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

Budget Overview for the 2019-20 LCAP Year

![Projected Revenue by Fund Source]

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

The total revenue projected for Sanger Unified School District is $135,998,379, of which $114,192,558 is Local Control Funding Formula (LCFF), $8,488,570 is other state funds, $5,122,462 is local funds, and $8,194,789 is federal funds. Of the $114,192,558 in LCFF Funds, $22,148,524 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Sanger Unified School District plans to spend $133,804,133 for the 2019-20 school year. Of that amount, $111,838,524 is tied to actions/services in the LCAP and $21,965,609 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Site budgets, federal program expenditures, facility acquisition and improvement costs, ASES programs, expenses paid from reserves, expenses related to local grants, and miscellaneous other costs.

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

In 2019-20, Sanger Unified School District is projecting it will receive $22,148,524 based on the enrollment of foster youth, English learner, and low-income students. Sanger Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sanger Unified School District plans to spend $22,148,524 on actions to meet this requirement.
In 2018-19, Sanger Unified School District's LCAP budgeted $23,305,804 for planned actions to increase or improve services for high needs students. Sanger Unified School District estimates that it will actually spend $21,930,200 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-1,375,604 had the following impact on Sanger Unified School District's ability to increase or improve services for high needs students: The district's unduplicated pupil percentage dropped unexpectedly from FY 17-18(78.69%) to FY 18-19(71.81%), resulting in a final LCAP allocation of $22,554,147 for the 18-19 year. The original $23,305,804 was based on the 2017-18 percentage since the final 2018-19 percentage was not yet known. The estimated actual expenditures were shown in the LCAP Annual Update section as totaling $21,930,200 when the document was prepared in May 2019. Additional expenditures occurred after that time so that the final estimated expenditures for high-needs students was approximately $22,520,200, a difference of $785,604 primarily due to budget reductions necessary because of the reduced allocation amount. The district reduced the expenditure for CTE personnel support and Pathway development support for the new 7-12 school site by approximately $780,000. However, there was no impact on the increased or improved services for high needs students because the new school site has not been completed.
Local Control Accountability Plan and Annual Update (LCAP) Template

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

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanger Unified School District</td>
<td>Adela Madrigal Jones Superintendent</td>
<td><a href="mailto:adela_jones@sanger.k12.ca.us">adela_jones@sanger.k12.ca.us</a> (559) 524-6521</td>
</tr>
</tbody>
</table>

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Sanger is located in the heart of the Central Valley, approximately 12 miles southeast of the City of Fresno, in Fresno County. The city of Sanger is a rural, agriculturally based community with a population of 25,313. Of the total population, 80% Hispanic, with the second largest group 32% identifying themselves as other races (2010 United States Census) The median income for a household in the city was $42,771 and 28.3% of the population living below the poverty line.

Sanger Unified has twenty schools, including three charter schools, a community day school, and an adult school. The district covers 180 square miles and serves a population of 56,614 Within the boundaries of Sanger Unified are the city of Sanger and the communities of Centerville, Del Rey, Fairmont, Lone Star, Tivy Valley and portions of the Sunnyside area of metropolitan Fresno. Attendance in the District’s schools currently numbers 12,102 students. Of Sanger Unified Students, 78% (8,520 students) of our students qualify for Free and Reduced Lunch, and 16% (1,894 students) are English Language learners. Despite the challenges our children face, Sanger has an 84% 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
- Professional Learning Communities
- Effective Instruction
- Multi-Tiered Systems of Support

Initiatives
- Balanced Literacy
- 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

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

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

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

Sanger Unified leadership analyzed the multiple measures of data including; the California Dashboards, the required LCAP metrics and other local measures at the district and site levels to determine student achievement. In addition, we focused on the implementation of our Sanger Unified strategies (Professional Learning Communities, Effective Instruction and Multi-tiered Systems of Support) and the Sanger Unified initiatives (Balanced Literacy and College and Career Readiness).

