



LCFF Budget Overview for Parents

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

CDS Code: 1062414

School Year: 2025-26

LEA contact information:

Dennis Wiechmann EdD

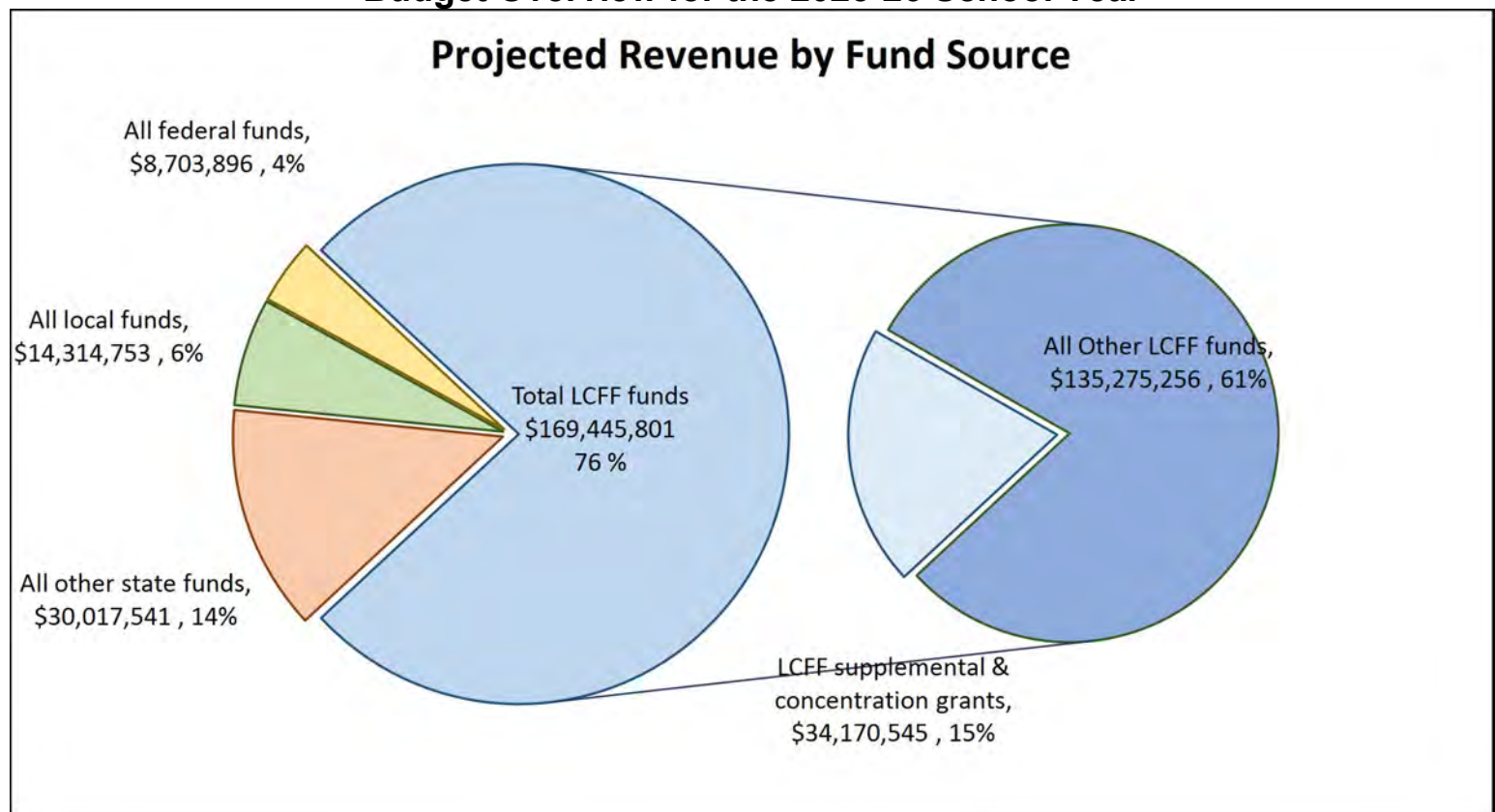
Superintendent

dennis_wiechmann@sangerusd.net

(559) 524-6521

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

Budget Overview for the 2025-26 School Year

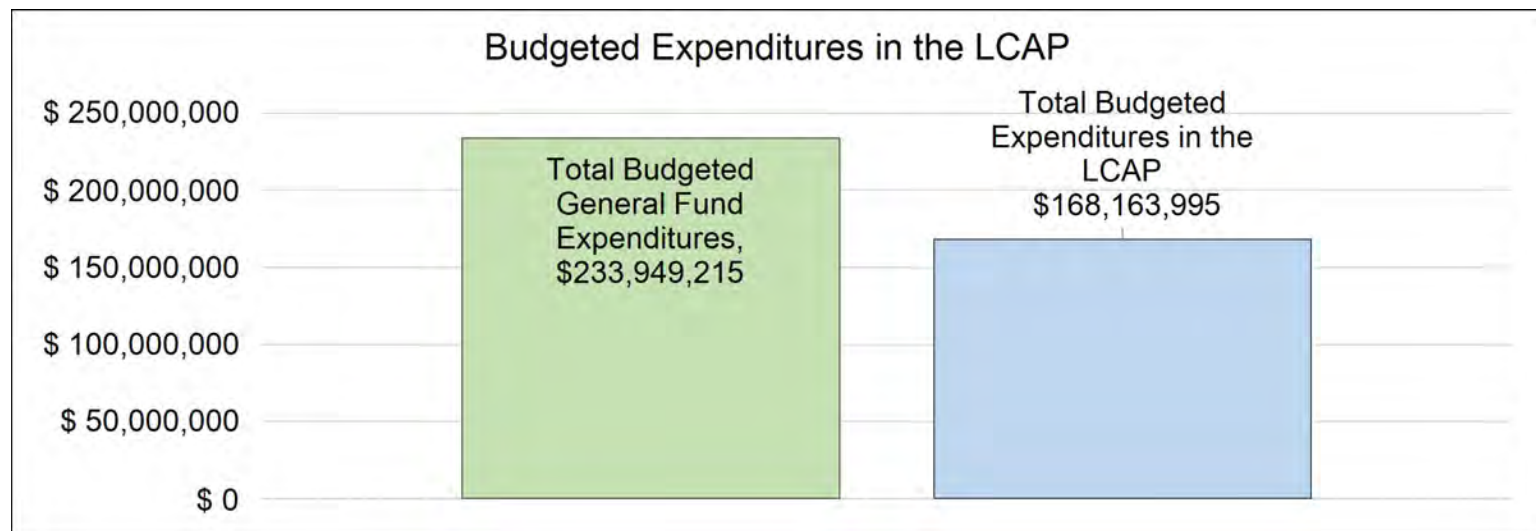


This chart shows the total general purpose revenue Sanger Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sanger Unified School District is \$222,481,991, of which \$169,445,801 is Local Control Funding Formula (LCFF), \$30,017,541 is other state funds, \$14,314,753 is local funds, and \$8,703,896 is federal funds. Of the \$169,445,801 in LCFF Funds, \$34,170,545 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 plans to spend for 2025-26. 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 plans to spend \$233,949,214.91 for the 2025-26 school year. Of that amount, \$168,163,995 is tied to actions/services in the LCAP and \$65,785,219.91 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

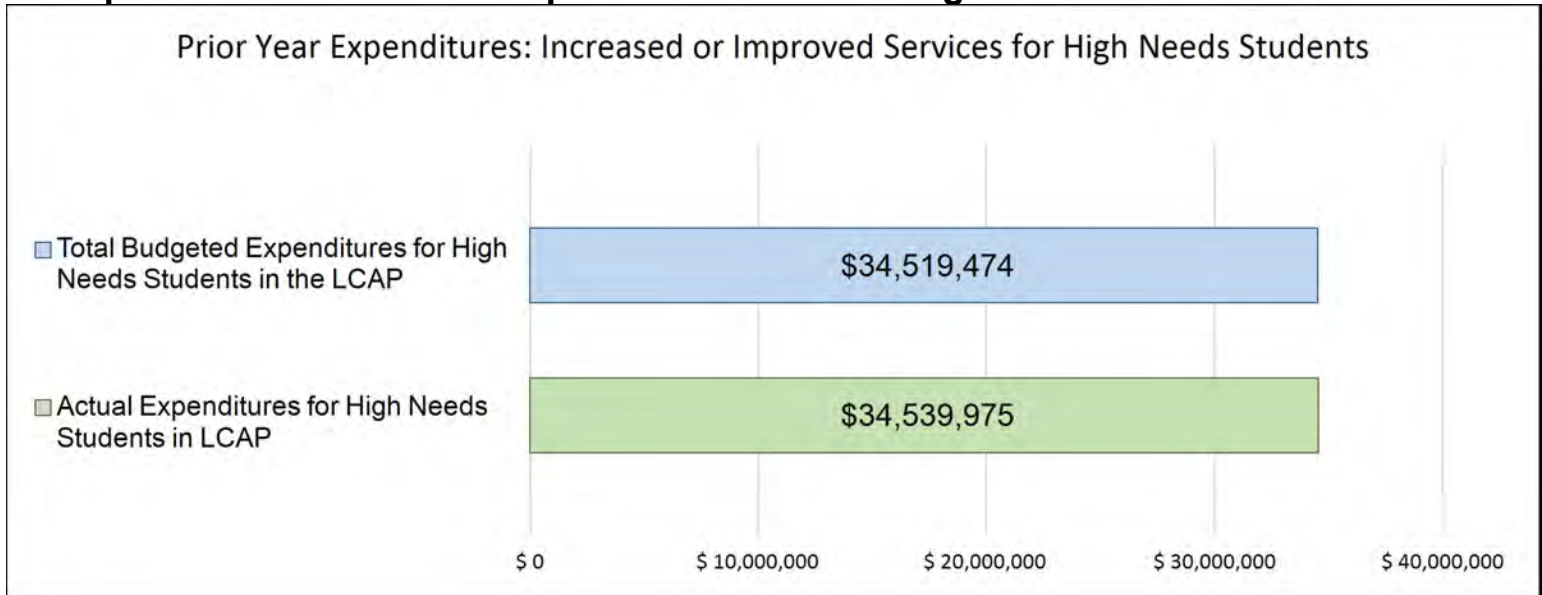
The LCAP includes all LCFF funds for 2025-26 and includes Equity Multiplier funds and LREBG, as other state funds, but does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Sanger Unified School District is projecting it will receive \$34,170,545 based on the enrollment of foster youth, English learner, and low-income students. Sanger Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sanger Unified School District plans to spend \$34,408,440 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 2024-25



This chart compares what Sanger Unified School District 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 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 2024-25, Sanger Unified School District's LCAP budgeted \$34,519,474 for planned actions to increase or improve services for high needs students. Sanger Unified School District actually spent \$34,539,975 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$20,501 had the following impact on Sanger Unified School District's ability to increase or improve services for high needs students:

The difference in spending was minimal since Sanger Unified School District spent all planned dollars on high-needs students. Therefore, there was no impact on high needs students. We spent a little more than we expected.



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

Plan Summary [2025-26]

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 is located in the heart of the Central Valley, approximately 12 miles southeast of the City of Fresno, in Fresno County. The city of Sanger is a rural, agriculturally based community with a population of 26,716. Of the total population, 79.9% are identified as Hispanic, 15.6% as White and 2.8% Asian (July 2021 US Census Quick Facts). The median income for a household in the city was \$59,650 and 17.4% of the population living below the poverty line.

Sanger Unified has twenty-two schools, including three charter schools, two comprehensive high schools, two comprehensive middle schools, a community day school, an alternative education high school, and an adult school. The district covers 180 square miles and serves a population of 56,614. Within the boundaries of Sanger Unified are the city of Sanger and the communities of Centerville, Del Rey, Fairmont, Lone Star, Tivy Valley and portions of the Sunnyside area of metropolitan Fresno. Attendance in the District's schools currently numbers 13,311 students. Of Sanger Unified students, 68.98% of our students qualify for Free and Reduced Lunch, and 11.39% (1,516 students) are English Language learners. Despite the challenges our children face, Sanger has an 94% Daily Attendance rate, a rate we continually strive to improve.

Our district operates on the vision that “All students will have the options to demonstrate what they learn and the opportunities to be successful and achieve their dreams.” Our district is centered on the educational practices that focus all efforts on three goals:

1. Raise the achievement of ALL students
2. Close the achievement gap
3. Ensure a safe environment

We push to achieve those goals through the following Strategies and Initiatives:

Strategies:

1. Professional Learning Communities
2. Effective Instruction
3. Multi-Tiered Systems of Support

Initiatives:

1. Balanced Literacy
2. College and Career Readiness

Sanger Unified's success continues to be built on foundational Beliefs that have been consistent and are pervasive in the culture of Sanger Unified:

Hope is not a strategy

Don't blame the kids

It's about learning

Every child can and must learn

Two of our schools , Kings River High School Continuation and Community Day School will continue to receive the LEA Equity Multiplier funding and will continue to follow the previously established EM goals. Any unused funds (carryover) at these particular sites from the 2024-2025 school year will continue in Goals 4 and 5, Actions 4.1, 5.1 and 5.2, to support these specific schools and the needs identified for low-performing student groups.

Reflections: Annual Performance

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

The 2024 California Dashboard released in December of 2024 demonstrated areas of strength and opportunity for Sanger Unified in the areas of English Language Arts, Mathematics, Chronic Absenteeism, College and Career, Graduation Rate and Suspension Rate. Some of the successes identified by Sanger Unified were growth in academic achievement both for ELA and Math in standard met (ELA: 47.60% - 48.76% & Math: 34.54% - 37.52%), decreasing Chronic Absenteeism from 16.5% to 13%, and increasing our graduation rate from 94.7% to 96.3%. Some of the indicators that did not make improvement or moved negatively for the district were ELPI with a drop of 4.6 points (55.9%-51.3%) of EL's making progress, College and Career dropped by 1.5% (57.2%-55.7), and suspension rate increased by .5% from 4.2% to 4.7%. Looking deeper into the data and analyzing by subgroups, we have some groups of students that are disproportionately with their peers. Long Term English Language Learners in suspension rate and ELA; Students with Disabilities in suspension rate, ELA, and Math; and our Foster Youth in suspension rate and ELA. Some of this data came through in the 2023 dashboard and therefore long term actions were created to improve the environment and learning of these three subgroups and therefore the actions in this years LCAP will closely align with last years actions.

In 2023, the district conducted an analysis of the Dashboard to identify: 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. Based on the 2023 Dashboard data review, many of our Dashboard markers showed growth for our students, but after analyzing the data by subgroups, both at the district and school level, we identified groups of students that are underperforming and need support. For example, the all student group performance in the English Language Arts Dashboard was orange and the Mathematics Dashboard was yellow. In both the English Language Arts and Mathematics Dashboard, there were 3 student groups that scored in the Green level (Asian, White, and Two or more races). The district performance level for Graduation Rate was in the Green Level and the English Learning Progress Indicator was also in the Green Level. In the Chronic Absenteeism Sanger Unified scored in the Yellow Level and Suspension Rate was in the Orange Level. As a district, there were some markers that have the Red Dashboard indicators for a student group:

ELA - Students with Disabilities

Math - Foster Youth

Suspension Rate - Foster Youth

College/Career - English Language Learners

Based on the 2023 Dashboard, 5 out of 20 schools scored Green or Blue Levels, 7 scored in the Yellow Level and 5 scored Orange Level on the ELA Dashboard. Three out of our 20 schools did not have a level. On the Mathematics Dashboard, 4 out of 20 schools scored on the Green or Blue Level, 8 scored in the Yellow Level and 5 schools scored in the Orange Level. After looking at each school closely, we identified the following Red 2023 Dashboard indicators for schools within the LEA and student groups within schools within the LEA:

Community Day - Suspension Rate - Hispanic Students

Fairmont Elementary - Chronic Absenteeism - Two or More Races and Students with Disabilities (SWD) and Suspension Rate - English Language Learners (EL), Hispanic and Socially Economically Disadvantaged Students (SED)

Hallmark Academy - English Learner Progress - English Language Learner Students (EL)

Jackson Elementary - English Language Arts - English Language Learners (EL) and Suspension Rate - Students with Disabilities (SWD)

Kings River High - College/Career - Hispanic and Socioeconomically Disadvantaged (SED) Students and All Students and Suspension Rate - Hispanic and Socially Economically Disadvantaged (SED) Students and All Students.

Lincoln Elementary - English Learner Progress - English Language Learners (ELs)

Madison Elementary - English Language Arts (ELA) - English Language Learners (ELs) and Chronic Absenteeism - English Language Learners (ELs)

Sanger High School - English Language Arts (ELA) - English Language Learners (ELs) and Math - Students with Disabilities (SWD) and English Language Learners (ELs)

Washington Academic Middle School - ELA (ELs), Math (SWD)

Based on the 2023 California Dashboard and when looking at our data by subgroups as an LEA and school, we have areas for growth. There was enough data to show that we needed to revisit our district -wide PBIS systems and both inform and support our students before suspensions take place. This was done by largely investing in professional development during the 2024-2025 school year that focused on research based practices. We also continued to focus on English Language Arts and the supports that are needed and provided for our

English Language Learners. Overall, our English Language Learners were red on many indicators at the school sites level in the following: suspension (1 school), Chronic Absenteeism (1 school), English Language Arts (4 schools), Math (1 school) and ELPI (2 schools). This data highlights the different needs of our ELs that are currently not being met or need refining. As a district, there are two indicators in which our Foster Youth students need support. These indicators include: Math and suspensions. This is another area for an opportunity of growth to refine our systems of support.

