attributes of community events include community partners like mobile dental units, Rural Mobile Health Clinic, Calfresh Healthy Living to provide support from local organizations. Educational Partner Survey and Communication • Provide educational partners the opportunity to provide feedback through community surveys. • Provide services to translate documents needed in other languages other than English for documents not otherwise required to be translated into the parent's primary language. This action is designed to meet the unique needs of our English Learners; however, because educational partner and parent engagement will benefit all students it will be provided on a school-wide basis.	
1.2	Action: Additional School site Allocation Need: These needs and data were gathered for the district, but the same services and actions were provided for Sanger Academy Charter.	These needs and data were gathered for the district, but the same services and actions were provided for Sanger Academy Charter. Provide LCFF funding proportional to their enrollment of LI, FY and EL students to use for increasing services to their students. The following is a list of attributes that are part of the unique	CAASPP ELA: All Students: FY: LI: EL: CAASPP Math: All Students:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As demonstrated by the CAASPP and local ELA and Math scores , there are noticeable differences in academic achievement between EL, LI, and FY students compared to the all student group. A root cause analysis indicates that our LI, EL, and FY students need additional individual instruction, and classroom instruction that is highly effective, engaging, and designed to meet the varied needs of the EL,FY, and LI students in the class. Our needs assessment indicates that all of our FY, LI, and EL students will benefit from additional staff to increase small group support, targeted data monitoring and strategic professional development that will identify academic needs and provide strategies and supplemental materials to support students. Scope: LEA-wide	design to address the needs of FY, LI and ELs: Sanger Academy Charter has a limited, pre-approved menu of options for the site's use of these funds. The menu options must be used for supplemental staff or hours or supplemental supplies/resources/curriculum principally directed toward use for their LI, FY, EL student group(s) and each purchase order is reviewed for compliance and approval by the district office to ensure compliance with ed code and regulations. Additional Site Staff • Provide additional staff to provide small group instruction and small group intervention. • Provide additional staff to coordinate data monitoring to guide instruction provided during small group instruction and intervention. • Provide additional staff (CSPs) to provide site specific professional development using data and needs assessment and support the implementation of that professional development with side by side coaching. Specific to support ELs at sites generating reds the additional staff will focus on providing additional focused one-on-one instruction for ELs. In addition, support staff will closely monitor EL students' progress through targeted data analysis. Supplemental resources • Provide supplemental resources aligned with the needs of EL, FY and LI students	FY: LI: EL: iReady ELA: All Students: FY: LI: EL: iReady Math: All Students: FY: LI: EL:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		such as hands on manipulatives, realia, and visuals. • Provide supplemental resources that address diverse learning styles, abilities, and interests. They offer alternative explanations, examples, and practice activities that support EL, FY, and LI students in understanding challenging concepts or reinforcing learning through multiple approaches.	
2.1	Action: Socio-emotional and Multi-Lingual Support Need: These needs and data were gathered for the district, but the same services and actions were provided for Sanger Academy Charter. Suspension rates for our foster youth are three and a half times higher than for the all-student group district wide. A root cause analysis indicates that our FY students need additional social-emotional support due to limited social-emotional support outside of the school system. Our needs assessment indicates our FY, students will benefit from a comprehensive SEL curriculum, restorative practices, PBIS and increased mental health staff such as counselors, psychologists, and CBE staff.	These needs and data were gathered for the district, but the same services and actions were provided for Sanger Academy Charter. To meet these needs, Sanger Unified (Sanger Academy Charter School) will provide increased social-emotional and behavioral support that includes curriculum, restorative practices, PBIS, increased counselors and psychologists and a district wide Homeless/Foster Liaison. The following is a list of attributes that are part of the unique design to address the needs of FY: Social-Emotional Learning Curriculum (SEL Curriculum) • Provide SEL curriculum that provides structured Educational programs designed to develop essential social and emotional skills. These skills are crucial for managing emotions, building positive relationships, making responsible decisions, and handling challenging situations effectively. Positive Behavioral Interventions and Supports (PBIS).	Suspension Rate: All: FY: ELPI:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A review of our EL metrics results indicates that 16.1% of our EL students decreased at least one ELPI level, which demonstrates that ELs are experiencing academic difficulties. A root cause analysis indicates that our multilingual ELs need additional support that addresses their academic, linguistic, social and emotional needs through targeted coordinated district wide efforts, and culturally responsive practices. Our needs assessment indicates that all of our multilingual ELs will benefit from increased support that focuses on providing targeted Scope: LEA-wide	• Provide support to implement and monitor PBIS at sites such as establishing a PBIS store, clear school-wide expectations, and planning time for the PBIS team to meet and review data. Center for Behavior Education • Provide staff to operate CBE center (Special Education Teacher, Board Certified Behavior Analyst, PARA Professionals,) which provides