Through the analysis we have determined to focus on the following actions:
- College and Career Readiness Skills
- Academic Intervention and Support
- Social-Emotional and Behavioral Support
- Enrichment Arts and Science
- Professional Learning
- Technology
- Additional School Site Allocation
- Early Literacy
- Library/Media Services
Review of Performance

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

Greatest Progress

Sanger Unified focused on the analysis of the Fall 2018 release of the California Dashboards for English Language Arts, Mathematics, Chronic Absenteeism, College and Career, Graduation Rate and Suspension Rate. We examined the data for all students as well as Student Groups. In terms of progress, the All student group increased in both the English Language Arts Dashboard and the Mathematics Dashboard. The English Learner student group increased in English Language Arts Dashboard. The socioeconomically disadvantaged student group increased in both ELA and Math Dashboards. The Hispanic student group increased in ELA and Math. In terms of specific schools, 13 out of 17 schools increased in the ELA Dashboard, 13 out of 17 increased in Math Dashboard, 5 out of 20 schools decreased in Suspension Dashboard.

Plan of Action to Maintain

- Continue to implement, refine and expand all elements of balanced literacy program with direct support and coaching from Literacy Specialist Teacher (LST)
- Continue to implement, refine and expand Universal Design for Learning (UDL) to provide access to all learners
- Continue to focus on Academic Discourse in student discussion and lesson design
- Response to Intervention (RTI) efforts in Literacy through fidelity of implementation checks, updating intervention curriculum, and continue collaboration between Intervention Teachers, Literacy Support Teachers, and Classroom Teachers
- Further Develop Writing support for students and teachers through Professional Learning and LST coaching
- Professional Learning Communities (PLC) utilize high leverage team actions to address instructional practices that analyze a unit (before, after and during) to improve student achievement
- Multi Tiered Systems of Support (MTSS) improvement cycle process will be used for improvement through continual and consistent analysis and progress monitoring of student performance data
- Continue Lesson study opportunities calendared at sites to improve lesson design and implementation
- Math walks with District Instructional Specialist (DIS), administration, and Curriculum Support Providers (CSP) supporting high quality math instruction using mathematical practices
- Provide Professional Development to support new teachers specifically to accelerate skills in math instruction
- Sanger Unified School District (SUSD) has refined and become innovative in our processes, systems and instructional practices in service of English Learners

- Class Size Reduction
- Facilities
- Additional Transportation
- Basic District-Wide Services in LCAP Base funding
Individualized Language Plans (ILP) created, developed and implemented for laser-like focus and goal setting on those students not showing growth over past few years.

Continued use of ELLevation software to streamline communication across the district, within sites and among teachers for access to data on English Learners.

Develop Flow Chart for an overall understanding of the process leading to graduation for Immigrant students.

Continue Tutorial opportunities before school

Continue robust after school program to support students in both core and electives

Maintain graduation rate and tracking of students who drop

Continue Student Advocate support of targeted students

Continue to examine grading practices

Expand student goal setting opportunities

Continue to refine the level of rigor and relevance of content

Continue concurrent opportunities for students in 9th – 12th grade

Utilize Positive Behavioral Intervention Systems (PBIS) and Restorative Justice plans

Continue to build capacity for effective classroom management strategies through ongoing site and district Professional Development opportunities

Continued implementation of Second Step and Social Emotional Learning curriculum. Include Professional Development opportunities for new personnel

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

Greatest Needs

Sanger Unified was not Red or Orange in any of the CA Dashboards overall for the All student group including English Language Arts, Mathematics, Suspension Rate, Chronic Absenteeism, Graduation Rate, and College and Career.