Learning Recovery and Emergency Block Grant

As an LEA, we do have unexpended Learning Recovery Emergency Block Grant (LREBG) funds and will be using the funds in the following way:

Goal 1: Action 1.8 Additional Site Allocation.

The district plans to use the funds to address the needs identified through our needs assessment to provide small group intervention, site support staff to provide small group support and coaching for teachers.

Action 1.8. Sites hired Teachers on Special Assignment (TOSA) with a special focus depending on site needs (English Language Arts, ELD) to coach, monitor and support teachers and provide small group instruction to accelerate learning for students. We know that providing professional development and coaching on either or both the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve and the English Language Arts/English Language Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve can accelerate progress to close learning gaps through the implementation, expansion or enhancement of evidence-based learning supports.

Our needs assessment revealed significant needs regarding English Language Arts (ELA) among Long Term English Language Learners, Students with Disabilities, and Foster Youth. In response, Goal 1 Action 1.8 directly addresses the need to support students with small group intervention, site support staff to provide small group support and coaching for teachers.

The action(s) align with allowable fund uses in the area of Early Intervention and Literacy Programs for pupils in preschool to grade 3 and providing professional development on The English Language Art/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

The needs assessment did identify significant needs in the area(s) of ELA, Chronic Absenteeism and Math for Students with Disabilities. However, at this time the focus is on working on English Language Arts.

Reflections: Technical Assistance

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

Our district has established a collaborative partnership with the Fresno County Office of Education to enhance support for our students within the framework of Differentiated Assistance.

This collaboration targets various student subgroups, including

- Long Term English Language Learners in English Language Arts, Math and Suspension
- Students with Disabilities in English Language Arts, Math and Suspension
- Foster Youth in English Language Arts, Math and Suspension

Goal 1, Action 10 has been written to address the differentiated assistance work underway related to math performance.

To facilitate professional development, a series of sessions have been organized, employing research-based strategies rooted in the improvement science model. These sessions have been structured into four distinct phases:

Phase 1: This phase entails articulating the problem of practice, conducting a thorough data analysis, processing the findings, and integrating research-based knowledge.

Phase 2: Here, participants review the user perspective, research plan, and accumulated knowledge, aiming to identify root causes through rigorous research.

Phase 3: In this phase, participants delve deeper into research-based knowledge, develop a clear aim, identify key drivers, generate change ideas, and meticulously plan the improvement journey.

Phase 4: The Improvement Journey phase involves monthly meetings throughout the academic year to assess the effectiveness of the Theory of Improvement and ensure that the identified changes are yielding positive outcomes. Based on feedback received during these sessions, adjustments are made to adapt the Theory of Improvement accordingly, ensuring ongoing refinement and effectiveness. One of Sanger Unified's area has already progressed through all four phases. They conducted a root analysis and implemented a change idea to identify barriers with their big change idea in order to increase student achievement. In the middle of the year, the schools have identified their root causes for their focus area and teachers have started to document and increase administering CFAs, actions after CFAs are administered while site leaders and CSPs have documented and increased classroom walkthroughs.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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.	<p>When: November 12th - 22nd, 2024 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 staff both classified and certificated was the following: Class size maintenance, modernizing school facilities so they continue to be safe, developing systems of intervention for struggling students, allocating additional staff and resources to support early literacy, and evaluating and eliminating programs that are not working.</p>
Certificated Local Bargaining Unit - Teachers	<p>When: May 14, 2025 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) through a specially scheduled in-person and virtual meeting, as a regularly scheduled meeting could not be coordinated this year. Current data was shared and feedback was requested. Feedback from the certificated staff was the following: There was no feedback received from the special meetings, but the following priorities are identified from the Hanover LCAP survey: Academic</p>

Educational Partner(s)	Process for Engagement
	interventions, modernizing facilities so they continue to be safe, additional site allocations, providing supports for English Language Learners, providing additional resources and staff for social-emotional learning and books and resources.
Classified Local Bargaining Unit	<p>When: May 6, 2025</p> <p>How: Presentation of LCAP goals and actions, current data, and district and site needs.</p> <p>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: professional development, resources and books, library and media increased funding, introduce metal shop to students, and technology.</p>
Students	<p>When: Sanger High School (2/13/25), Sanger West (3/21/24), Kings River (3/4/25), Community Day School (2/26/25)</p> <p>How: Presentation of LCAP goals and actions, current data, and district and site needs.</p> <p>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: academic intervention & supports, resources and books, college and career readiness, parent engagement and additional site allocations.</p>
PAC	<p>When: March 6, 2025 and April 10, 2025</p> <p>How: LCAP presentation with LCAP goals and actions, current data and district and site needs.</p> <p>What: PAC Members (including students) were presented with current data and allowed to give feedback on how to prioritize spending of LCAP dollars based on needs. Feedback from PAC was to continue to provide the supports that are taking place and prioritize interventions, support for Dual Immersion programs, support for English Language Learners, College and Career readiness, and Enrichment opportunities.</p>

Educational Partner(s)	Process for Engagement
PAC: Draft LCAP Presentation for Comments	<p>When: May 29, 2025</p> <p>How: The PAC was engaged through an in-person meeting</p> <p>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.</p>
DELAC	<p>When: April 1, 2025</p> <p>How: LCAP presentation with LCAP goals and actions, current data and district and site needs.</p> <p>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.</p> <p>Feedback from DELAC was the priority of the following: English Language Learners, Social Emotional Learning, Early Literacy, Academic Intervention, and Class Size Reduction</p>
DELAC: Draft LCAP Presentation for Comments	<p>When: May 15, 2025</p> <p>How: The DELAC was engaged through an in-person meeting</p> <p>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 seven questions for the Superintendent and all four questions were addressed in writing.</p>
Schools receiving Equity Multiplier funding	<p>When: CDS May14, 2025 and KRHS May 21, 2025</p> <p>How: LCAP Presentation with Equity Multiplier Focus was presented to CDS and Kings River High School staff meeting.</p> <p>What: Staff was able to learn about Equity Multiplier funds and asked for feedback on how to use the funds to improve student outcomes. Parents were asked for feedback during regularly scheduled SSC/ELAC meetings and students gave feedback through student survey.</p>

Educational Partner(s)	Process for Engagement
SELPA Consultation	<p>When: May 12, 2025</p> <p>How: SELPA Operations Committee Meeting</p> <p>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.</p>
Public Comment	<p>When: June 10th, 2025 through June 23th, 2025.</p> <p>How: Notified the public of the opportunity to submit written comments regarding the LCAP actions and expenditures.</p> <p>What: Draft of the LCAP was provided for the public to review and provide feedback.</p>
Public Hearing	<p>When: June 10th, 2025</p> <p>How: The Public Hearing was held to consider the draft of the LCAP.</p> <p>What: LCAP Actions and Expenditures.</p>
Board Adoption	<p>When: June 24, 2025</p> <p>How: 2025-26 LCAP was board adopted at the same meeting as the adoption of the Budget and the Local Indicators Report</p> <p>What: The 2025-26 LCAP</p>

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

Parent and Community input from our survey shows that our parents and families continue to see a need in the following areas: Academic Intervention, Modernizing Facilities so they continue to be safe, Class Size Maintenance, Social Emotional Support and evaluating and eliminating programs that are not working. They are particularly concerned about intervention and support for our students, as well as their school safety and sense of connectedness. They expressed a focus on students who are struggling with academics and/or social-emotional learning. They would like for the district to provide academic supports and to provide workshops and inform parents on how to support students at home. Parents seek opportunities to engage in school organizations and educational activities that build their capacity to support their children at home. Evidence of this feedback can be found in: Goal 1, Actions 1.3, 1.6, 1.7, 1.8; Goal 2, Actions 2.1, 2.2, 2.3; Goal 3, Actions 3.1.

The Parent Advisory Committee (PAC) advocated for continuation of the Dual Immersion Program and social emotional support for students. PAC input recommended further promotion of the DLI program to ensure the program can expand overtime and continue into the Middle

School and High School. Participants stressed the importance of tutoring and interventions for behavioral and social emotional support. Additionally, there's a call for College and Career Technical Courses and opportunities for enrichment. The input suggested continuing to provide art and music for students in order to enrich students' learning experiences. Evidence of this feedback can be found in: Goal 1, Actions 1.3, 1.6, 1.8; Goal 2, Actions 2.1, 2.2, 2.3.

The District English Learner Advisory Committee (DELAC) stressed the importance of the Dual Immersion program Program and continued support for the growth of the program. There were multiple comments made about supporting the coordination of the program to ensure strong and successful programs. Parents also shared concerned about loss of interventions due to LREBG funding coming to an end. Some parents also expressed the need to increase transportation routes and to continue or expand parent engagement. Evidence of this feedback can be found in: Goal 1, Actions 1.7 and 1.8; Goal 2, Actions 2.1 and 2.3.

Students provided valuable input through the LCAP survey and also through multiple presentations shared at different sites (Sanger High, Sanger West, Hallmark Academy, Kings River High School). Students stressed the importance of academic interventions and College and Career ready courses. Through the comments, many students identified that Sanger Unified continue Prodigy, improve support for English Language Learners and increase College and Career preparation workshops. Students also identified the ongoing need for Mental Health supports through access to counselors and the Parent/Student advocates. Evidence of this feedback can be found in: Goal 1, Actions 1.3, 1.5, 1.6, 1.8; Goal 2, Actions 2.1, 2.2.

Teachers/Certificated staff bargaining unit provided input and survey results highlighting the top five priorities: developing a system of resources and interventions so that struggling students have the support they need, class size maintenance, modernizing school facilities so they continue to be safe, providing additional resources and staff for social-emotional learning and behavioral support and evaluating and eliminating programs that are not working. Teachers/Certificated staff also provided input after a presentation and teachers once again shared their concern regarding the necessity for student intervention and tutoring. This includes support needed for students who struggle with foundational literacy skills and basic math concepts. They suggested increased funding for various areas including professional development, school safety, and reducing class sizes. They also recommended promoting teacher collaboration through vertical articulation and providing time for grade-level forums. Evidence of this feedback can be found in: Goal 1, Actions 1.5, 1.8; Goal 2, Actions 2.1, 2.2; Goal 3, Actions 3.1, 3.3.

Classified staff input from the bargaining unit identified five priorities: College and Career, Enrichment, Social Emotional Support, Parent Engagement and Library and Media. Classified staff continued to bring up the importance of College and Career class options. Evidence of this feedback can be found in: Goal 1, Actions; 1.3,1.4, 1.5, 1.6, 1.8

Principals would like to see increased support for behavioral/social-emotional supports for students and academic intervention. Site leaders expressed that currently there are extra site supports and interventions taking place due to LREBG funding, but are concerned of how those interventions will continue when the funding ends. Therefore, they recommended an expansion of site allocations. They expressed support for more parent engagement like the Family Resource Center and additional professional learning for teachers and staff. Site leaders also identified the importance of continued transportation funding to decrease distance for students in order to improve attendance and to support the decrease of chronic absenteeism. Evidence of this feedback can be found in: Goal 1, Actions 1.5, 1.7, 1.8; Goal 2, Actions 2.1, 2.2; Goal 3, Actions 3.2.

District Administrators identified professional learning throughout the school year as a top priority and continued focus on Professional Learning Communities (PLCs) to support the work. Suggestions were made to provide district wide training on research-based reading strategies, common language for effective instruction, math site based learning, and effective strategies for Multilingual Learners. District Administrators also prioritize socio-emotional learning by ensuring all sites have a full time counselor and continued support of the CBE center. Equally important District Administration brought up the importance of focused professional development to decrease district wide suspension and increase a positive and safe environment. Evidence of this feedback can be found in: Goal 1, Actions 1.5, Goal 2, Action 2.2

Kings River High School Continuation and Community Day School are identified as Equity Multiplier schools. Both sites held consultation meetings: Kings River on May 21, 2025 and Community Day School on May 14, 2025 to gather Educational Partner input on development of the goals and use of funding. With feedback from our partners, we have added goals 4 and goal 5 into the LCAP to address specific subgroups and needs at each school. Goal 4 addresses College/Career Indicator (CCI) on the CA Dashboard for All Students, Low-Income, and Hispanic subgroups. Goal 5 addresses suspensions for Kings River High School and Community Day School. Evidence of feedback can be found in Goal 4 and Goal 5. Educational Partners from Kings River High School, and Community Day School would like to see increased College and Career classes for students and support from the mental health and social worker teams. They would also like to increase academic intervention support. Evidence of feedback can be found in Goal 4 and Goal 5.

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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our district 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, offering college and career readiness programs, 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	Data Year: 2021- 22 85.2% Appropriately Assigned Data Year: 2022-23 Data Source: 2023 California Dashboard	Data Year: 2022 - 23 83.8% Appropriately Assigned Data Year: 2023-24		100% Appropriately Assigned	Decrease of 1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: 2024California Dashboard			
1.2	Access to standards aligned instructional materials	All: 100% FY: 100% Data Year: 2023-2024 Data Source: Local Indicator	All: 100% FY: 100% Data Year: 2024-2025 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: 29.29% English Learners: 2.23% Low Income: 23.73% Foster Youth: 9.52% Homeless: 7.69%	Data Year: 2023-2024 Data Source: CAST CAASPP All Students: 31.90% English Learners: 1.72% Low Income: 26.32% Foster Youth: 11.76% Homeless: In order to protect student privacy, data is suppressed because fewer than 11 students tested.		All Students: 50% English Learners: 20% Low Income: 40% Foster Youth: 35% Homeless: 30%	All Students: +2.61 English Learners: -.51 Low Income: +2.59 Foster Youth: +2.24 Homeless: In order to protect student privacy, data is suppressed because fewer than 11 students tested.
1.4	Implementation of standards for all students and enable ELs	Data Year: 2023-2024	Data Year: 2024-2025		Data Year: 2024-2025	Increase of .22

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	access to CCSS and ELD standards	Data Source: State Self Reflection Tool score of 3.78 out of 5.	Data Source: State Self Reflection Tool Score of 4 out of 5.		Data Source: State Self Reflection Tool score of 4 out of 5.	
1.5	Smarter Balanced ELA: Met or Exceeded Standard	<p>Data Year: 2022-2023 Data Source: Smarter Balanced ELA: Met or Exceeded Standard</p> <p>All: 47.6% African Am: 39.13% Asian: 59.33% EL: 13.13% Hispanic: 41.81% Homeless: 22.73% SED: 40.79% SWD: 13.03% White: 64.59% FY: 30.95%</p> <p>Jackson Elementary All Students: 32.27% ELs: 14.70%</p> <p>Sanger High All Students: 64.29% ELs: 4.26%</p> <p>Madison Elementary All Students: 34.98% ELs: 11.32%</p> <p>Washington Academic Middle All Students: 39.48%</p>	<p>Data Year: 2023-2024 Data Source: Smarter Balanced ELA: Met or Exceeded Standard</p> <p>All: 48.76% African Am: 35% Asian: 59.36% EL: 11.57% Hispanic: 43.62% Homeless: SED: 42.86% SWD: 11.64% White: 64.37% FY: 23.81%</p> <p>Jackson Elementary All Students: 34.34% ELs: 10.81%</p> <p>Sanger High All Students: 73.36% ELs: 8.33%</p>		<p>All: 65% African Am: 60% Asian: 70% EL: 35% Hispanic: 60% Homeless: 40% SED: 60% SWD: 30% White: 80% FY: 56%</p> <p>Jackson Elementary All Students: 43% ELs: 30%</p> <p>Sanger High All Students: 65% ELs: 20%</p> <p>Madison Elementary All Students: 45% ELs: 30%</p> <p>Washington Academic Middle All Students: 50% ELs: 20%</p>	<p>All: +1.16 African Am: -4.13% Asian: +.03% EL: -1.56% Hispanic: +1.81% Homeless: SED: +2.07 SWD: -1.39% White: -.22% FY: -7.14%</p> <p>Jackson Elementary All Students: +2.07 ELs: -3.89</p> <p>Sanger High All Students: +9.07 ELs: +4.07</p> <p>Madison Elementary All Students: +1.96 ELs: -3.82</p> <p>Washington Academic Middle All Students: -4.63 ELs: -7.67%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELs: 9.27%	Madison Elementary All Students: 36.94% ELs: 7.50% Washington Academic Middle All Students: 34.85% ELs: 1.6%			
1.6	Smarter Balanced Math: Met or Exceeded Standard	Data Year: 2022-23 Data Source: Smarter Balanced Math: Met or Exceeded Standard All: 34.54% African Am: 23.92% Asian: 47.52% EL: 11.51% Hispanic: 28.16% Homeless: 20% SED: 28.06% SWD: 11.24% White: 54.14% FY: 9.31% Sanger High All Students: 29.25% ELs: 0% SWD: 3.85% Washington Academic Middle All Students: 22.35 SWD: 1.12%	Data Year: 2023-24 Data Source: Smarter Balanced Math: Met or Exceeded Standard All: 37.52% African Am: 32.05% Asian: 50.80% EL: 10.24% Hispanic: 31.66% Homeless: In order to protect student privacy, data is suppressed because fewer than 11 students tested. SED: 32.01% SWD: 8.45% White: 54.03% FY: 14.28%		All: 55% African Am: 45% Asian: 70% EL: 32% Hispanic: 50% Homeless: 40% SED: 50% SWD: 30% White: 75% FY: 20% Sanger High All Students: 40% ELs: 20% SWD: 13% Washington Academic Middle All Students: 33% SWD: 12%	All: +2.98 African Am: +8.13 Asian: +3.28 EL: -1.27 Hispanic: +3.5 Homeless: In order to protect student privacy, data is suppressed because fewer than 11 students tested. SED: +3.95 SWD: -2.79 White: -.11 FY: +4.97 Sanger High All Students: +6.1 ELs: 0 SWD: -.62 Washington Academic Middle All Students: +6.37