a safe environment for students who are struggling with intense and unsafe behaviors to receive intense support. Restorative Justice Personnel. Supplemental School Psychologists: • Provide supplemental small group and one-on-one social-emotional lessons and support for Tier II/III • Provide supplemental support for MTSS systems including monitoring SEL data from Panorama and support the RTI systems at each site. Increase Counselors at Elementary schools. • Provide a full time counselor at every elementary that will use panorama and teacher/parent referrals to provide SEL support through small group or one-on-one sessions. This action is designed to meet the unique needs of our FY; however, because Social-Emotional and Behavioral Support will benefit all students, it will be provided on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		To meet these needs, Sanger Unified (Sanger Academy Charter School) will provide multilingual support that includes professional development, ELPAC testing support, an integrated and designated language acquisition program, and a full time EL Program Specialist. The following is a list of attributes that are part of the unique design to address the needs of ELs: Professional Development ELs • Provide targeted professional development through E.L. Achieve that focuses on ELD strategies, Designated ELD lesson design, proficiency-based instruction. LTELs • Provide planning and collaboration days for Secondary ELD PLC to build units and assessments for Academic Language Development classes and share best practices. Multilingual Assessments • Provide academic-based field trips for students who demonstrate growth on language acquisition test (ELPAC). • Provide professional development materials to EL site contacts to align assessments with standards, differentiate instruction and enhance feedback strategies.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		EL Program Specialist • Provide professional developments tailored to the unique needs of EL students, including progress monitoring and ongoing conversations with EL Site Contacts to address the language acquisition needs of ELs and LTELs . • Provide data monitoring specific to EL and LTEL students' language development (Ellevation) and support student reclassification district-wide.	
3.1	Action: Transportation and Class Size Maintenance and Expansion Need: These needs and data were gathered for the district, but the same services and actions were provided for Sanger Academy Charter. As demonstrated by Chronic Absenteeism rates, there is noticeable differences in time in classrooms LI students compared to the all-student group. A root cause analysis indicates that our LI students that live beyond the district transportation radius are challenged with regular school attendance due to economic situations beyond their control. Our needs assessment indicates that ELs will benefit from increased transportation that will increase attendance rates.	These needs and data were gathered for the district, but the same services and actions were provided for Sanger Academy Charter. To ensure all our Low Income, English Learners, and Foster Youth are provided equal access and opportunities regardless of their home to school transportation status, Sanger Unified will provide additional transportation services to students. Sanger Unified transportation services covers approximately one hundred eighty square miles and transports over five thousand students daily; District transportation is an integral part of ensuring student access to daily educational services and interventions before and after school. Prior to 18-19 transportation services to and from school are provided as follows: Kindergarten: one (1) mile Grades 1-3: one and one-quarter (1 1/4) miles Grades 4-8: two (2) miles Grades 9-12: two and one-half (2 1/2) miles It is the intent of the Sanger Unified to maintain the busing area to the following: Kindergarten: one-half (1/2) mile Grades 1- 6: three-quarter (3/4) miles Grades 7-8: one and	Chronic Absenteeism: All Students: LI:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As demonstrated by the CAASPP and local ELA and Math scores, there is noticeable differences in academic achievement between EL, LI, and FY students compared to the all-student group. A root cause analysis indicates that our ELs, FY and LI need increased opportunities for differentiated and individualized instruction. Our needs assessment indicates that ELs, FY and LI will benefit from smaller class sizes that allow for increased individual student teacher interaction. Scope: LEA-wide	one-half (1 1/2) miles Grades 9-12: two (2) miles. To meet this need, Sanger Unified will provide supplemental transportation to increase area of service. The following is a list of attributes that are part of the unique design to address the needs LI: • Transportation • Provide additional bus drivers and related transportation costs to ensure that LI students have access to transportation to school by increasing area of service as described above. • This action is designed to meet the unique needs of our low-income students; however, because supplemental transportation will benefit all students it will be provided on a LEA-wide basis. Sanger Unified (Sanger Academy Charter School) is committed to maintaining and enhancing class size reduction in grades K-12. Currently the maximum class size for K-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. Additional teachers include, but is not limited to additional staffing at middle school, high school, physical education and special education. Sanger Unified will provide additional teachers to lower class sizes to meet these needs. The following is a list of attributes that are part of the unique design to address the needs of FY, LI and ELs: Class size reduction • Provide additional teachers to lower class sizes, increases opportunities for differentiated and individualized	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		instruction in response to the unique needs of the identified student groups. This action is designed to meet the unique needs of our ELs, FY and LI; however, because class size maintenance and staff expansion will benefit all students it will be provided on a LEA-wide basis.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited 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, as applicable.