However, we also analyzed the student groups for all dashboards. The following Student Groups listed below were labelled Orange in the listed Dashboards:

- English Learners - Chronic Absenteeism and Math
- Foster Youth - Chronic Absenteeism, Suspension Rate, ELA and Math
- Homeless - Math
- Socioeconomically Disadvantaged - Suspension Rate
- Students with Disabilities - Chronic Absenteeism, Graduation Rate, ELA and Math
- African American - Suspension Rate, ELA, and Math
- American Indian/Alaska Native - Suspension Rate
- Hispanic - Chronic Absenteeism and Suspension Rate
- White - Chronic Absenteeism

Plan of Action

- Implement Universal Design for Learning- designed to provide access to all learners especially those on the margins as indicated in our student data, by setting clear goals as identified by the standards while providing students options and choice

- Continue to focus on Academic Discourse in student discussion and lesson design, expand teacher and leadership capacity in implementing and monitoring Academic Discourse
• Teachers continue to use and refine Effective instruction to improve student achievement
• Professional development for new teachers and referred to teachers which focuses on best practices and effective instruction
• Continue to implement, refine and expand the elements of Balanced Literacy program with direct support from Literacy Specialist Teacher
• Response to Intervention efforts in Literacy through fidelity of implementation checks, updating intervention curriculum, and continue collaboration between Intervention Teachers, Literacy Support Teachers, and Classroom Teachers
• Professional Learning Communities utilize high leverage team actions to address instructional practices that analyze a unit (before, after and during) to improve student achievement
• Multi Tiered Systems of Support (MTSS) improvement cycle process will be used for continual and consistent analysis and progress monitoring of student performance data
• Supported MTSS improvement cycle process for targeted schools and/or student groups
• Differentiated supports will be provided to schools based on identified areas of need
• Continue to establish Writing support for students and teachers
• Maximize time in general education classroom accessing core instruction through expansion of co-teaching and other embedded models of support.
• Include special education teachers in training aimed at unpacking standards and determination of essential standards.
• RTI implemented with fidelity and utilizing a model that does not pull a student from core content to offer support.
• Modeled instruction by District Instructional Specialist (DIS) and Curriculum Support Provider (CSP)
• Lesson study opportunities at sites
• Math walks with DISs, administration, and CSPs supporting high quality math instruction using mathematical practices
• Professional Development to support new Mathematics teachers specifically to catch them up on instructional strategies
• Maximize time in general education classroom accessing core instruction through expansion of co-teaching and other embedded models of support.
• Continued Professional Development on Designated (ELD) topics to build capacity of administration, coaches (e.g., EL Site Contacts), and teachers which will improve effectiveness of site ELD implementation.
• Push in extra support with DIS on a regular basis to support sites on how to utilize ELD resources available in Sanger Learns
• Refocus teachers on using Language Matrices aligned to ELD and CA standards for Speaking and Listening
• Dual Identified students clearly recognized for language need or disability w/IEP language goals.
• Use of ELLevation software to streamline communication across the district, within sites and among teachers to increase access to all data on EL students.
• Peer observations/instructional rounds to observe ELD strategies and academic discourse.
• Differentiated supports will be provided to schools based on identified areas of need
• Increase support in core content areas for Special Education Students
• Expanding co-teaching opportunities with Special Education Teachers
• Improve communication between core content teachers and Special Education teachers
• Instructional coaching of SPED teachers by District Instructional Specialist
• Ensuring that SPED students have greater access to Student Advocates
• Through Community Advisory Committee (CAC), offer parents of students training to learn about the differences between the certificate of completion and diploma, graduation requirements, and post-secondary options.
• Continue to develop robust ITPs including appropriate, measurable post-secondary goals in the areas of (1) training; (2) education; (3) employment; and, where appropriate, independent living. Students will have goals that address either three or four of these areas — regardless of whether he or she will go to college or work after graduation.
• Continue to offer Student Advocacy through Multi-Tiered Systems of Support (MTSS) framework for any SWD behind in credits and at risk of not graduating and/or meeting their prescribed course of study as defined through their IEP.
• Utilize PBIS and Restorative Justice plans
• Increase capacity of leadership in Restorative Justice practices
• Continued implementation of Second Step and Socio-Emotional Learning (SEL) curriculum. PD opportunities for new personnel
• Refine interaction of policy, practice and belief that suspension is not a viable answer to most behavioral infractions.
• Integrate Response to Intervention (RTI) and Positive Behavioral Intervention Supports (PBIS) through an MTSS framework to address whole child’s needs.
• Expand social-emotional curriculum/coursework grades 7-12.
• Student Assistance Programming (small group counseling) offered.
• Calendar Brief Strategic Solution-Focused small group training for all mental health providers.
• Calendar Trauma-Informed care training for all mental health providers.
• Increase the capacity to understand behavior and improve classroom management and response strategies through Behavior Speaks, a district-developed training, provided for all teachers and administrators.