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Sanger High All Students: 35.35% ELs: 0% SWD: 3.23%</p> <p>Washington Academic Middle All Students: 28.72% SWD: 4.55%</p>			SWD: +3.43
1.7	A-G Completion Rate	<p>Data Year: 2022-23 Data Source: CA Dashboard Additional Reports</p> <p>ALL: 53.2% African Am: *Data not available (data privacy suppressed) Asian: 79.6% EL: 9.6% Hispanic: 47.0% Homeless: 7.7% SED: 47.3% SWD: 17% White: 64.9% FY: 21%</p>	<p>Data Year: 2023- 24 Data Source: CA Dashboard Additional Reports</p> <p>ALL: 51.4% African Am: 56.3% Asian: 68.3% EL: 22.6% Hispanic: 46.3% Homeless: 25% SED: 47.3% SWD: 22.2% White: 65.7% FY: *Data not available (data privacy suppressed)</p>		<p>ALL: 70% African Am: N/A Asian: 90% EL: 30% Hispanic: 70% Homeless: 30% SED: 70% SWD: 40% White: 85% FY: 40%</p>	<p>ALL: -1.8% African Am: n/a Asian: -11.3% EL: +13% Hispanic: -.7 Homeless: +17.3 SED: 0 SWD: +5.2 White: +.8 FY: *Data not available (data privacy suppressed)</p>
1.8	CTE Pathway Completion Rate	Data Year: 2022-23	Data Year: 2023-24		<p>ALL: 55% African Am: N/A Asian: 60%</p>	<p>ALL: -0.8 African Am: n/a Asian: -11.1</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard Additional Reports ALL: 36.2% African Am: *Data not available (data privacy suppressed) Asian: 38.9% EL: 6.8% Hispanic: 35.4% Homeless: 7.7% SED: 33.6% SWD: 18.1% White: 39.4% FY: 21%	Data Source: CA Dashboard Additional Reports ALL: 35.4% African Am: 12.5% Asian: 27.8% EL: 15.6% Hispanic: 35.1% Homeless: 33.3% SED: 33% SWD: 25.6%% White: 50% FY: *Data not available (data privacy suppressed)		EL: 30% Hispanic: 55% Homeless: 30% SED: 53% SWD: 40% White: 60% FY: 40%	EL: +8.8 Hispanic: -0.3 Homeless: +25.6 SED: -0.6 SWD: +7.5 White: 10.6 FY: *Data not available (data privacy suppressed)
1.9	AP Passage Rate	DataYear: 2022-23 Data Source: CollegeBoard All: 56.8% African Am: *Data not available (data privacy suppressed) Asian: 15.4% EL: 0% Hispanic: 11.9% Homeless: 33.3% SED: 11.8% SWD: 7.7% White: 21% FY: *Data not available (data privacy suppressed)	DataYear: 2023-24 Data Source: CollegeBoard * Data not accessible at the time of adoption due to access issues to CollegeBoard.		All: 75% African Am: * Asian: 35% EL: 20% Hispanic: 30% Homeless: 50% SED: 30% SWD: 30% White: 40% FY: *Data not available (data privacy suppressed)	* Difference from baseline will be analyses and reported when access is finalized to CollegeBoard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	EAP ELA	Data Year: 2022-23 Data Source: CAASPP Test Results All: 60.23% African Am: 38.46% Asian: 75.83% EL: 5.56% Hispanic: 54.44% Homeless: *Data not available (data privacy suppressed) SED: 54.89% SWD: 8% White: 86.36% FY: 30.95%	Data Year: 2023-24 Data Source: CAASPP Test Results All: 63.31% African Am: *Data not available (data privacy suppressed) Asian: 68.87% EL: 6.25 % Hispanic: 61.15% Homeless: *Data not available (data privacy suppressed) SED: 57.65% SWD: 19.57% White: 72.55% FY: *Data not available (data privacy suppressed)		All: 80% African Am: 60% Asian: 90% EL: 25% Hispanic: 75% Homeless: *Data not available (data privacy suppressed) SED: 75% SWD: 30% White: 90% FY: 50%	All: +3.08% African Am: *Data not available (data privacy suppressed) Asian: -6.96% EL: +0.69% Hispanic: +6.6 Homeless: *Data not available (data privacy suppressed) SED: +2.76% SWD: +11.57% White: -13.81% FY: *Data not available (data privacy suppressed)
1.11	EAP Math	Data Year: 2022-23 Data Source: CAASPP Test Results All: 27.85% African Am: 15.38% Asian: 40% EL: 0% Hispanic: 21.39%	Data Year: 2023-24 Data Source: CAASPP Test Results All: 29.88% African Am: *Data not available (data		All: 50% African Am: 35% Asian: 60% EL: 20% Hispanic: 40% Homeless: 50% SED: 60% SWD: 25% White: 70% FY: 20%	All: +2.03% African Am: *Data not available (data privacy suppressed) Asian: +0.19% EL: 0% Hispanic: +4.39% Homeless: *Data not available (data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: *Data not available (data privacy suppressed) SED: 22.96% SWD: 4.17% White: 55.82% FY: 9.31%	privacy suppressed Asian: 40.19% EL: 0% Hispanic: 25.78% Homeless: *Data not available (data privacy suppressed) SED: 22.96% SWD: 2.22% White: 47.55% FY: *Data not available (data privacy suppressed)			privacy suppressed SED: 0% SWD: -1.95% White: -8.27% FY: *Data not available (data privacy suppressed)
1.12	Access to and Enrollment in a Broad Course of Study	Data Year: 2022-23 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules	Data Year: 2023-24 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules		100%	No Change
1.13	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	Data Year: 2024-25 Data Source: Reading/ELA i-Ready Diagnostic #3 Report % On/Above Grade Level		All: 60% EL: 35% Hispanic: 56% SED: 55% SWD: 26% FY: 50%	All: +2.4% EL: -4.0% Hispanic: +4.59% SED: +4.75% SWD: -.5% FY: -8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 44% EL: 15.5% Hispanic: 36.8% SED: 35.3% SWD: 6% FY: 33.3%	(Early On, Mid, Above) 3-8th Grade All: 46.4% EL: 11.6% Hispanic: 41.39% SED: 40.05% SWD: 5.5% FY: 25%			
1.14	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: 34.5% EL: 12% Hispanic: 30.1% SED: 28.7% SWD: 7.3% FY: 31.3%	Data Year: 2024-25 Data Source: i-Ready Math Diagnostic #4 Report % On/Above Grade Level (Early On, Mid, Above) 3-8th Grade All: 42.6% EL: 13.77% Hispanic: 37.06% SED: 36.05% SWD: 7.89% FY: 17.4%		All: 55% EL: 32% Hispanic: 50% SED: 50% SWD: 30% FY: 50%	All: +8.1% EL: +1.77% Hispanic: +6.96% SED: +7.35% SWD: +.59% FY: -13.9%
1.15	A-G Completion and CTE Pathway Completion Combined Rate	Data Year: 2022-23 Data Source: CA Dashboard Additional Reports All Students: 26.5%	Data Year: 2023-24 Data Source: CA Dashboard Additional Reports		All Students: 46% FY: 40% EL: 20% LI: 30%	All Students: -3.0% FY: *Data not available (data privacy suppressed) EL: +6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 21% EL: 0% LI: 22.8%	All Students: 23.5% FY: *Data not available (data privacy suppressed) EL: 6.6% LI: 20.7%			LI: -2.1%
1.16	College/Career Readiness	Data Year: 2022 - 2023 Data Source: CA Dashboard All students: 57.2% EL: 9.6%	Data Year: 2023 - 2024 Data Source: CA Dashboard All students: 55.7% EL: 19.7%		All students: 68% EL: 20%	All students: -1.5% EL: +10.1%

Goal Analysis [2024-25]

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 Unified'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 2024–2025 school year.

Action 1.1 (Base 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.

Through Action 1.2 (Early Learning, Literacy, and Numeracy), the district hired additional preschool staff and established a District Instructional Specialist position to ensure consistency and continuity across early childhood education programs. There was no difference between planned and actual implementation of the action.

To strengthen postsecondary preparation, Action 1.3 (College and Career Readiness) provided funding for Advanced Placement exams, Career Technical Education (CTE) programs and staff, Valley ROP personnel, elementary Curriculum Support Providers, and robotics

programs spanning elementary to high school. This action also supported the Sanger Pledge Program and implemented AVID beginning in middle school to expand college and career opportunities. There was no difference between planned and actual implementation of the action.

Under Action 1.4 (Technology), the district maintained and enhanced its technology infrastructure by ensuring access to 1:1 student devices, providing site technology support, delivering professional learning in data analysis, and supplying supplemental instructional technology tools aligned with district goals. There was no difference between planned and actual implementation of the action.

With Action 1.5 (Professional Learning), Sanger Unified offered high-quality professional development for all Pre-K through 12th grade teachers. These efforts included districtwide and site-based initiatives and supported teacher development and retention. There was no difference between planned and actual implementation of the action.

Action 1.6 (Enrichment Opportunities) expanded access to the arts by hiring elementary music teachers, facilitating Visual and Performing Arts (VAPA) experiences such as museum and play visits, and establishing a district-wide librarian position to support and coordinate site library services. There was no difference between planned and actual implementation of the action.

Action 1.7 (Educational Partner and Parent Engagement) strengthened family partnerships by staffing the Family Resource Center, which provided referrals to community services such as food and clothing, and offered parenting classes, support groups, and other educational programs. The district also gathered input through surveys and enhanced communication with families. There was no difference between planned and actual implementation of the action.

Through Action 1.8 (Additional Site Allocation), schools received LCFF funds which were used to increase support staff and provide additional services tailored to site needs such as small group intervention, coaching and professional development. There was no difference between planned and actual implementation of the action.

Action 1.9 included professional learning for inclusive practices, standards-based instruction, co-teaching models, and literacy development for RSP teachers using Scholastic materials. SDCI teachers continued training on the Universal Design for Learning (UDL). The focus remained on sustainable and inclusive instructional models founded on best practices in co-teaching and co-planning between general education and special education teachers and administrators. Secondary teams (WAMS, Sanger High, and Sanger West) focused on the foundational knowledge and tools necessary to implement these practices. There was no difference between planned and actual implementation of the action.

Action 1.10 supported conceptual math instruction through targeted professional development, coaching at key secondary sites, alignment of IEP goals, scaffolding strategies for English Learners and students with disabilities, and the use of interim assessments to simulate testing environments and improve student outcomes. Secondary sites (WAMS, Sanger High and Sanger West) were able to receive on site coaching support that allowed for teachers to see implemented strategies and debrief immediately after the observation with a knowledgeable expert. 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 - Base Services: There were no significant material differences in funding

1.2 - Early Learning, Literacy and Numeracy: There were no significant material differences in funding

1.3 - College and Career Readiness: There were some differences between the projected and actual expenditures. Most notably, carryover funds from the previous year were allocated to this category. All planned actions were fully funded and implemented, with only minor adjustments. For example, AVID supports were provided and many schools participated in AVID training; however, several sites opted to use CCSPF funds to cover those costs. Similarly, robotics expenses were lower than anticipated because their practice stage closely mirrored the prior year's. After the actions in this category were funded, the remaining LCAP funds were redirected to support other areas with higher expenditures, such as Professional Development and Technology.

1.4 - Technology: There were some differences between the projected and actual expenditures for this action. First, we invested more in Technical Site Support to ensure that every site had dedicated staff to support 1:1 technology, which resulted in an increase in staffing costs. Second, our 1:1 device purchases were lower than originally estimated. This allowed us to allocate additional funding toward Data Analysis Support, including student data platforms, student licenses, and content-streaming protection for 1:1 devices. We also spent more on supplemental technology, as this was the first year it was included in this action. Ensuring that all classrooms had the necessary technology supports in place and in good condition was a priority.

1.5 - Professional Learning: There were some material differences in funding for this action. The additional expenditures were specifically tied to expanding professional development. This included increased site-based coaching aligned to individual site needs identified through data, such as math instructional coaching. In addition, many sites participated in professional learning institutes to strengthen intervention services for students.

1.6 - Enrichment Opportunities: There were no significant material differences in funding

1.7 - Educational Partner and Parent Engagement: There were some material differences in funding for this action. The additional expenses were due to higher-than-estimated payroll costs for staff supporting the Family Resource Center. While no new positions were added, the original salary estimates were lower than the actual expenditures.

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

1.9 - Supports for Students with Disabilities (SWD) - There was some difference in materials for this action. We only spent a small portion of the estimated cost for professional development. We estimated \$30,000 and only spent \$10,000.

1.10 - Math Professional Development - There was some difference in materials for this action. There was already some math professional development scheduled and therefore some adjustments were made to increase the level of support that was already in place to include the student needs that were identified. Therefore only a portion of the estimated cost was used.

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 - Base Services: 3 - Effective

Data: CAASPP ELA: All Student group: increase of 1.16%, EL: decrease of 1.56%, LI: increase 2.07%, and FY: decrease 7.14% in Meets and Exceeds Standard.

CAASPP Math: All Student group increased by 2.98%, LI increased by 3.95% and FY increased by 4.97%. However, EL's decreased by 1.27%

Analysis: The increase in ELA for the all student group and LI demonstrated that this action was effective for some, but not for some groups like EL's and Foster Youth. While the district is making progress overall, there is still work to do in regards to some of our subgroups. Since some subgroups did not show the expected growth, each site will conduct a more through data analysis to identify needs.

1.2 - Early Learning, Literacy and Numeracy: 3 - Effective

Data:

CAASPP ELA: All Student group: increase of 1.16%, EL: decrease of 1.56%, LI: increase 2.07%, and FY: decrease 7.14% in Meets and Exceeds Standard.

CAASPP Math: All Student group increased by 2.98%, LI increased by 3.95% and FY increased by 4.97%. However, EL's decreased by 1.27%

Analysis:

The increase in ELA for the all student group and LI demonstrated that this action was effective for some, but not for some groups like EL's and Foster Youth. This is the second year that EL's don't make growth in both ELA and Math, while FY had a huge growth last year in ELA and grew in Math. In Math there were three groups that had growth(All Student group, LI, and FY) while EL's decreased. The early work that is taking place in creating coherence between preschool and Transitional Kinder are proving to be effective for most students, but some of our subgroups are not showing consistent results. Most noticeable, our English Language Learners are not demonstrating the same growth from this action. Although our Reclassification rates continue to stay around 15%, students that are not reclassified are demonstrating reading and writing challenges that continue beyond primary. There is enough data to continue this action and monitor EL's closely this next school year.

1.3 - College and Career Readiness: 3 - Effective

Data:

College and Career Readiness: All students group decreased by -1.5% and LI decreased by 1.3% while EL's increased by 10.1%. There was no data displayed for privacy reasons for FY.

Analysis:

There was a small decrease for the all student group this year, but the overall percent of students ready is 55.7%. This is the first year that we have growth data for CCI, so we would like to have longer period of data to track the effectiveness of this action. Some of the actions that we believe increased this growth would be greater access to our dual enrollment, increase student participation in CTE courses and increased offerings and support for Advanced Placement (AP) courses. We will continue to monitor the effectiveness.

1.4 - Technology: 3 - Effective

Data:

CAASPP ELA: All Student group: increase of 1.16%, EL: decrease of 1.56%, LI: increase 2.07%, and FY: decrease 7.14% in Meets and Exceeds Standard.

CAASPP Math: All Student group increased by 2.98%, LI increased by 3.95% and FY increased by 4.97%. However, EL's decreased by 1.27%

Analysis:

The increase in ELA for the all student group and LI demonstrated that this action was effective for some, but not all groups like EL's and Foster Youth. This is the second year that ELs don't make growth in both ELA and Math, while FY had a huge growth last year in ELA and grew in Math this year. In Math there were three groups that had growth (All Student group, LI, and FY) while EL's decreased. There is enough data to continue this action and monitor ELs closely this next school year. Our educational partners also believe that it is crucial for students to have access to technology to ensure academic success.

1.5 - Professional Learning: 3 - Effective

Data:

CAASPP ELA: All Student group: increase of 1.16%, EL: decrease of 1.56%, LI: increase 2.07%, and FY: decrease 7.14% in Meets and Exceeds Standard.

CAASPP Math: All Student group increased by 2.98%, LI increased by 3.95% and FY increased by 4.97%. However, EL's decreased by 1.27%

iReady ELA: All student group: increase of 2.4% and LI increased by 4.75%. ELs decreased by 4% and FY decreased by 8.3%.

iReady Math: All student group; increased by 8.1%, EL's increased by 1.77% and LI increased by 7.35%. FY decreased by 13.9%

Analysis:

The overall scores went up for the all student group in both CAASPP ELA, Math and iReady ELA, Math. However subgroup data was inconsistent. LI student group increased in all tests. EL's decreased in all, but iReady Math. FY also decreased in all except in CAASPP Math. There were many professional development sessions this year and overall it seems that some of the most effective were iReady and Math professional development. We do have to pay attention to the needs of our English Language Learners within these professional developments or include more focused strategies that support the needs of our ELs. We would like to get more years of data in order to continue to evaluate this action. There is also other college and career data that show growth for some of these groups like A-G completion rate.

1.6 - Enrichment Opportunities: 3 - Effective

Data:

CAASPP ELA: All Student group: increase of 1.16%, EL: decrease of 1.56%, LI: increase 2.07%, and FY: decrease 7.14% in Meets and Exceeds Standard.