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

Additional Concentration Grant Funding

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	1:56	1:23
Staff-to-student ratio of certificated staff providing direct services to students	1:22	1:17

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$6,335,673.00	1,064,369	16.800%	0.000%	16.800%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,400,042.00	\$0.00	\$0.00	\$0.00	\$7,400,042.00	\$815,667.00	\$6,584,375.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Charter School Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$331,191.00	\$200,000.00	\$531,191.00				\$531,191.00	
1	1.2	Additional School site Allocation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$122,498.00	\$28,702.00	\$151,200.00				\$151,200.00	
1	1.3	Base Services							\$0.00	\$6,335,673.00	\$6,335,673.00				\$6,335,673.00	
2	2.1	Socio-emotional and Multi-Lingual Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$166,107.00	\$20,000.00	\$186,107.00				\$186,107.00	
3	3.1	Transportation and Class Size Maintenance and Expansion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$195,871.00	\$0.00	\$195,871.00				\$195,871.00	

2026-27 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
\$6,335,673.00	1,064,369	16.800%	0.000%	16.800%	\$1,064,369.00	0.000%	16.800 %	Total:	\$1,064,369.00
								LEA-wide Total:	\$1,064,369.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Charter School Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$531,191.00	
1	1.2	Additional School site Allocation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$151,200.00	
2	2.1	Socio-emotional and Multi-Lingual Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$186,107.00	
3	3.1	Transportation and Class Size Maintenance and Expansion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$195,871.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,893,710.00	\$7,893,710.00

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	Charter School Support Services	Yes	\$1,040,966.00	\$1,040,966.00
1	1.2	Additional School site Allocation	Yes	\$151,200.00	\$151,200.00
1	1.3	Base Services		\$6,335,673.00	\$6,335,673.00
2	2.1	Socio-emotional and Multi-Lingual Support	Yes	\$170,000.00	\$170,000.00
3	3.1	Transportation and Class Size Maintenance and Expansion	Yes	\$195,871.00	\$195,871.00

2025-26 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)
	\$1,558,037.00	\$1,558,037.00	\$0.00	0.000%	0.000%	0.000%

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	1.1	Charter School Support Services	Yes	\$1,040,966.00	\$1,040,966.00		
1	1.2	Additional School site Allocation	Yes	\$151,200.00	\$151,200.00		
2	2.1	Socio-emotional and Multi-Lingual Support	Yes	\$170,000.00	\$170,000.00		
3	3.1	Transportation and Class Size Maintenance and Expansion	Yes	\$195,871.00	\$195,871.00		

2025-26 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)
1,466,657		0%	0.000%	\$1,558,037.00	0.000%	106.230%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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).

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