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

Performance Gaps

Sanger Unified analyzed the CA Dashboards to identify performance gaps of student groups that are two or more levels below all student performance and found gaps in the Graduation Rate indicator with All students in Green and the Students with Disabilities student group in Orange.

The SUSD All student indicator for Graduation Rate was Green with a status level High (94.3%) and a change level of Increased (2.1%) whereas the Students with Disabilities Graduation Rate was Orange with a status level of Low (68.0%) and a maintained level at (-0.9%). In the analysis of the Graduation indicator regarding Students with Disabilities, we recognize that some of our SWD have satisfied the agreed upon IEP goals and objectives and have been identified as a "Completer" rather than a "Graduate." The Sanger Unified School board issued the following proclamation:

School Board Proclamation: Certificate of Completion Recognized as Graduate for Purpose of Graduation Data

Whereas, this school board supports the philosophy that all students are treated equally and should be represented meaningfully;
Whereas, this school board creates a climate that supports the philosophy that ALL students can learn at high levels;
Whereas, this school board believes that “Completers” and “Graduates” alike have satisfied the SHS graduation expectations and/or agreed upon IEP goals and objectives;
Whereas, this school board believes that by giving public credit to the hard work of students with disabilities that they are represented as an important and productive part of our community;
Now, Therefore, (I/We), hereby declare that from here to fore, or until the State recognizes as such, all “Completers” will be considered and reported in all data compilation to our community as “Graduates”.

We urge all Sanger citizens to join (me/us) in recognizing the dedication, hard work, and perseverance of students with disabilities. That they be recognized as general education and citizens first and foremost in our schools and community, and that the data that their work procures is presented in a factually accurate and meaningful way.

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

Comprehensive Support and Improvement

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

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

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

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

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

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

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

**LCAP Year Reviewed: 2018-19**

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

### Goal 1

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

State and/or Local Priorities addressed by this goal:

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

**Local Priorities:**

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students provided sufficient access to standards aligned curricular materials as measured by local indicator self-reflection tool.</td>
<td>(Priority 1)</td>
</tr>
<tr>
<td>18-19</td>
<td>100% sufficient access to standard aligned curricular materials</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100% sufficient access to standard aligned curricular materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All students had access to standards-aligned curriculum as measured by the board resolution of Sufficiency of Textbooks for the 2018-19 school year. Met</td>
<td></td>
</tr>
<tr>
<td>2. Implementation of the CA state standards as measured by the state self-reflection tool.</td>
<td>Average score of all measures state reflection tool is 4.3.</td>
</tr>
</tbody>
</table>
### Expected