CAASPP Math: All Student group increased by 2.98%, LI increased by 3.95% and FY increased by 4.97%. However, EL's decreased by 1.27%

iReady ELA: All student group: increase of 2.4% and LI increased by 4.75%. ELs decreased by 4% and FY decreased by 8.3%.

iReady Math: All student group; increased by 8.1%, EL's increased by 1.77% and LI increased by 7.35%. FY decreased by 13.9%

Analysis:

The overall scores went up for the all student group in both CAASPP ELA, Math and iReady ELA, Math. However subgroup data was inconsistent. LI student group increased in all tests. EL's decreased in all, but iReady Math. FY also decreased in all except in CAASPP Math. We believe that providing students with consistent performing art education enhances memory, spatial reasoning and language skills.

We also know that music increases school connected and engagement and therefore students performed better on CAASPP. Students having access to a well-staffed library with diverse and engaging materials promotes independent reading which directly correlates with higher achievement in reading and writing. We would like to get more years of data in order to continue to evaluate this action. Our educational partners also continue to express the importance of enrichment opportunities for students.

1.7 - Educational Partner and Parent Engagement:

Data:

State Evaluation Tool- 2023-2024 - Full Implementation/Full Implementation and Sustainability. 2024-2025 - Full Implementation/Full Implementation and Sustainability. 2023 - 2024 - Building Relationships: 91%, Building Partnerships: 88% and Seeking Input: 63%. 2024 - 2025 - Building Relationships: 91%, Building Partnerships: 89% and Seeking Input: 67%.

Analysis:

While there was no change in our state evaluation tool and we stayed at full implementation/full implementation and sustainability, we did increase our numbers in building partnerships by 1% and seeking input by 4%. We believe that continuing to provide our families with access to the family resource center and the continued focus on school communication has created welcoming and engaging spaces for parents as well as supporting ongoing communication. Through outreach and collaboration facilitated by the FRC, families receive regular updates, invitations to events and opportunities to provide input year round and not just during formal meetings. We believe that this action is working and would like to continue implementing.

1.8 - Additional Site Allocation: 2 - Somewhat Effective

Data:

CAASPP ELA: All Student group: increase of 1.16%, EL: decrease of 1.56%, LI: increase 2.07%, and FY: decrease 7.14% in Meets and Exceeds Standard.

CAASPP Math: All Student group increased by 2.98%, LI increased by 3.95% and FY increased by 4.97%. However, EL's decreased by 1.27%

iReady ELA: All student group: increase of 2.4% and LI increased by 4.75%. ELs decreased by 4% and FY decreased by 8.3%.

iReady Math: All student group; increased by 8.1%, ELs increased by 1.77% and LI increased by 7.35%. FY decreased by 13.9%

Jackson Elementary: CAASPP ELA: All Student group: increase of 2.07% and EL's decreased by 3.89%.

Madison Elementary: CAASPP ELA: All Student group: increase of 1.96% and EL's decreased by 3.82%.

Sanger High: All Students: CAASPP ELA: All Student group: increase of 9.07% and EL's increased by 4.07%

Washington Academic Middle School: CAASPP ELA: All Student group: decrease of -4.63% and EL's decreased by -7.67%.

Hallmark Academy: ELPI: 61.1% of students making progress with an increase of 32.1%

Lincoln Elementary: ELPI: 45.9% of students making progress with an increase of 6.1%

Analysis:

There was overall growth for the district with gains in CAASPP ELA of 1.16% and CAASPP Math 2.98%. Jackson also demonstrated gains in both iReady ELA and Math for the All Student Group. Madison increased their All Student Group in CAASPP ELA. However, there is data showing that sites like Washington Academic Middle School decreased in their All Student Group in CAASPP ELA and CAASPP ELA ELs. Subgroups within schools also didn't make growth like the ELs at Jackson on the iReady ELA or the FY in iReady Math. The overall action of providing sites with additional funding allocation so that each site can address their individual needs did prove to be effective, but looking closely at how each Teacher on Special Assignment (TOSA) was used and how many students or coaching cycles each one did is a variable that will be more aligned this year. TOSAs will be required to have both time in the classroom with students and provide small group

instruction, but also time to observe, coach and provide feedback for teachers. Since this action has varied data, we would like to look at multiple data measures and also modify the action like number of students per groups, programs of groups etc, to receive a more positive outcome for students. Each site creates a Summit Success Plan that details their plans.

1.9 - Supports for Students with Disabilities (SWD) - Somewhat Effective

Data: CAASPP ELA: All Student group: increase of 1.16%, SWD: decreased by 1.39% in Meets and Exceeds Standard. iReady ELA: iReady ELA: All student group: increase of 2.4%, SWD: increase of .8%.

CAASPP Math: All Student group increased by 2.98% and SWD: decreased by 2.79%. iReady Math: All student group; increased by 8.1% and SWD: decrease of .4%

Analysis: Students with disabilities decreased in CAASPP, but increased on iReady ELA and decreased in both CAASPP Math and iReady Math. While there was some growth in iReady ELA, it was minimal overall. The professional development that is in place is in year 2 of implementation and will need to continue in order to show much greater results.

1.10 - Math Professional Development - Effective

Data: CAASPP Math: All Student group increased by 2.98%, LI increased by 3.95% and FY increased by 4.97%. However, EL's decreased by 1.27%. Sanger High: All Student group increased by 6.1% from 29.25% in 22-23 to 35.35% in 23-24. Washington Academic School: All Student Group Increased by 6.37% from 22.35% in 22-23 to 28.72% in 23-24.

iReady Math: All student group; increased by 8.1%, ELs increased by 1.77% and LI increased by 7.35%. FY decreased by 13.9%. Sanger High: Increased by 2% from 11.7% in 23-24 to 13.7% in 24-25. Washington Academic Middle School: Increased by 2.4% from 16.1% in 23-24 to 18.5% in 24-25.

Analysis: Data showed that providing extra professional development with a focus on math was effective due to the positive gains for the all student group and some subgroups like LI. However, when looking closely, other subgroups were inconsistent with results. For example FY increased in CAASPP Math, but decreased in iReady Math. Sanger High and Washington Academic Middle School both showed improvement in their math scores. The focused professional development, along with on site coaching opportunities proved to be successful. While the professional development seems to be working, a closer analysis might reveal if these strategies were implemented with fidelity, if teachers received frequent feedback and other relevant factors.

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 - Base Services: Changed Metric 1.1 to reflect Appropriately Assigned teacher % from California Dashboard instead of misassignments on CALSAAS.

1.2 - Early Learning, Literacy and Numeracy: Expanded action to included structured literacy specialist.

1.3 - College and Career Readiness: Expanded action to include part time DIS for Secondary Math District Instructional Specialist and part time Secondary District Instructional Specialist for AVID

1.4 - Technology: No changes to goal statement, expected outcomes, metrics or actions

1.5 - Professional Learning: No changes to goal statement, expected outcomes, metrics or actions

- 1.6 - Enrichment Opportunities: No changes to goal statement, expected outcomes, metrics or actions
- 1.7 - Educational Partner and Parent Engagement: No changes to goal statement, expected outcomes, metrics or actions
- 1.8 - Additional Site Allocation: Included Learning Recovery Emergency Block Grant Funding in action to fund early intervention
- 1.9 - Supports for Students with Disabilities (SWD) - No changes to goal statement, expected outcomes, or actions.
- 1.10 - Math Professional Development - No changes to goal statement, expected outcomes, metrics or actions

Metric 1.9: The district was unable to access AP scores at the time of LCAP adoption. We will update metric 1.9 at the MidYear update.

The District adjusted the state priorities that this goal is designed to address.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Base Services	Base Services include on-going operating costs to maintain existing programs and services to students such as teachers; administrators; instructional supplies; technology; clerical support; salaries, statutory costs and benefits; co-curricular and extra-curricular programs; Alternative Education; and pupil assessment.	\$126,313,518.00	No
1.2	Early Learning, Literacy and Numeracy	<p>Sanger Unified will provide additional preschool staff and establish a District Instructional Specialist (DIS) position to ensure consistency and continuity in early childhood education across the District.</p> <p>District Pre-School (\$500,000) Districtwide UPK District Instructional Specialist (\$85,000) Structured Literacy Specialist (120,000)</p>	\$705,000.00	Yes
1.3	College and Career Readiness	Sanger Unified will fund Advanced Placement exams, Career Technology Education programs and staff, a part-time elementary Curriculum Support Provider, the Sanger Pledge Program, Robotics from elementary to high school, expanded college and career opportunities, and the AVID program beginning in middle school.	\$3,490,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Advanced Placement Exams (\$50,000) Career Technology Education (CTE) Valley Regional Occupational Program (VROP) Personnel Support (\$2,600,000) CTE Elementary CSP Support (\$100,000) Sanger Pledge (\$80,000) Robotics High School Support (\$80,000) Robotics Elementary and Middle (\$50,000) Additional College and Career (\$280,000) Elementary and Middle School College and Career (\$100,000) AVID Support (\$150,000)</p> <p>This action will address the following lowest performance (very low) indicators on the 2023 CA Dashboard.</p> <p>LEA: College/Career: EL</p>		
1.4	Technology	<p>Sanger Unified 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.</p> <p>Technology site support (\$1,200,000) Devices for 1:1 program (\$2,250,000) Data Analysis Professional Learning and Tools (\$645,174) Supplemental Technology for Instruction (\$1,000,000)</p>	\$5,345,174.00	Yes
1.5	Professional Learning	<p>Sanger Unified will offer Professional Development for all Pre-K through 12th grade teachers to enhance their skills in teaching methods and assessment practices.</p>	\$1,950,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>District Professional Learning Initiatives (\$1,200,000)</p> <p>Site based Professional Learning (\$150,000)</p> <p>Teacher Development and Retainment (\$600,000)</p>		
1.6	Enrichment Opportunities	<p>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.</p> <p>Visual and Performing Arts Support (\$200,000)</p> <p>Library Support and Services (\$400,000)</p> <p>Sanger Unified students identified as Low Income (LI), English Learner (EL), or Foster Youth (FY) perform at a lower proficiency rates on the CAASPP for English Language Arts when comparing the average distance from standard. As a result of this need, SUSD will enhance the access to Arts, Science, and enrichment opportunities for LI, EL, FY students to close achievement gaps. These enrichment opportunities will provide additional learning opportunities for EL, LI and FY students.</p>	\$600,000.00	Yes
1.7	Educational Partner and Parent Engagement	<p>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.</p> <p>Parent and Family Engagement Support (\$250,000)</p> <p>Educational Partner survey and communication (\$110,000)</p>	\$360,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Additional Site Allocation	<p>Sanger Unified will provide sites LCFF funding proportional to their enrollment of LI, FY and EL students to use for increasing support staff and/or services to their students.</p> <p>School Site Allocation Curriculum Support Providers (CSP) Salary (2,150,000) at multiple sites Supplemental Support (1,000,000)</p> <p>This action will address the following 2023 California Dashboard Reds:</p> <p>Sanger High: ELA: EL</p> <p>Washington Academic Middle School: ELA: EL</p> <p>Hallmark Academy: English Learner Progress</p> <p>Jackson Elementary: ELA: EL</p> <p>Lincoln Elementary: English Learner Progress</p> <p>Madison Elementary: ELA: EL</p> <p>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 through TOSAs. TOSAs will also support teachers by providing small group instruction. We identified Long Term English Language Learners, Students with Disabilities, and Foster Youth as focus groups for LREBG.</p>	\$10,273,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Research shows that students who are academically behind benefit from interventions and small group instruction. 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.</p> <p>The metrics being used to monitor this action are CAASPP ELA and Math, iReady ELA and Math</p> <p>LREBG Funds supporting this action: \$7,123,897 per year through 2027–2028.</p>		
1.9	Supports for Students with Disabilities (SWD)	<p>The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's individual academic and social-emotional needs.</p> <p>Additionally, this action will provide professional learning for inclusive practices, standards-based goal alignment and instruction (K-12), and co-teaching practices for Washington Academic Middle School and both comprehensive High Schools (Sanger High and Sanger West). SDCI teachers will continue training on Unique (standards-aligned curriculum for students with significant disabilities). All RSP teachers will receive literacy</p>	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>PD with Scholastics to support TK-6th phonemic awareness and decoding along with comprehension.</p> <p>As part of a comprehensive needs assessment, we looked at academic performance data for our SWD and have identified a need in the area of ELA. This need is to evaluate IEP goals and ensure that they are rigorous and monitored throughout the year. To address this need for our SWD across the district, we will provide professional development "for districtwide calibration of IEP goal evaluation, rigor setting, and monitoring cycles to ensure that IEP goals are leveraged to increase an IEP's effectiveness as well as providing" multiple exposure to testing environments through IABs and reduce testing anxiety</p> <p>This action will address the following lowest performance level (red) indicators on the 2023 CA Dashboard: LEA Level ELA: SWD</p>		
1.10	Math Professional Development	<p>As part of Differentiated Assistance, this action will provide professional learning to support conceptual Math understanding, and integration into math curriculum, as funds allow. Additionally, Professional Learning will be provided to support academics. Both comprehensive High Schools, Sanger High and Sanger West, along with Washington Academic Middle School will receive coaching with a focus on math through a contracted trainer.</p> <p>After examining the red indicators on the dashboard at both LEA and site levels, the LEA completed a needs assessment to examine the root causes of FY low math performance districtwide. This needs assessment indicated that FY across the district have a need for increased conceptual math understanding, but also address and differentiate learning through scaffolded supports and tailoring lessons. To address this need, Sanger Unified will provide math professional development that includes customized learning opportunities for FY that will support conceptual math understanding and improved math outcomes for FY.</p>	\$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>After conducting site needs assessments for schools with low math performance for specific student groups, the following needs were determined for the following sites:</p> <p>Sanger High School found a common need among EL and SWD that include gaps in their learning that require academic support, insufficient accommodations tailored to student's needs, and limited practice and access to higher level content math practice. To address these needs, Sanger High will focus Professional Development to improve Tier 1 instruction in multiple ways such as learning progressions that clearly state and prioritize learning by grade and content, provide high leverage scaffolds and supports for ELs and SWD like visuals, manipulatives, and build cognitive demand by practicing higher level problems through specific strategies and practice explaining and justifying their work first orally and then taking it to writing.</p> <p>Washington Academic Middle School found a need for rigorous IEP goals, varied support in the classroom and multiple opportunities to practice in an online testing format for the SWD group. To address this need, WAMS will review math IEP goals to ensure alignment and rigor, ensure accommodations are being implemented and continue to provide Professional Development on additional supports and provide opportunities for students to practice a similar testing environment through IABs.</p> <p>This action will address the following lowest performance (red) indicators on the 2023 CA Dashboard</p> <p>LEA Level: Math: FY -9.31%</p> <p>Sanger High: Math: EL - 0% SWD - 3.85%</p> <p>Washington Academic Middle School Math: SWD - 1.12%</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System and 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 Unified to boost the academic performance of all students, particularly those who are Low Income, English Learners, Foster Youth, and other groups with notable performance gaps. To address these needs, we will implement targeted academic interventions, provide comprehensive professional development for our educators, and offer socio-emotional support through counselors. We will use evidence-based instructional strategies tailored to the specific needs of Low Income students, English Learners, and Foster Youth. Teachers and staff will engage in ongoing professional development focused on culturally responsive teaching, differentiated instruction, and effective strategies for supporting English Language Learners and students from low-income backgrounds. Recognizing the critical role of socio-emotional well-being in academic success, we will increase access to school counselors and social workers who can provide individual and group support. These professionals will help address the social and emotional challenges that can impede learning, ensuring that students are emotionally prepared to succeed in the classroom. The actions and metrics associated with this goal are designed to specifically target and improve the academic performance of all students while closing achievement gaps. We will use a range of metrics to track year-to-year growth, including standardized test scores, graduation rates, and college readiness indicators. By closely monitoring these metrics, we can ensure that our interventions are effective and make necessary adjustments to support continuous improvement. Through these comprehensive efforts, Sanger Unified is committed to creating an equitable educational environment where all students, especially those facing additional challenges, can achieve academic success and reach their full 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	Data Year: 2023-24 Data Source: CA Dashboard		ELPI LTELs - 80% making progress ELPI - 70% making progress	LTELs: ELPI: declined by 3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Total LTELs: Not Available LTELS making progress on ELPI not available</p> <p>ELPI - 55.9% making progress</p> <p>Hallmark Academy: 29% making progress</p> <p>Lincoln Elementary: 39.8% making progress</p>	<p>Total LTELs: 339 LTELs: 60.8% making progress on ELPI</p> <p>ELPI - 51.3% making progress</p> <p>Hallmark Academy: 61.1% making progress</p> <p>Lincoln Elementary: 45.9% making progress</p>		<p>Hallmark Academy: 39% making progress</p> <p>Lincoln Elementary: 50% making progress</p>	<p>All EL Students: Decline of 4.6%</p> <p>Hallmark Academy: +32.1</p> <p>Lincoln Elementary: +6.1</p>
2.2	EL Reclassification Rate	<p>Data Year: 2022-23 Data Source: Local Data 13.6%</p>	<p>Data Year: 2023-24 Data Source: Local Data 15.2%</p>		16%	Increase of 1.6
2.3	Middle School Dropout Rate	<p>Data Year: 2022-23 Data Source: CALPADS 22-23 Fall 1 Less than 1%</p>	<p>Data Year: 2023-24 Data Source: CALPADS 23-24 Fall 1 Less than 1%</p>		0%	No movement
2.4	High School Dropout Rate	<p>Data Year: 2022-23 Data Source: CALPADS Cohort Outcome report 22-23 3.2%</p>	<p>Data Year: 2023-24 Data Source: CALPADS</p>		Less than 1%	Decreased by .96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Cohort Outcome report 23-24: 2.24%			
2.5	High School Graduation Rate	Data Year: 2022-23 Data Source: Data Quest - Four-Year Adjusted Cohort Graduation Rate All: 94.7% African American: data not displayed for privacy Asian: 97.3% Filipino: data not displayed for privacy Hispanic: 94.5% White: 92.6% Two or More Races: 100% FY: 64.3%	Data Year: 2023-24 Data Source: Data Quest - Four-Year Adjusted Cohort Graduation Rate All: 96.3% African American: 100% Asian: 96% Filipino: data not displayed for privacy Hispanic: 96.3% White: 98% Two or More Races: 95.7% FY: data not displayed for privacy		All: 97% African American: data not displayed for privacy Asian: 100% Filipino: data not displayed for privacy Hispanic: 98% White: 95% Two or More Races: 100% FY: 70%	All: -1.6% African American: Unknown due to unreported data the previous year Asian: -1.3% Filipino: data not displayed for privacy Hispanic: +1.8% White: +5.4% Two or More Races: -4.3% FY: Unknown due to unreported data this year
2.6	Panorama Data	Data Year: Spring 2023-2024 Data Source: Panorama Education Student Competency 4th-5th Emotional Regulation: 45% Growth Mindset: 62% Self-Efficacy: 52%	Data Year: Spring 2024-2025 Data Source: Panorama Education Student Competency 4th-5th		Student Competency 4th-5th Emotional Regulation: 55% Growth Mindset: 72% Self-Efficacy: 62% Social Awareness: 75%	4th - 5th Emotional Regulation: No longer reported Growth Mindset: 43% Self-Efficacy: -19% Social Awareness: -10% Rigorous Expectations: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Social Awareness: 65%</p> <p>Student Supports and Environment 4th-5th</p> <p>Rigorous Expectations: 79%</p> <p>Sense of Belonging: 66%</p> <p>Teacher-Student Relationships: 76%</p> <p>Student Competency 6th-12th</p> <p>Emotional Regulation: 48%</p> <p>Growth Mindset: 52%</p> <p>Self-Efficacy: 45%</p> <p>Social Awareness: 56%</p> <p>Student Supports and Environment 6th-12th</p> <p>Rigorous Expectations: 64%</p> <p>Sense of Belonging: 39%</p> <p>Teacher-Student Relationships: 55%</p>	<p>Emotional Regulation: No longer reported</p> <p>Growth Mindset: 43%</p> <p>Self-Efficacy: 42%</p> <p>Social Awareness: 55%</p> <p>Student Supports and Environment 4th-5th</p> <p>Rigorous Expectations: 76%</p> <p>Sense of Belonging: 56%</p> <p>Teacher-Student Relationships: 64%</p> <p>Student Competency 6th-12th</p> <p>Emotional Regulation: No longer reported</p> <p>Growth Mindset: 46%</p> <p>Self-Efficacy: 38%</p> <p>Social Awareness: 51%</p> <p>Student Supports and Environment 6th-12th</p> <p>Rigorous Expectations: 64%</p>		<p>Student Supports and Environment 4th-5th</p> <p>Rigorous Expectations: 89%</p> <p>Sense of Belonging: 76%</p> <p>Teacher-Student Relationships: 86%</p> <p>Student Competency 6th-12th</p> <p>Emotional Regulation: 58%</p> <p>Growth Mindset: 62%</p> <p>Self-Efficacy: 55%</p> <p>Social Awareness: 66%</p> <p>Student Supports and Environment 6th-12th</p> <p>Rigorous Expectations: 74%</p> <p>Sense of Belonging: 49%</p> <p>Teacher-Student Relationships: 65%</p>	<p>Sense of Belonging: -10%</p> <p>Teacher-Student Relationships: No Change</p> <p>6th - 12th</p> <p>Emotional Regulation: No longer reported</p> <p>Growth Mindset: -6%</p> <p>Self-Efficacy: -7%</p> <p>Social Awareness: -5%</p> <p>Rigorous Expectations: No Change</p> <p>Sense of Belonging: +8%</p> <p>Teacher-Student Relationships: No Change</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sense of Belonging: 47% Teacher-Student Relationships: 55%			