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

<table>
<thead>
<tr>
<th>Baseline</th>
<th>CAASPP English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average Distance from Level 3</td>
</tr>
<tr>
<td></td>
<td>• ALL - Low (-21.5) African Am - Low (-33.9)</td>
</tr>
<tr>
<td></td>
<td>• Asian - Medium (8.1)</td>
</tr>
<tr>
<td></td>
<td>• EL - Low (-41.9)</td>
</tr>
<tr>
<td></td>
<td>• Hispanic - Low (-31.9)</td>
</tr>
<tr>
<td></td>
<td>• Homeless - *</td>
</tr>
<tr>
<td></td>
<td>• Multiple - High (10.2)</td>
</tr>
<tr>
<td></td>
<td>• SED - Low (-31.7)</td>
</tr>
<tr>
<td></td>
<td>• SWD – Very Low (-111.3)</td>
</tr>
<tr>
<td></td>
<td>• White - High (14.4)</td>
</tr>
</tbody>
</table>

### Actual

<table>
<thead>
<tr>
<th>ALL</th>
<th>(6.5 below standard) Increased 7.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>(33.8 below standard) Maintained 1.6</td>
</tr>
<tr>
<td>Asian</td>
<td>(26.9 above standard) Increased 10.3</td>
</tr>
<tr>
<td>EL</td>
<td>(40.3 below standard) Increased 3.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>(17.6 below standard) Increased 7.7</td>
</tr>
<tr>
<td>Homeless</td>
<td>(58.5 below standard) Increased 9</td>
</tr>
<tr>
<td>Multiple</td>
<td>(24 above standard) Increased 12.6</td>
</tr>
<tr>
<td>SED</td>
<td>(16.4 below standard) Increased 8.7</td>
</tr>
<tr>
<td>SWD</td>
<td>(103.3 below standard) Increased 7</td>
</tr>
<tr>
<td>White</td>
<td>(29 above standard) Increased 8.3</td>
</tr>
</tbody>
</table>

### 18-19

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

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

**Average Distance from Level 3**
- ALL - Low (-34.6)
- African Am - Low (-48)
- Asian - High (0.6)
- EL - Low (-54)
- Hispanic - Low (-46.1)
- Homeless - *
- Multiple - High (0.9)
- SED - Low (-44)
- SWD – Very Low (-118.2)
- White - High (0.2)

### Metric/Indicator

5. A-G Completion rates for all students including applicable Student Groups

(Priority 4)

**18-19**

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

**Baseline**

A-G Rates -

ALL: 48%
African Am: 50%
Asian: 75%
EL: 45%
Hispanic: 44%
Homeless: *
Multiple: 60%
SED: 45%
SWD: *
White: 51%

* Not significant number of students in this group

### Actual

ALL - 49% (increased)
African American - (Less than 10 students)
Asian - 77.9% (Increased)
EL - (Less than 10 students)
Hispanic - 42.4% (decreased)
Homeless - (Less than 10 students)
Multiple - (Less than 10 students)
SED - 40.6% (decreased)
SWD - (Less than 10 students)
White - 52.8%(increased)

**Metric/Indicator**

CTE Senior Pathway Completers

ALL - 25%
### Expected

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

(Priority 4)

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

**Baseline**
CTE Completion Rates -

<table>
<thead>
<tr>
<th></th>
<th>ALL: 77%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Am</td>
<td>68%</td>
</tr>
<tr>
<td>Asian</td>
<td>80%</td>
</tr>
<tr>
<td>EL</td>
<td>62%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>75%</td>
</tr>
<tr>
<td>Homeless</td>
<td>50%</td>
</tr>
<tr>
<td>Multiple</td>
<td>82%</td>
</tr>
<tr>
<td>SED</td>
<td>74%</td>
</tr>
<tr>
<td>SWD</td>
<td>62%</td>
</tr>
<tr>
<td>White</td>
<td>87%</td>
</tr>
</tbody>
</table>

### Actual

**African American** - *
**Asian** - 17%
**EL** - *
**Hispanic** - 24%
**Homeless** - *
**Multiple** - *
**SED** - 24%
**SWD** - *
**White** - 37%

### Metric/Indicator

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

(Priority 4)