Goal Analysis [2024-25]

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.

Goals 2.1 through 2.3 were successfully implemented during the 2024–25 school year with no changes between planned actions and implementation.

Under Action 2.1: Academic Intervention and Support, Sanger Unified deployed Parent Student Advocates at both the middle and high school levels. These advocates provided essential support for students needing more consistent check-ins, tutoring, or other forms of academic assistance.

In Action 2.2: Social-Emotional and Behavioral Support, the district significantly 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 through the placement of dedicated counselors at the high school level, and SEL curriculum was implemented districtwide. 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.

For Action 2.3: Multilingual Learner Support, 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.

Each of these actions 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 Unified implemented materials for each action to support this goal in the following manner:

2.1 - Academic Intervention and Support: There were some material differences between the estimated and actual expenditures. While this action was fully implemented, the variance was due to differences between projected payroll estimates and actual payroll costs.

2.2 - Social-Emotional and Behavioral Support: There were no significant material differences in funding

2.3 - Multilingual Learner Support Including Professional Development and Language Acquisition Programs: 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:

2.1 - Academic Intervention and Support: 2 - Somewhat Effective

Data:

CAASPP ELA: All Student group: increase of 1.16%, EL: decrease of 1.56%, LI: increase 2.07%, and FY: decrease 7.14% in Meets and Exceeds Standard.

CAASPP Math: All Student group increased by 2.98%, LI increased by 3.95% and FY increased by 4.97%. However, EL's decreased by 1.27%.

iReady ELA: All student group: increase of 2.4% and LI increased by 4.75%. ELs decreased by 4% and FY decreased by 8.3%.

iReady Math: All student group; increased by 8.1%, EL's increased by 1.77% and LI increased by 7.35%. FY decreased by 13.9%

Analysis:

The overall scores went up for the all student group in both CAASPP ELA, Math and iReady ELA, Math. However subgroup data was inconsistent. LI student group increased in all tests. EL's decreased in all, but iReady Math. FY also decreased in all except in CAASPP Math. The Parent/Student Advocates focus on students who are failing classes and receiving Ds and Fs. By this point, many of the students are already demonstrating gaps in their learning and therefore while Parent/Student Advocates are an effective strategy, they need more support in how to tutor students and intervene for them. We would like to get more years of data in order to continue to evaluate this action.

2.2 - Social-Emotional and Behavioral Support: 3 - Effective

Data:

Suspension Rate: Dataquest Suspension Data: All Students; Increase of 1.2% from 4.2% in 22-23 to 5.4% in 23-24. ELs; increase of 1% from 3.6% in 22-23 to 4.6% in 23-24, LI: increase of .7% from 4.7% in 22-23 to 5.4% in 23-24 and Foster Youth: increase of 3.9% from 14.3% in 22-23 to 18.2% in 23-24.

Analysis: While Suspensions increased for all groups, there are some factors that influence these numbers. Coming off of COVID, our district created more clarity around documenting Suspensions, and the ratio of major incidents to suspensions actually decreased. Therefore, local measure indicate that our professional development, increase in SEL support and focus on restorative practices are working. We also would like to look at a longer time span to see the impact of the work we are doing, since we know that change in behavior takes time.

2.3 - Multilingual Learner Support Including Professional Development and Language Acquisition Programs: 3 - Effective
 Data: 51.3% making progress, decrease of 4.6% from 55.9%. Hallmark Academy: Increase of 32.1% and Lincoln Elementary: Increase of 6.1%
 Analysis: While ELPI went down overall, both Hallmark and Lincoln had positive growth. This year, the focus on supporting teachers with new instructional materials and modeling for them created coherence across the district. Our DIS was able to respond quickly to site requests for PD or site walk throughs with leadership. We would like to continue with this action, but refine it to ensure we see growth in the ELPI.

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:
 2.1 - Academic Intervention and Support - No changes were made.
 2.6 - Social-Emotional and Behavioral Support: Emotional Regulation is no longer part of the Panorama survey and is discontinued.
 2.3 - Multilingual Learner Support Including Professional Development and Language Acquisition Programs: Changes to metric 2.1 included adding LTEL data.

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	Academic Intervention and Support	<p>Sanger Unified provides Parent Student Advocates at the middle and high school levels to offer additional support to students who may benefit from more frequent check-ins, tutoring, or other forms of assistance in order to increase academic achievement.</p> <p>Parent/Student Advocates (\$500,000)</p>	\$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Social-Emotional and Behavioral Support	<p>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 counselors at the high schools dedicated to Restorative Justice practices, and we have implemented SEL curriculum, adding one counselor per site.</p> <p>Psychologist Expansion of Services (\$700,000) Restorative Practices Personnel (\$495,000) Center for Behavioral Support (\$1,130,000) PBIS Support (\$100,000) SEL Curriculum (\$150,000) Elementary Counselors (\$2,750,000)</p>	\$5,325,000.00	Yes
2.3	Multilingual Learner Support Including Professional Development and Language Acquisition Programs	<p>Sanger Unified will provide multilingual learner support through professional development, language acquisition programs, and by supporting Dual Language schools, with a dedicated Multilingual Program Specialist and District Instructional Specialist (DIS) overseeing ELD programs and providing site support.</p> <p>Multilingual PD and additional support (\$100,000) Multilingual Additional Support (\$200,000) Multilingual Program Specialist & Multilingual DIS (\$335,000) Dual Language Immersion Site Support (\$420,000) Supplemental Translation Services (20,000)</p>	\$1,075,000.00	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 Unified developed the goal of providing a safe school environment that includes improved transportation options and maintaining manageable class sizes in order to create a conducive learning atmosphere for all students. This goal addresses several critical areas that directly impact student well-being, academic performance, and overall school climate. Improved transportation ensures that students have access to education. This is particularly important for students from low-income families who may not have reliable transportation options. Reliable school transportation can improve attendance rates, as students are more likely to attend school regularly when they have a dependable means of getting there. Smaller class sizes allow teachers to provide more individualized attention and support to each student, which can lead to better understanding of the material and higher academic achievement. When students feel safe, they are better able to focus on their studies without the distraction of worrying about their safety or well-being. This leads to improved academic performance and overall success. The metrics identified are key indicators of whether the district is on track to meet the goal of ensuring a safe school environment. Together, they help us by providing a comprehensive picture of safety. Regularly tracking these metrics ensures that we can make data-driven adjustments to maintain focus on achieving the district's goal.

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/Full Implementation and Sustainability	Data Year: 2024-2025 Data Source: State Evaluation Tool- Full Implementation/Ful		Full Implementation/Ful Implementation and Sustainability	Full Implementation/ Full Implementation and Sustainability - Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Building Relationships: 91% Building Partnerships: 88% Seeking Input: 63%	I Implementation and Sustainability Building Relationships: 91% Building Partnerships: 89% Seeking Input: 67%		Building Relationships: 95% Building Partnerships: 95% Seeking Input: 75%	Building Relationships: No Change Building Partnerships: +1% Seeking Input: +4%
3.2	Facilities maintained in good repair	Data Year: 2023-2024 Data Source: Facility Inspection Tool All Facilities maintained in good repair or above	Data Year: 2024-2025 Data Source: Facility Inspection Tool All, but one facilities maintained in good repair or above. CDS facility received fair		All Facilities maintained in good repair or above	Decrease of one school
3.3	Attendance Rates	Data Year: 2022-2023 Data Source: CALPADS ALL: 93.9% African American: 93% Asian 95.7% Filipino 96.3% Hispanic 93.5% White 93.8% English Learners: 92.3% SED: 95.4% Homeless: 90%	Data Year: 2023-2024 Data Source: CALPADS ALL: 94.2% African American: 95.1% Asian 95.8% Filipino 96.6% Hispanic 93.7% White 94.6% English Learners: 93.9%		ALL: 97% African American: 96% Asian 98% Filipino 99% Hispanic 97% White 97% English Learners: 96% SED 99% Homeless 95% Students with Disabilities 95% Foster Youth: 99%	ALL: +.3% African American: +2.1% Asian +.1% Filipino: +.3% Hispanic: +.2% White: +.8% English Learners: +1.6% SED: -.8% Homeless +4.9% Students with Disabilities +1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 91% Foster Youth: 94%	SED 94.6% Homeless 94.9% Students with Disabilities 92.8% Foster Youth: 94.6%			Foster Youth: +.6%
3.4	Chronic Absenteeism	<p>Data Year: 2022-23 Data Source: Data Quest All 16.5%</p> <p>African American: 18.3% Asian 8.7% Filipino 3.6% Hispanic 17.8% White 12.2% Two or more Races: 12.5% English Learner: 18.3% SED 18.5% Foster 15.0% Students with Disabilities 23.4 %</p> <p>Fairmont Elementary: All Students: 15.3% Two or More Races: 22.5% SWD: 29.4%</p> <p>Madison Elementary All: 22.4% ELs: 27.9%</p>	<p>Data Year: 2023-24 Data Source: Data Quest All 13%</p> <p>African American: 15.7% Asian 5.9% Filipino 2.2% Hispanic 15% White 9.5% Two or more Races: 11.7% English Learner: 13.5% SED 15.2% Foster 19.6% Students with Disabilities 19.5 %</p> <p>Fairmont Elementary: All Students: 7.5% Two or More Races: 6.1% SWD: 5%</p> <p>Madison Elementary</p>		<p>Data Year: 2025 - 2026 Data Source: Data Quest All 10%</p> <p>African American: 12% Asian 5% Filipino 1% Hispanic 12% White 8% Two or more Races: 8% English Learner: 12% SED 12% Foster 10% Students with Disabilities 18%</p> <p>Fairmont Elementary: All Students: 7% Two or More Races: 10% SWD: 15%</p> <p>Madison Elementary</p>	<p>All: Decrease of 3.5%</p> <p>African American: -2.6% Asian -2.8% Filipino -1.4% Hispanic -2.8% White -2.7% Two or more Races: -0.8% English Learner: -4.8% SED -3.3% Foster +4.6% Students with Disabilities -3.9 %</p> <p>Fairmont Elementary: All Students: -7.8% Two or More Races: -16.4% SWD: -24.4%</p> <p>Madison Elementary All: +0.9% ELs: -3.5%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All: 23.3% ELs: 24.4%		All: 11% ELs: 14%	
3.5	Suspension Rates	Data Year: 2022-23 Data Source: DataQuest All 4.2% ELs: 3.6% LI: 4.7% FY: 14.3% Fairmont Elementary All: 2.1% ELs: 7.4% Hispanic: 3.6% SED: 3.3% Jackson Elementary All: 4.9% SWD: 12.1%	Data Year: 2023-24 Data Source: DataQuest All 5.4% ELs: 4.6% LI: 5.4% FY: 18.2% Fairmont Elementary All: 1.6% ELs: 4.4% Hispanic: 2.1% SED: 1.7% Jackson Elementary All: 3.0% SWD: 7.5%		All: 3% ELs: 3% LI: 3% FY: 7% Fairmont Elementary All: 1% ELs: 3% Hispanic: 1% SED: 1% Jackson Elementary All: 2% SWD: 6%	All: +1.2% ELs: +1% LI: +0.7% FY: +3.9% Fairmont Elementary All: -0.5% ELs: -3% Hispanic: -1.5% SED: -1.6% Jackson Elementary All: -1.9% SWD: -4.6%
3.6	Expulsion Rates	Data Year: 2022-23 Data Source: Data Quest ALL: 0.2% EL: 0.2% SED: 0.3% FY: 0.8%	Data Year: 2023-24 Data Source: Data Quest ALL: 0.1% EL: 0.2% SED: 0.2% FY: 0.0%		ALL: 0.1% EL: 0.1% SED: 0.1% FY: 0.5%	All: Decrease of 0.1 EL: no movement SED: Decrease of 0.1 FY: Decrease of .8
3.7	Sense of Safety and School Connectedness	Data Year: 2023-24 Data Source: Panorama (students) and LCAP	Data Year: 2024-25 Data Source: Panorama		Students Sense of safety: All Students: 67% EL Students: 67%	Students Sense of safety: All Students: +10% EL Students: +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Survey (parents/teachers)</p> <p>Students Sense of safety: All Students: 47% EL Students: 47% Socioeconomically Disadvantaged: 46% Foster Youth: 45%</p> <p>Students Sense of Connectedness: All Students: 40% EL Students: 42% Socioeconomically Disadvantaged: 42% Foster Youth: 41%</p> <p>Parents sense of safety: 85% Parents sense of connectedness: 29% Teachers sense of safety: 82% Teachers sense of connectedness: 32%</p>	<p>(students) and LCAP Survey (parents/teachers)</p> <p>Students Sense of safety: All Students: 57% EL Students: 55% Socioeconomically Disadvantaged: not available Foster Youth: not available</p> <p>Students Sense of Connectedness: All Students: 47% EL Students: 44% Socioeconomically Disadvantaged: not available Foster Youth: not available</p> <p>Parents sense of safety: 85% Parents sense of connectedness: 30% Teachers sense of safety: 83% Teachers sense of connectedness: 33%</p>		<p>Socioeconomically Disadvantaged: 66% Foster Youth: 65%</p> <p>Students Sense of Connectedness: All Students: 60% EL Students: 62% Socioeconomically Disadvantaged: 62% Foster Youth: 61%</p> <p>Parents sense of safety: 95% Parents sense of connectedness: 39% Teachers sense of safety: 92% Teachers sense of connectedness: 42%</p>	<p>Socioeconomically Disadvantaged: not available Foster Youth: not available</p> <p>Students Sense of Connectedness: All Students: +7% EL Students: +2% Socioeconomically Disadvantaged: not available Foster Youth: not available</p> <p>Parents sense of safety: No change Parents sense of connectedness: +1% Teachers sense of safety: +1% Teachers sense of connectedness: +1%</p>

Goal Analysis [2024-25]

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.

Goals 3.1, 3.2 and 3.3 were successfully implemented during the 2024–25 school year and there were no changes between planned actions and implementation.

Under Action 3.1: Transportation, 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.

For Action 3.2: Class Size Maintenance and Expansion, 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.

Although Action 3.3: Climate/Culture and Student Behavior was implemented districtwide by creating site-specific plans developed to support schools in establishing safe, welcoming environments. These included professional development in PBIS and restorative justice practices, as well as attendance-focused supports at Fairmont, Madison, and Jackson Elementary Schools. The work included professional development with staff (including counselors) to improve their minor/majors incident chart and establishing Tier 1, in classroom supports. All sites worked on understanding the research behind suspensions and creating alternative systems that restore relationships and any harm done. Sites worked with their teams to establish suspension alternatives that are meaningful and teach the repeated behavior.

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

3.1 - Transportation: There were some material differences in this action. While the action was fully implemented, the initial estimate did not accurately reflect the most recent Home-to-School Reimbursement data. As a result, the original estimate was higher than the actual expenditures.

3.2 - Class Size Maintenance and Expansion: There were no significant material differences in funding

3.3 - Climate/Culture and Student Behavior: There were material differences in funding due to this area being a three year contract and the expenditures reflect year one of that contract.

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:

3.1 - Transportation - Effective

Data: Chronic Absenteeism: All Students: decreased by 3.5% from 18.3% to 15.7%. LI: decreased by 3.3% from 18.5% to 15.2%.

Analysis: Chronic Absenteeism decreased for both groups in the same steady numbers. 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.

3.2 - Class Size Maintenance and Expansion: Effective

Data: CAASPP ELA: All Student group: increase of 1.16%, EL: decrease of 1.56%, LI: increase 2.07%, and FY: decrease 7.14% in Meets and Exceeds Standard.

CAASPP Math: All Student group increased by 2.98%, LI increased by 3.95% and FY increased by 4.97%. However, EL's decreased by 1.27%.

Analysis: While the All Student group increased in both CAASPP ELA and Math, there were inconsistent results for different subgroups. This action is a huge investment from the district and continues to be a priority for our education partners. Feedback provided by our educational partners specifically called out class size maintenance as a priority. Smaller classes sizes does show positive results for many students, but other subgroups are not demonstrating the same results and therefore class size alone needs to be monitored, but the combination of smaller class sizes and improved instructional practices will continue to be of benefit for students and therefore this action is effective and will continue.

3.3 - Climate/ Culture and Student Behavior: Somewhat Effective

Data: Suspension; All Students: decreased by 4.7%, ELs: increased by 1%, LI: increased by .7%, and Foster Youth: increased by 3.9%.

Fairmont Suspensions:: All students decreased by .5% from 2.1% in 22-23 to 1.6% in 23-24. EL suspension decreased by 3% from 7.4% in 22-23 to 4.4% in 23-24. Hispanic suspension also decreased by 1.5% from 3.6% in 22-23 to 2.1% in 223-24. SED suspensions also decreased by 1.6% from 3.3% in 22-23 to 1.7% in 23-24. Jackson: Suspension for the All Student Group decreased by 1.9% from 4.9% in 22-23 to 3.0% in 23-24 and SWD suspensions also decreased by 4.6% from 12.1% in 22-23 to 7.5% in 23-24.

Chronic Absenteeism: Fairmont - The All Student subgroup decreased by 7.8% from 15.3% in 22-23 to 7.5% in 23-24. Two or more races also decreased by 16.4% from 22.5% in 22-23 to 6.1% in 23-24 and SWD also decreased by 24.4% from 29.4% in 22-23 to 5% in 23-24.

Madison: All student group increased by .9% from 22.4% in 22-23 to 23.3% in 24-25 and ELs decreased by 3.5% from 27.9% from 22-23 to 24.4% in 23-24.

Analysis: Overall suspension rates did decrease for the All Student group districtwide, but suspensions increased for LI, EL's and FY. Fairmont was able to decrease suspension for the All Student Group and for all other groups. This was done thanks to professional development provided by the district, along with focused work at the site to create individual plans for students and reflect on previous data and identify alternative consequences for students that allow them to stay in an instructional setting as much as possible. Fairmont was also able to improve their attendance by decreasing chronic absenteeism for their All Student Group and their subgroups. This was done by redistributing caseloads within the SEL staff available and having a more proactive approach that included setting goals with students and monitoring attendance. Jackson was able to decrease suspensions for the All Student Group and for their SWD. This was done in a similar format to Fairmont. The site implemented professional development and identified alternative consequences. Madison was able to decrease chronic absenteeism for their ELs, but not for the All Student Group. The chronic absenteeism rate continues to be higher than we would like

for Madison. Although caseloads were redistributed to support students and create attendance plans, fidelity and effectiveness of those practices will need to be reviewed. Given the variation in data, we believe this action is somewhat effective, but adjustments need to be made to improve outcomes for all students.

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:

3.1 - Transportation: No changes to goal statement, expected outcomes, metrics or actions.

3.2 - Class Size Maintenance and Expansion: Changed metric to CAASPP ELA and Math instead of Chronic Absenteeism.

3.3 - Climate/Culture and Student Behavior: No changes to goal statement, expected outcomes, metrics or actions.

Sanger Unified adjusted state priorities that this goal is designed to address to include priority 8.

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	<p>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—½ mile, Grades 1-6—¾ mile, Grades 7-8—1½ miles, and Grades 9-12—2 miles.</p> <p>Additional Transportation (\$950,000)</p>	\$470,749.00	Yes
3.2	Class Size Maintenance and Expansion	<p>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.</p> <p>Class Size Maintenance (\$8,000,000) Staff Expansion (\$3,379,812)</p>	\$11,437,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Climate/Culture and Student Behavior	<p>Sanger Unified will provide Professional Development and resources to support efforts in establishing a safe and welcoming climate/culture focused on positive discipline and fostering a positive and welcoming classroom climate. This training will include the implementation of Positive Behavior Intervention Systems (PBIS) to promote constructive behaviors and reduce disruptions. Additionally, school site counselors will be provided PD to better equipped with effective tools and strategies to support students who have higher suspension rates or are chronically absent, ensuring these students receive the necessary guidance and resources to succeed.</p> <p>As part of a comprehensive needs assessment, we looked at suspension data LEA-wide and have identified that our FY are suspended at a higher rate than their peers district-wide and have a need for increased connections on campus, access to resources, explicit lessons on actions and consequences and opportunities to restorative justice practices. To address this need for our FY across the district, we will ensure counselors are provided training and supports in order to handle the unique needs of our FY students and be equipped to deliver small group lessons and be well informed on restorative justice practices.</p> <p>After conducting site needs assessments for schools with high suspension and chronic absenteeism rates among specific student groups, the following needs were determined for the following sites: Fairmont Elementary found a common need related to high chronic absenteeism rates among their SWD and students with two or more races. The need is for students to feel successful both academically and behaviorally at school. Students are more likely to be at school when they feel they are being successful. To address this need for these student groups, Fairmont counselors will create Student Support Groups of Chronically identified students and establish attendance goals, morning routines and provide lessons on positive school habits. These supports will also be shared with families. Additionally, they found a common need related to suspension rates among their EL, Hispanic, and LI subgroups. The need is to increase restorative justice practices, review school wide expectations throughout the year and target Second Step lessons. To</p>	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>address this need for these student groups, Fairmont will receive professional development focused on establishing restorative justice practice systems, analyze behavior discipline trends and how to use that data to use targeted Second Step lessons.</p> <p>Madison Elementary found a need related to high chronic absenteeism rates for their ELs. The need is to educate families on the SARB process and the impact of absences. To address this need for their ELs, Madison counselors will receive professional development on the A2A system and how to engage families in order to provide educational sessions for parents to learn about the importance of attendance and the SARB process .</p> <p>Jackson Elementary found a need related to high suspension rates for their SWDs. The need is to strengthen behavior systems for all students, improve restorative justice practices and analyze data to identify trends in behavior or locations of behavior . To address this need for their SWDs, Jackson will provide professional development for their PBIS team to improve their behavior systems and how to use restorative justice practices as well as professional development in Second Step.</p> <p>This action will address the following lowest performance (red) indicators on the 2023 CA Dashboard</p> <p>LEA Level: Suspension Rate: FY</p> <p>Fairmont: Suspension Rate: EL, Hispanic, SED Chronic Absenteeism: Two or more races, SWD</p> <p>Jackson Elementary: Suspension Rate: SWD</p> <p>Madison Elementary: Chronic Absenteeism: EL</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2026, Kings River High School will increase the College/Career Indicator (CCI) on the CA Dashboard by 2% for each of the All Student, Low-Income, and Hispanic student groups.	Equity Multiplier Focus 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.

<p>College/Career Indicator for Kings River High School 2024 CA Dashboard All Students: 3.6% Prepared Low-Income: 3.9% Prepared Hispanic: 4.1% Prepared</p> <p>Needs Assessment and Data Analysis: A needs assessment including data analysis for metrics related to College/Career readiness indicate that the All Student, Low-Income, and Hispanic subgroups at Kings River High School have an increased need for support in the area of College and Career Readiness. These subgroups each perform at the lowest performance level on the 2024 CA Dashboard as indicated above.</p> <p>Identified Needs: The needs assessment identified the following common needs among these student groups: A key need identified at Kings River High School is the positive impact of technical courses on student attendance. Data and observations indicate that students are more likely to attend school consistently on days when technical or vocational courses are offered, highlighting the importance of expanding access to hands-on, career-connected learning opportunities as a strategy to improve engagement and attendance.</p> <p>Part-time Intervention Teachers: To address this need, a part-time intervention teacher will be hired to support students enrolled in technical and vocational courses. This teacher will provide targeted academic support to help students successfully complete coursework, reinforcing their engagement and increasing the likelihood of consistent attendance. By reducing barriers to success in these hands-on classes, the intervention teacher will play a key role in sustaining student interest and improving outcomes.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	College/Career Readiness: Kings River High School	Kings River High School All Students: 2.7% SED: 2.9% Hispanics: 3% Data Source: CA Dashboard Data Year: 2023	Kings River High School All Students: 3.6% SED: 3.9% Hispanics: 4.1%% Data Source: CA Dashboard Data Year: 2024		Kings River High School All Students: 4.7% SED: 4.9% Hispanics: 5%	All: +.9% SED: +1% Hispanics: 1.1%
4.2	Smarter Balanced ELA Met or Exceeded Standard: Kings River High School	Kings River High School All Students: 13.64% SED:13.64% Hispanics: 15% Data Source: Dataquest Data Year: 2022-2023	Kings River High School All Students: 15.39% SED:13.89% Hispanics: In order to protect student privacy, data is suppressed Data Source: Dataquest Data Year: 2023-2024		Kings River High School All Students: 10% increase SED: 10% increase Hispanics: 10% increase	All: +1.74 SED: +.25 Hispanics: No data available for 23-24
4.3	Smarter Balanced Math Met or Exceeded Standard: Kings River High School	Kings River High School All Students: 0% SED: 0% Hispanics: 0% Data Source: Dataquest Data Year: 2022-2023	Kings River High School All Students: 0% SED: 0% Hispanics: In order to protect student privacy, data is suppressed Data Source: Dataquest		Kings River High School All Students: 10% increase SED: 10% increase Hispanics: 10% increase	All: 0 SED: 0 Hispanics: No data available for 23-24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2023-2024			
4.4	Graduation Rate: Kings River High School	Kings River High School All Students: 86.3% SED: 87.1% Hispanics: 88.1% Data Source: CA Dashboard Additional Reports Data Year: 2023	Kings River High School All Students: 92.9% SED: 92.2% Hispanics: 93.9% Data Source: CA Dashboard Additional Reports Data Year: 2024		Kings River High School All Students: 89% SED: 89% Hispanics: 91%	All: +6.6 SED: +5.1 Hispanics: +5.8

Goal Analysis [2024-25]

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.

Sanger Unified implemented the planned actions for this goal:

4.1 - Kings River High School Additional Support: Kings River High School successfully expanded its VROP and technical course offerings. Once we started to expand these classes, we saw a need to increase support for students to be successful in these classes and one part time intervention teacher was hired. To ensure that EM funds are used effectively to enhance services for the student groups who generated the funding, future implementation will prioritize increasing the intervention teachers from one to three and having the intervention teachers in place at the start of the school year to maximize impact and continuity of support.

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

4.1 - Kings River High School Additional Support: There were significant material differences in funding. As mentioned before, VROP classes and intervention supports were established, but were mostly funded differently.

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:
 4.1 - Kings River High School Additional Support: - Somewhat Effective
 Data: College and Career Indicator: All Students: Increased by .9% from 2.7% to 3.6%. LI: Increased by 1% from 2.9% to 3.9%. Hispanics: Increased by 1.1% from 3% to 4.1%.
 Analysis: The all student group and the subgroups all increased. The focus on supporting students academically in order to be successful in their VROP courses improved overall academic performance and therefore we believe this action is effective and would like to continue it.

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:
 Goal 4: The year of the goal has also been changed from 2027 to 2026. We removed the focus of CAASPP ELA and Math as it is no longer the lowest indicator, but will continue to track the data.
 Action: We added additional intervention teachers for the upcoming year.

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
4.1	Kings River High School Additional Support	<p>Based on the 2023 California Dashboard, Kings River High School is a 2.7% for all students. We conducted a needs assessment to examine the root cause of KRHS's low CCI indicator. As part of the needs assessment, we disaggregated data to look at the CCI indicator by subgroup, specifically for Hispanic students (3%) and Socioeconomically Disadvantaged students (2.9%), as these student groups saw a performance indicator of very low on the 2023 Dashboard.</p> <p>We identified a shared challenge among these student groups which includes lower course completion rates and limited access to engaging courses. To improve college and career readiness, we found a common</p>	\$111,747.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>need among student groups including the need to provide additional opportunities for these students to access VROP classes as well as intervention teachers to support students academically to ensure success in these courses. This additional support provided by intervention teachers will enhance their skills and motivation to meet CCI requirements.</p> <p>To address the very low performance levels in the CCI rates among all students, Hispanic and Socioeconomically Disadvantaged groups at Kings River, the school will increase VROP class options for students by adding sections of VROP courses and ensuring intervention teachers are available to provide academic support. This includes purchasing course materials, supplies, and equipment as well as the staff that provide instruction and support for this coursework.</p> <p>This action will address the following lowest performance (very low) indicator on the 2023 CA Dashboard: Kings River High School: CCI: All students, SED, and Hispanic</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By 2026, Kings River High School will decrease their suspension rate by 5% for each of the All Student, Low-Income, and Hispanic subgroups, and Community Day School will decrease their suspension rate by 10% for the All Student Group, SED, and the Hispanic subgroup.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Suspension Indicator for Kings River High School
2024 CA Dashboard
All Students: 14.3%
Low-Income: 16.2%
Hispanics: 12%

Suspension Indicator for Community Day School
2024 CA Dashboard
All Students: 33.7%
SED: 35.1%
Hispanic: 37.2%

Needs Assessment and Data Analysis: A needs assessment including data analysis for the suspension rate metrics indicate that the All Student, Low-Income, and Hispanic subgroups at Community Day School have an increased need for support in the area of suspension. These subgroups each perform at the lowest performance level on the 2024 CA Dashboard as indicated above. A parent survey of Community Day School further indicate that these educational partners see a need for additional behavior and social-emotional support as well as increased school and home connection. A needs assessment including data analysis showed that the suspension rate metrics indicate that the All Student group, Low-Income and Hispanics group at Kings River High School also have an increased need for support in the area of suspension. These subgroups each perform at the lowest performance level on the 2024 CA Dashboard as indicated above. A parent survey at Kings River High School showed that these educational partners would like to see more support in the social-emotional learning.

Identified Needs: The needs assessment identified common needs among these student groups: targeted social-emotional skills development to promote positive relationships. School supports, such as intervention staff, mental health/social workers, counselors, professional development for staff on trauma informed practices, parent/family connection with school, and restorative justice practices could

greatly benefit decrease suspension rates. The district will start by focusing on providing intervention staff. Additional supports are provided for as part of other goals.

In alignment with these efforts, EM funds will be used to provide intervention teachers who will work directly with students needing additional academic and behavioral support. These teachers will offer targeted interventions that are inclusive, equitable, and relationship-centered, helping to foster a positive school climate and reduce exclusionary discipline practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate: Kings River High School and Community Day School	<p>Kings River High School All Students: 28.7% Low-Income: 27.9% Hispanics: 30.5%</p> <p>Community Day School All Students: 26.5% SED: 29.19% Hispanic: 29.4%</p> <p>Data Source: CAASPP Suspension Data Year: 2022-2023</p>	<p>Kings River High School All Students: 14.3% Low-Income: 16.2% Hispanics: 12%</p> <p>Community Day School All Students: 33.7% SED: 35.1% Hispanics: 37.2%</p> <p>Data Source: California Dashboard Data Year: 2023-2024</p>		<p>Kings River High School All Students: 23.7% Low-Income: 22.9% Hispanics: 25.5%</p> <p>Community Day School All Students: 21.5% SED: 21.5% Hispanic: 24.4%</p>	<p>Kings River High School All Students: Decreased by 14.4% Low-Income: Decreased by 11.7% Hispanics: Decreased by 18.5%</p> <p>Community Day School All Students: Increased 7.2% SED: Increased by 5.2% Hispanics: Increased by 7.8%</p>

Goal Analysis [2024-25]

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.

Sanger Unified implemented the planned actions for this goal:

5.1 - Kings River High School Behavioral Supports: The school provided Restorative Justice and social emotional and behavioral support through targeted Professional Development for the teachers/staff. The action was implemented as planned.

5.2 - Community Day School Behavior Supports: The school provided Restorative Justice and social emotional and behavioral support through targeted Professional Development for the teachers/staff. The action was implemented as planned, allowing them to provide direct behavioral and social-emotional support to students, reinforce restorative practices in daily interactions, and collaborate with staff in implementing strategies learned through professional development. This ensured that the professional learning was translated into consistent, schoolwide practices that supported students and reduced suspensions.

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

5.1 - Kings River High School Behavioral Supports: There were significant material differences in funding. Professional development did take place, however a different funding source was used to pay for this action to ensure coherence across all Sanger Unified sites. Moving into the 25-26 school year, SUSD plans to use Equity Multiplier funding as well as (EM) carry over to support the students that generated this funding.

5.2 - Community Day School Behavior Supports: There were some material differences in funding. Professional development did take place, however, in addition to some Equity Multiplier funds, a different funding source was used to pay for the majority of this action to ensure coherence across all Sanger Unified sites. Moving into the 25-26 school year, SUSD plans to use Equity Multiplier (EM) Funding funds as well as EM carry over to support the students that generated this 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:

5.1 and 5.2 - Behavioral Supports - Partially Effective

Data:

Kings River High School: Decreased suspensions all around for the all student group by 14.4% and the LI by 11.7% and Hispanics by 18.5%.

Community Day School Suspensions: All Students: Increased by 7.2%. LI: Increased by 5.2%. Hispanics: Increased by 7.8%.

Analysis: At Kings River High School, suspension rates decreased significantly across all reported subgroups in the 2024–25 school year. The all student group saw a 14.4% reduction in suspensions, indicating overall improvement in school climate and student behavior. Notably, suspensions among Low-Income (LI) students decreased by 11.7%, and Hispanic students experienced the greatest reduction, with an 18.5% decrease. These reductions suggest that interventions and supports at Kings River High were effective in promoting positive behavior and reducing exclusionary discipline practices.

In contrast, at Community Day School, suspension rates increased across all reported groups. The all student group experienced a 7.2% increase in suspensions. Low-Income (LI) students had a 5.2% increase, while Hispanic students saw the largest increase at 7.8%. These upward trends highlight the need for a deeper review of behavior supports and intervention strategies at Community Day School, with a particular focus on culturally responsive practices, trauma-informed care, and restorative approaches to discipline.

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:

5.1 - Kings River High School Behavioral Supports: No changes to goal statement, expected outcomes and metrics. However the action will change for the 25-25 school year. Going forward, Kings River High School will hire Intervention Teachers to provide direct behavioral and social-emotional support to students, reinforce restorative practices in daily interactions, and collaborate with staff in implementing strategies learned through professional development.

5.2 - Community Day School Behavior Supports: Added Low-Income subgroup to the Suspension Data Metric for Community Day School. Community Day School will also hire Intervention Teachers to provide direct behavioral and social-emotional support to students, reinforce restorative practices in daily interactions, and collaborate with staff in implementing strategies learned through professional development.

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
5.1	Kings River High School Behavioral Supports	Based on the 2023 California Dashboard, Kings River High School's suspension rate is very high for All Students (28.7%), the Low-Income (27.9%), and the Hispanic subgroup (30.5%). A needs assessment including a staff survey of Kings River High School further indicates a need for additional behavior and social emotional support as well as increased school and home connection.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The needs assessment identified the following common needs among these student groups include behavior support, access to social emotional support and restorative justice within the school day, and parent/family connection with the school.</p> <p>To specifically address these common needs and the lowest performance level in the suspension indicator for the subgroups, Kings River High School will provide Intervention teachers who will translate professional development into practice by providing direct behavioral and social-emotional support to students, embedding restorative practices into daily interactions, and partnering with staff to implement strategies that promote equity, inclusion, and positive school climate.</p> <p>This action will address the following lowest performance (red) indicators on the 2023 CA Dashboard: Kings River High School: Suspension for ALL students - 28.7% LI - 27.9% Hispanic - 30.5%</p>		
5.2	Community Day School Behavior Supports	<p>Based on the 2023 California Dashboard, Community Day School's suspension rate is very high for All Students (33.7%), the Low-Income (35.1%) and Hispanics (37.2%). A needs assessment including a parent survey of Community Day School further indicates a need for additional behavior and social-emotional support as well as increased school and home connection.</p> <p>To specifically address the lowest performance level in the suspension indicator at Community Day School, Sanger Unified will provide Intervention teachers who will translate professional development into practice by providing direct behavioral and social-emotional support to students, embedding restorative practices into daily interactions, and partnering with staff to implement strategies that promote equity, inclusion, and positive school climate.</p>	\$86,393.00	No

Action #	Title	Description	Total Funds	Contributing
		This action will address the following lowest performance (red) indicators on the 2023 CA Dashboard: Community Day School: Suspension for Hispanic: 29.4%		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$34,170,545	\$3,449,622

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.477%	0.000%	\$0.00	25.477%

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
1.2	<p>Action: Early Learning, Literacy and Numeracy</p> <p>Need: As demonstrated by the CAASPP 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.</p>	<p>To meet these needs, Sanger Unified will provide District Pre-School, a Districtwide Early Literacy District Instructional Specialist and District Structured Literacy support to provide equity in access to preschool for all LI, EL and FY to increase their academic preparedness for TK and beyond.</p> <p>The following is a list of attributes that are part of the unique design to address the needs of FY, LI and ELs:</p>	<p>CAASPP ELA: All Students: FY: LI: EL:</p> <p>CAASPP Math: All Students: FY: LI: EL:</p>

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
	<p>A root cause analysis indicates that our LI, EL, and FY experience limited exposure to literacy and numeracy, language barriers (ELs), and socio economic challenges that limit access to early learning prior to attending TK and beyond.</p> <p>Educational Partners identified that the achievement gap could be attributed to socio-economic disparities and language barriers.</p> <p>Our needs assessment indicates that all of our FY, LI, and EL students will benefit from access to preschool prior to starting TK/kindergarten.</p> <p>Scope: LEA-wide</p>	<p>Preschool Teachers:</p> <ul style="list-style-type: none"> • Provide ELLs with early exposure to the English language in a structured setting, enhancing their language acquisition skills before they enter kindergarten. • Provide low-income children with early academic intervention, preparing them for the rigors of kindergarten and reducing the readiness gap. • Preschool programs offer a consistent, structured environment that meets the need of our foster youth so they can develop a sense of security and routine. <p>-Provide holistic support, addressing not only academic but also social, emotional, and behavioral needs through specialized programs.</p> <p>Preschool Paraprofessionals:</p> <p>-Provide small group and one-on-one instruction targeted to the LI, EL and FY student needs.</p> <p>-Provide additional language supports for EL students to ensure they are accessing instruction.</p> <p>Preschool Materials and Supplies:</p> <p>-Provide additional materials and supplies that support learning through visual supports, hands on learning and manipulatives.</p> <p>District Early Literacy Instructional Specialist:</p> <p>-Vertical Alignment: Provide coordination and alignment of best practices in instruction and socio-emotional supports in preschool for continuity with TK.</p> <ul style="list-style-type: none"> • Identify gaps with instruction, behavior management practices, and coordination 	

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		<p>of services from preschool to TK and beyond.</p> <ul style="list-style-type: none"> • Provide data analysis and targeted strategy coordination for early grades instruction. <p>District Structured Literacy Specialist -Establish, monitor and support structured literacy blocks in identified priority schools</p> <p>This action is designed to meet the unique needs of our English Learners, FY, and LI; however, because access to preschool will benefit all students it will be provided on a LEA-wide basis.</p>	
1.3	<p>Action: College and Career Readiness</p> <p>Need: The Sanger Unified LI, EL, FY students have lower rates on the College and Career indicator percentage prepared as compared to the all student group. After looking at the data there is an even greater need to focus on ELs as they are performing significantly lower than all student groups in the district.</p> <p>A root cause analysis indicates that our LI, EL, and FY experience limited access to advanced coursework, inadequate College and Career Counseling, and limited experience and exposure to college and career opportunities.</p> <p>In addition our ELs at the High School level have additional unique needs. Many High School ELs are newcomers with limited</p>	<p>To meet these needs, Sanger Unified will provide financial support for Advanced Placement exams, Career Technology Education programs and staff, a part-time elementary Curriculum Support Provider position, Sanger Pledge Program participation, Elementary through High School Robotics support, additional college and career exposure opportunities and the AVID program starting in Middle School to provide access to CTE for all LI, EL and FY to increase exposure and experiences beginning in Elementary school through High School.</p> <p>The following is a list of attributes that are part of the unique design to address the needs of FY, LI and ELs including an even deeper focus on the 2023 Dashboard: LEA level Red in College/Career for English Learners.</p> <p>Advanced Placement Exams</p>	<p>Percent prepared on CCI for and A-G Completion</p> <p>All students EL: LI: FY:</p>

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	<p>English and inconsistent schooling or they are Long Term English Language Learners unable to reclassify due to reading and writing scores on ELPAC. One of the biggest challenges English Learners (ELs) face in achieving College and Career Readiness goals is managing the various demands on their schedule. These students must fulfill high school graduation requirements while also attending Designated ELD, intervention courses, and/or newcomer courses.</p> <p>Our needs assessment indicates that all of our FY, LI, and EL students will benefit from early exposure to college and career opportunities, access to advanced coursework, and an increased counselor-to-student ratio to provide adequate support. Our needs assessment showed that math is a barrier to A-G completion demonstrating a need for more support in this area.</p> <p>Scope: LEA-wide</p>	<p>-Provide financial support for AP exams cost to eliminate financial barriers to access AP courses and college credit.</p> <p>Career Technology Education (CTE) Valley Regional Occupational Program (VROP) Personnel Support.</p> <p>-Provide the identified students with the academic and technical skills, knowledge, and training necessary to succeed in college, careers, and life.</p> <p>-VROP Personnel Salary.</p> <p>CTE Other Personnel Support</p> <p>-Provide additional VROP teachers that provide students with the academic and technical skills, knowledge, and training necessary to success in college, careers, and life.</p> <p>CTE Elementary Curriculum Support Provider (CSP) Support</p> <p>-Provide coordination of College and Career experiences for students Elementary through Middle School.</p> <p>-Provide College and Career opportunities for students Elementary through Middle School through coordinated college visitations.</p> <p>Sanger Pledge</p> <p>-Provide successful transition to and succeed in college and career by:</p> <p>-Learning about college and career opportunities, developing goals and creating a plan to meet those goals.</p> <p>-Visiting college campuses AND visiting career opportunities in the Central Valley</p>	

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		<ul style="list-style-type: none"> Learning about, taking and completing college preparatory courses and career technical education courses <p>Robotics High School Support</p> <ul style="list-style-type: none"> -Provide students with skills and experiences relevant to careers in engineering, technology, and related fields. -Provide students with opportunities to design, build, program, and operate robots for various purposes, and participate in competitions. <p>Robotics Elementary and Middle</p> <ul style="list-style-type: none"> -Provide young students an introduction to the basics of robotics, engineering, and programming through hands-on activities and projects. <p>Additional College and Career</p> <ul style="list-style-type: none"> -Materials and supplies for CTE courses at the High School <p>In addition we will provide our ELs with coordinated college field trips.</p> <ul style="list-style-type: none"> DIS to support Secondary Math implementation due to lack of A-G completion due to high math failure <p>Elementary and Middle School College and Career</p> <ul style="list-style-type: none"> -Materials and supplies for CTE courses at the Elementary and Middle School <p>AVID Support</p> <ul style="list-style-type: none"> -Provide professional development and materials to implement AVID at the Middle School and High School -Provide an introduction to college readiness programs designed to help students develop the 	

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		<p>skills they need to be successful in college and beyond.</p> <p>-In addition we will provide our ELs with AVID skills during their designated ELD classes</p> <ul style="list-style-type: none"> • DIS to monitor implementation and alignment of of AVID strategies <p>In order to meet the additional unique needs of our EL students in addressing low levels of College and Career Readiness, AVID skills will be taught during designated ELD classes, and our ELs will be provided additional intervention opportunities, priority master scheduling, and strategic college and career experiences with connected adults.</p> <p>This action is designed to meet the unique needs of our English Learners, FY, and LI; however, because access to College and Career related courses and supports will benefit all students it will be provided on a LEA-wide basis.</p>	
1.4	<p>Action: Technology</p> <p>Need: 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.</p> <p>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.</p>	<p>To meet these needs, Sanger Unified 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.</p> <p>The following is a list of attributes that are part of the unique design to address the needs of FY, LI and ELs:</p> <p>One-to-One Program</p> <p>-Provide a one-to-one device for Kinder through 12th grade students in order to provide a comprehensive approach to modernizing</p>	<p>CAASPP ELA: All Students: FY: LI: EL:</p> <p>CAASPP Math: All Students: FY: LI: EL:</p>

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	<p>Scope: LEA-wide</p>	<p>education, personalized learning, enhancing student engagement, promoting equity, and preparing students for future success.</p> <p>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.</p> <p>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.</p> <p>Supplemental Technology for Instruction</p> <ul style="list-style-type: none"> • Provide supplemental classroom supplies, including supportive technology such as Smartboards, TVs, Wi-Fi routers, and updated servers to enhance student access to digital tools and resources. This supplemental technology is essential for creating an engaging, interactive learning environment and ensuring that students can fully participate in modern, technology-integrated instruction. <p>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 LEA-wide basis.</p>	

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1.5	<p>Action: Professional Learning</p> <p>Need: 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.</p> <p>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.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>The following is a list of attributes that are part of the unique design to address the needs of FY, LI and ELs:</p> <p>District Professional Development</p> <ul style="list-style-type: none"> -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. <p>Site-Based Professional Development to assist with the incorporation of instructional strategies focused on supporting EL, LI, and FY</p> <ul style="list-style-type: none"> -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. 	<p>CAASPP ELA: All Students: FY: LI: EL:</p> <p>CAASPP Math: All Students: FY: LI: EL:</p> <p>iReady ELA: All Students: FY: LI: EL:</p> <p>iReady Math: All Students: FY: LI: EL:</p>

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
		<p>Teacher Development and Retainment to assist with the incorporation of instructional strategies focused on supporting EL, LI, and FY</p> <ul style="list-style-type: none"> -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. <p>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 LEA-wide basis.</p>	
1.6	<p>Action: Enrichment Opportunities</p> <p>Need: 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.</p> <p>A root cause analysis indicates that our LI, EL, and FY students have limited access to Visual and Performing Arts opportunities and access to updated and varied libraries.</p> <p>Our needs assessment indicates that all of our FY, LI, and EL students shows gaps in vocabulary development, oral language, and engagement in literacy tasks. These gaps highlight a critical need for enriching</p>	<p>To meet these needs, Sanger Unified will provide music instruction for all students starting in 2nd grade, provide VAPA experiences through field trips, provide a district wide librarian and provide up to date libraries.</p> <p>The following is a list of attributes that are part of the unique design to address the needs of FY, LI, and ELs:</p> <p>VAPA</p> <ul style="list-style-type: none"> -Provide district-wide teachers that provide music instruction starting in 2nd grade and continuing until 6th grade. -Provide Visual and Performing Arts experiences for the identified students starting in 2nd grade through field trips to ballet, art museums, and the philharmonic. <p>Library Support and Services</p>	<p>CAASPP ELA: All Students: FY: LI: EL:</p> <p>CAASPP Math: All Students: FY: LI: EL:</p> <p>iReady ELA: All Students: FY: LI: EL:</p> <p>iReady Math: All Students:</p>

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	<p>experiences that build language, comprehension, and expression—skills that are foundational to academic success.</p> <p>Scope: LEA-wide</p>	<p>-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.</p> <p>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 LEA-wide basis.</p>	<p>FY: LI: EL:</p>
1.7	<p>Action: Educational Partner and Parent Engagement</p> <p>Need: 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.</p> <p>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</p> <p>Our needs assessment indicates that all of ourEL students will benefit from increased parent education and involvement programs and increased access to information from the school in their primary language.</p>	<p>To meet these needs, Sanger Unified will provide services through the Sanger Unified Family Resource Center.</p> <p>The following is a list of attributes that are part of the unique design to address the needs of ELs:</p> <p>Parent Engagement Support</p> <p>-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 primary language, parenting classes, parent support classes Positive Parenting, Fresno State Parent University, and Parent Support Groups.</p> <p>-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.</p>	<p>Parent sense of Connectedness survey All Parents:</p> <p>Feedback from English Learner parents from DELAC engagement sessions</p>

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
	Scope: LEA-wide	<p>Educational Partner Survey and Communication</p> <ul style="list-style-type: none"> -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. <p>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 LEA-wide basis.</p>	
1.8	<p>Action: Additional Site Allocation</p> <p>Need: 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.</p> <p>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.</p> <p>Our needs assessment indicates that all of our FY, LI, and EL students will benefit from additional staff at each site to increase small group support, targeted data monitoring and strategic professional development that will</p>	<p>Provide sites LCFF funding proportional to their enrollment of LI, FY and EL students to use for increasing services to their students.</p> <p>The following is a list of attributes that are part of the unique design to address the needs of FY, LI and ELs: The district provides 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.</p> <p>Additional Site Staff</p> <ul style="list-style-type: none"> -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 	<p>CAASPP ELA: All Students: FY: LI: EL:</p> <p>CAASPP Math: All Students: FY: LI: EL:</p> <p>iReady ELA: All Students: FY: LI: EL:</p> <p>iReady Math: All Students: FY: LI:</p>

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
	<p>identify academic needs and provide strategies and supplemental materials to support students.</p> <p>Sanger looked at English Learner ELA data at specific sites, including Sanger High, Washington Academic Middle School, Jackson Elementary, Madison Elementary and found that ELs at these sites performed lower than the all student group. In addition, the ELPI scores are lower at Hallmark Academy and Lincoln Elementary.</p> <p>Each site conducted a needs assessment, which revealed a shared need across school sites. It was found that EL students at these sites would benefit from additional targeted Data Monitoring, one-on-one support, and resources to support English Learners.</p> <p>Scope: LEA-wide</p>	<p>-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 areas of lowest performance (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.</p> <p>Supplemental resources</p> <p>-Provide supplemental resources aligned with the needs of EL, FY and LI students such as hands on manipulatives, realia, and visuals</p> <p>-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.</p> <p>-Specific to support ELs at sites generating reds additional supplemental resources such as bilingual materials, visual aids, and language-specific tools, will be used to enhance EL students' understanding and engagement in their academic work.</p> <p>This action is designed to meet the unique needs of our English Learners, FY, and LI; however, because additional site allocations will benefit all students it will be provided on a LEA-wide basis.</p>	<p>EL:</p> <p>Jackson Elementary CAASPP ELA: All Students EL</p> <p>Madison Elementary CAASPP ELA: All Students EL</p> <p>Sanger High CAASPP ELA: All Students EL</p> <p>WAMS CAASPP ELA: All Students EL</p> <p>Hallmark Academy ELPI</p> <p>Lincoln Elementary ELPI</p>

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
2.1	<p>Action: Academic Intervention and Support</p> <p>Need: 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.</p> <p>A root cause analysis indicates that our LI, EL, and FY students need additional support on campus to check in on their grades, missing assignments and provide guidance, interventions and resources.</p> <p>Our needs assessment indicates that all of our FY, LI, and EL students will benefit from Parent/ Student Advocates checking in on students to ensure they are on track and provide support if needed to stay on track.</p> <p>Identified Schools: Washington Academic Middle School, John F. Kennedy Middle School, Sanger High School and Sanger West High School</p> <p>Scope: Schoolwide</p>	<p>To meet these needs, Sanger Unified will provide Parent/Student Advocates at the Middle School and High School to increase academic support and monitoring of students.</p> <p>The following is a list of attributes that are part of the unique design to address the needs of FY, LI and ELs:</p> <p>Parent/Student Advocates</p> <ul style="list-style-type: none"> -Provides academic monitoring focusing on assignment completion and grades. -Provides time and support for the identified students to complete assignments and receive tutoring if needed during and after school. -Communicate with multiple Educational Partners to ensure the success of the identified students on caseload (parents, teachers) -Provide referrals to social and emotional resources to the community, provide educational events for families like college admission process, understanding financial aid and scholarships, and college exams and preparation. <p>This action is designed to meet the unique needs of our English Learners, FY, and LI; however, because Parent/Student Advocates will benefit all students it will be provided on a school-wide basis.</p>	<p>CAASPP ELA: All Students: FY: LI: EL:</p> <p>CAASPP Math: All Students: FY: LI: EL:</p> <p>iReady ELA: All Students: FY: LI: EL:</p> <p>iReady Math: All Students: FY: LI: EL:</p>
2.2	<p>Action: Social-Emotional and Behavioral Support</p> <p>Need:</p>	<p>To meet these needs, Sanger Unified will provide increased social-emotional and behavioral support that includes curriculum, restorative practices, PBIS, supplemental counselor and psychologist time.</p>	<p>Suspension Rate: All: FY:</p>

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
	<p>Suspension rates for our foster youth are three and a half times higher than for the all-student group.</p> <p>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.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>The following is a list of attributes that are part of the unique design to address the needs of FY:</p> <p>Social-Emotional Learning Curriculum (SEL Curriculum) -Provide supplemental 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.</p> <p>Positive Behavioral Interventions and Supports (PBIS) -Provide supplemental 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.</p> <p>Center for Behavior Education -Provide additional staff to operate an additional class or CBE center (Additional Special Education Teacher, Board Certified Behavior Analyst, PARA Professionals,) which provides a safe environment for the identified students who are struggling with intense and unsafe behaviors to receive intense support.</p> <p>Restorative Justice Personnel -Provide supplemental restorative justice-focused Guidance Counselor at the Middle Schools and at each High School to implement and monitor</p>	

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
		<p>Restorative Justice Practices that allow for students to stay in school while restoring relationships that were broken due to rules not being followed.</p> <p>Supplemental School Psychologists: -Provide supplemental small group and one-on-one social-emotional lessons and support for Tier II/III</p> <p>-Provide supplemental support for MTSS systems including monitoring SEL data from Panorama and support the RTI systems at each site</p> <p>Increase Counselors at Elementary schools -Provide additional counselor time at every elementary school that will use panorama and teacher/parent referrals to provide SEL support through small group or one-on-one sessions.</p> <p>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.</p>	
2.3	<p>Action: Multilingual Learner Support Including Professional Development and Language Acquisition Programs</p> <p>Need: A review of our EL metrics results indicates that 17.3% of our EL students decreased at least one ELPI level, which demonstrates that ELs are experiencing academic difficulties.</p>	<p>To meet these needs, Sanger Unified will provide multilingual support that includes professional development, language acquisition programs, and by supporting Dual Language schools with a dedicated Multilingual Program Specialist and District Instructional Specialist (DIS) overseeing ELD programs and providing site support.</p> <p>The following is a list of attributes that are part of the unique design to address the needs of ELs and LTELs:</p>	<p>ELPI: ELs: LTELs:</p>

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
	<p>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.</p> <p>Our needs assessment indicates that all of our multilingual ELs will benefit from increased support that focuses on providing targeted professional development, coordination of services and data and the opportunity to enroll in dual language schools.</p> <p>Scope: LEA-wide</p>	<p>Professional Development ELs -Provide targeted professional development through E.L. Achieve that focuses on ELD strategies, Designated ELD lesson design, proficiency-based instruction.</p> <p>LTEs -Provide planning and collaboration days for Secondary ELD PLC to build units and assessments for Academic Language Development classes and share best practices.</p> <p>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.</p> <p>Dual Language Site Support -Provide Bilingual PARA Professionals to support Dual-Language classrooms with small group instruction and intervention, increase language opportunities, and practice language development. -Provide additional resources for bilingual classrooms such as updated classroom libraries, classroom visuals and realia.</p> <p>EL Program Specialist -Provide professional developments tailored to the unique needs of EL students, including progress monitoring and ongoing conversations with EL Site</p>	

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
		<p>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.</p> <p>Language acquisition programs for ELs and LTELs ELs: Provide a minimum of 150 minutes per week of Designated ELD (100 minutes for TK-K). Designated ELD instruction is based on ELD standards and designed to develop academic language proficiency and literacy skills. ELD strategies and scaffolds are also used intentionally in all subjects and courses based on proficiency levels and student needs.</p> <p>LTELs: Long-term English Learners are placed in a proficiency-based Designated ELD course that develops academic vocabulary, complex sentence structures, and language functions used in academic settings. Provide differentiated supports through defined goals for language and academic growth and receive progress monitoring with regular check ins and data driven decision making.</p> <p>This action is designed to meet the unique needs of our English Learners; however, because multilingual support will benefit all students it will be provided on a LEA-wide basis.</p>	
3.1	Action: Transportation	To ensure all our Low Income are provided equal access and opportunities regardless of their home to school transportation status, Sanger Unified will	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
	<p>Need: As demonstrated by Chronic Absenteeism rates, there is noticeable differences in time in classrooms LI students compared to the all-student group.</p> <p>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.</p> <p>Our needs assessment indicates that LIs will benefit from increased transportation that will increase attendance rates.</p> <p>Scope: LEA-wide</p>	<p>provide additional transportation services to students. Sanger Unified transportation services covers approximately one hundred eighty square miles and transports over five thousand students daily; District transportation is an integral part of ensuring student access to daily educational services and interventions before and after school. Prior to 18-19 transportation services to and from school are provided as follows: Kindergarten: one (1) mile Grades 1-3: one and one-quarter (1 ¼) miles Grades 4-8: two (2) miles Grades 9-12: two and one-half (2 ½) miles It is the intent of the Sanger Unified to maintain the busing area to the followin: Kindergarten: one-half (½) mile Grades 1-6: three-quarter (¾) miles Grades 7-8: one and one-half (1 ½) miles Grades 9-12: two (2) miles.</p> <p>To meet this need, Sanger Unified will provide supplemental transportation to increase area of service.</p> <p>The following is a list of attributes that are part of the unique design to address the needs LI:</p> <ul style="list-style-type: none"> -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. 	

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
3.2	<p>Action: Class Size Maintenance and Expansion</p> <p>Need: 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.</p> <p>A root cause analysis indicates that our ELs, FY and LI need increased opportunities for differentiated and individualized instruction.</p> <p>Our needs assessment indicates that ELs, FY and LI will benefit from smaller class sizes that allow for increased individual student teacher interaction.</p> <p>Scope: LEA-wide</p>	<p>Sanger Unified 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.</p> <p>The following is a list of attributes that are part of the unique design to address the needs of FY, LI and ELs:</p> <p>Class size reduction -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.</p> <p>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.</p>	CAASPPP ELA and Math: All Students: LI:

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
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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.

N/A

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 2 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 would benefit significantly from maintaining low class sizes in primary grades in order to increase opportunities for individualized instruction to better meet the individual learning needs of FY, LI, and EL students. To address this need, Sanger Unified is committed to maintaining and enhancing class size reduction in grades TK-12. Maximum class size for TK-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. The additional concentration grant funds will be used to increase the number of certificated staff, and classified staff who provide direct services to students on school campuses with greater than 55% unduplicated pupil enrollment. We expect that the state and local achievement data in the areas of ELA and Math for foster youth, low-income and English learners will increase as the program is designed to meet the learning needs and experiences most associated with these specific 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 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 certificated staff providing direct services to students	1:22	1:17

2025-26 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	\$134,123,943	\$34,170,545	25.477%	0.000%	25.477%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$152,814,714.54	\$11,967,654.00	\$2,233,300.00	\$1,148,326.46	\$168,163,995.00	\$136,340,720.00	\$31,823,275.00

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	Base Services	All	No			All Schools	Ongoing	\$104,937,234.00	\$21,376,284.00	\$118,306,274.54	\$4,625,617.00	\$2,233,300.00	\$1,148,326.46	\$126,313,518.00	0
1	1.2	Early Learning, Literacy and Numeracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$705,000.00	\$0.00	\$705,000.00				\$705,000.00	0
1	1.3	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$490,000.00	\$3,000,000.00	\$3,490,000.00				\$3,490,000.00	0
1	1.4	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,682,072.00	\$3,663,102.00	\$5,345,174.00				\$5,345,174.00	0
1	1.5	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,000,000.00	\$950,000.00	\$1,950,000.00				\$1,950,000.00	0
1	1.6	Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$100,000.00	\$500,000.00	\$600,000.00				\$600,000.00	0
1	1.7	Educational Partner and Parent Engagement	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$200,000.00	\$160,000.00	\$360,000.00				\$360,000.00	0
1	1.8	Additional Site Allocation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$9,273,897.00	\$1,000,000.00	\$3,150,000.00	\$7,123,897.00			\$10,273,897.00	0
1	1.9	Supports for Students with Disabilities (SWD)	Students with Disabilities	No			All Schools	Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	0

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	1.10	Math Professional Development	All	No			All Schools	Ongoing	\$60,000.00	\$0.00	\$60,000.00				\$60,000.00	0
2	2.1	Academic Intervention and Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$500,000.00	\$0.00	\$500,000.00				\$500,000.00	0
2	2.2	Social-Emotional and Behavioral Support	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	\$5,075,000.00	\$250,000.00	\$5,325,000.00				\$5,325,000.00	0
2	2.3	Multilingual Learner Support Including Professional Development and Language Acquisition Programs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$850,000.00	\$225,000.00	\$1,075,000.00				\$1,075,000.00	0
3	3.1	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$470,749.00	\$470,749.00				\$470,749.00	0
3	3.2	Class Size Maintenance and Expansion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$11,437,517.00	\$0.00	\$11,437,517.00				\$11,437,517.00	0
3	3.3	Climate/Culture and Student Behavior	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	0
4	4.1	Kings River High School Additional Support	All	No			Specific Schools: Kings River High School	Ongoing	\$0.00	\$111,747.00		\$111,747.00			\$111,747.00	0
5	5.1	Kings River High School Behavioral Supports	All	No			Specific Schools: Kings River High School	Ongoing	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	0
5	5.2	Community Day School Behavior Supports	All	No			Specific Schools: Community Day School	Ongoing	\$0.00	\$86,393.00		\$86,393.00			\$86,393.00	0

2025-26 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
\$134,123,943	\$34,170,545	25.477%	0.000%	25.477%	\$34,408,440.00	0.000%	25.654 %	Total:	\$34,408,440.00
								LEA-wide Total:	\$33,908,440.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$500,000.00

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	1.2	Early Learning, Literacy and Numeracy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$705,000.00	0
1	1.3	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,490,000.00	0
1	1.4	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,345,174.00	0
1	1.5	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,950,000.00	0
1	1.6	Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,000.00	0
1	1.7	Educational Partner and Parent Engagement	Yes	LEA-wide	English Learners	All Schools	\$360,000.00	0
1	1.8	Additional Site Allocation	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$3,150,000.00	0

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 (%)
					Low Income			
2	2.1	Academic Intervention and Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	0
2	2.2	Social-Emotional and Behavioral Support	Yes	LEA-wide	Foster Youth	All Schools	\$5,325,000.00	0
2	2.3	Multilingual Learner Support Including Professional Development and Language Acquisition Programs	Yes	LEA-wide	English Learners	All Schools	\$1,075,000.00	0
3	3.1	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$470,749.00	0
3	3.2	Class Size Maintenance and Expansion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,437,517.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$161,191,408.93	\$161,858,605.27

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Base Services	No	\$126,313,518.00	\$127,214,900.00
1	1.2	Early Learning, Literacy and Numeracy	Yes	\$820,000.00	\$782,715.00
1	1.3	College and Career Readiness	Yes	\$5,041,750.93	\$3,939,000.00
1	1.4	Technology	Yes	\$4,602,911.00	\$5,876,096.00
1	1.5	Professional Learning	Yes	\$1,910,000.00	\$2,404,209.00
1	1.6	Enrichment Opportunities	Yes	\$710,000.00	\$774,503.00
1	1.7	Educational Partner and Parent Engagement	Yes	\$290,000.00	\$328,376.00
1	1.8	Additional Site Allocation	Yes	\$3,150,000.00	\$2,976,467.00
1	1.9	Supports for Students with Disabilities (SWD)	No	\$30,000.00	\$10,000.00
1	1.10	Math Professional Development	No	\$60,000.00	22,500.00
2	2.1	Academic Intervention and Support	Yes	\$500,000.00	\$403,157.00

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)
2	2.2	Social-Emotional and Behavioral Support	Yes	\$4,460,000.00	\$4,517,892.00
2	2.3	Multilingual Learner Support Including Professional Development and Language Acquisition Programs	Yes	\$705,000.00	\$746,104.00
3	3.1	Transportation	Yes	\$950,000.00	\$340,749.00
3	3.2	Class Size Maintenance and Expansion	Yes	\$11,379,812.00	\$11,450,707.00
3	3.3	Climate/Culture and Student Behavior	No	\$60,000.00	10,000.00
4	4.1	Kings River High School Additional Support	No	\$100,000.00	43,627.71
5	5.1	Kings River High School Behavioral Supports	No	\$21,050.00	0
5	5.2	Community Day School Behavior Supports	No	\$87,367.00	17,602.56

2024-25 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)
\$33,302,070	\$34,519,473.93	\$34,539,975.00	(\$20,501.07)	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	1.2	Early Learning, Literacy and Numeracy	Yes	\$820,000.00	\$782,715.00	0	0
1	1.3	College and Career Readiness	Yes	\$5,041,750.93	\$3,939,000.00	0	0
1	1.4	Technology	Yes	\$4,602,911.00	\$5,876,096.00	0	0
1	1.5	Professional Learning	Yes	\$1,910,000.00	\$2,404,209.00	0	0
1	1.6	Enrichment Opportunities	Yes	\$710,000.00	774,503.00	0	0
1	1.7	Educational Partner and Parent Engagement	Yes	\$290,000.00	\$328,376.00	0	0
1	1.8	Additional Site Allocation	Yes	\$3,150,000.00	\$2,976,467.00	0	0
2	2.1	Academic Intervention and Support	Yes	\$500,000.00	403,157.00	0	0
2	2.2	Social-Emotional and Behavioral Support	Yes	\$4,460,000.00	\$4,517,892.00	0	0
2	2.3	Multilingual Learner Support Including Professional Development and Language Acquisition Programs	Yes	\$705,000.00	\$746,104.00	0	0
3	3.1	Transportation	Yes	\$950,000.00	\$340,749.00	0	0
3	3.2	Class Size Maintenance and Expansion	Yes	\$11,379,812.00	\$11,450,707.00	0	0

2024-25 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)
\$130,089,479	\$33,302,070	.921%	26.520%	\$34,539,975.00	0.000%	26.551%	\$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 #
<ul style="list-style-type: none">• 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 32526(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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