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

**Baseline**
AP Pass Rates -

<table>
<thead>
<tr>
<th></th>
<th>ALL: 52%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Am</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>45%</td>
</tr>
<tr>
<td>EL</td>
<td>*</td>
</tr>
<tr>
<td>Hispanic</td>
<td>50%</td>
</tr>
<tr>
<td>Homeless</td>
<td>*</td>
</tr>
</tbody>
</table>

**AP Test Pass Rate (Scoring 3 or higher)**

<table>
<thead>
<tr>
<th></th>
<th>ALL - 48%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>43%</td>
</tr>
<tr>
<td>EL</td>
<td>*</td>
</tr>
<tr>
<td>Hispanic</td>
<td>47%</td>
</tr>
<tr>
<td>Homeless</td>
<td>*</td>
</tr>
<tr>
<td>Multiple</td>
<td>*</td>
</tr>
<tr>
<td>SED</td>
<td>-47%</td>
</tr>
<tr>
<td>SWD</td>
<td>*</td>
</tr>
<tr>
<td>White</td>
<td>61%</td>
</tr>
</tbody>
</table>
Metric/Indicator
8. Early Assessment Program English Language Arts (ELA) pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups.

(Priority 4)

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

Baseline
EAP ELA Rates ELA
Ready and Conditionally Ready

ALL: 56%
African Am: *
Asian: 82%
EL: 2%
Hispanic: 50%
Homeless: *
Multiple: *
SED: 52%
SWD: 11%
White: 70%

* Not significant number of students in this group

Metric/Indicator
9. Early Assessment Program Mathematics pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups.

(Priority 4)

EAP Math
ALL - 37.6% (304 students) Increased
African American - *
Asian -59.0% (62 students) Increased
EL - 5.6% (* students) Increased
Hispanic - 30.3% (178 students) Increased
Homeless - *
Multiple - *

EAP ELA
ALL - 67.2% (545 students) Increased
African American - *
Asian - 81.9% (86 students) Maintained
EL - 2.9% (35 students) Increased
Hispanic - 62.9% (371 students) Increased
Homeless - *
Multiple - *
SED - 62.5% (390 students) Increased
SWD - 15.9% ( * students) Increased
White - 80.5% (70 students) Increased
### Expected

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

**Baseline**
EAP Mathematic Rates
Ready and Conditionally Ready

- ALL: 22%
- African Am: *
- Asian: 43%
- EL: 0%
- Hispanic: 15%
- Homeless: *
- Multiple: *
- SED: 17%
- SWD: 3%
- White: 32%

* Not significant number of students in this group

### Actual

SED - 32.1% (201 students) Increased
SWD - 4.8% (* students) Increased
White - 61.6% (54 students) Increased

### Metric/Indicator

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

(Priority 7)

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

### Baseline

100% access to a broad course of study

### Metric/Indicator

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

(Priority 8)

**18-19**

DPA 3 ELA
ALL - 73%
African American - *
Asian - 81%
EL - 56%
Hispanic - 69%
Homeless - *
Multiple - *
SED - 54%
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>
| Positive Growth from 2017-18 LCAP Baseline for all students including applicable Student Group | SWD - 34%  
White - 84% |

**Baseline**  
TK-2 DPA ELA Mastery Rates  

<table>
<thead>
<tr>
<th>Group</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>94%</td>
</tr>
<tr>
<td>African Am</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>98%</td>
</tr>
<tr>
<td>EL</td>
<td>90%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>93%</td>
</tr>
<tr>
<td>Homeless</td>
<td>*</td>
</tr>
<tr>
<td>Multiple</td>
<td>*</td>
</tr>
<tr>
<td>SED</td>
<td>90%</td>
</tr>
<tr>
<td>SWD</td>
<td>60%</td>
</tr>
<tr>
<td>White</td>
<td>96%</td>
</tr>
</tbody>
</table>

* Not significant number of students in this group

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

(Priority 8)

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

**Baseline**  
TK-2 DPA Math Mastery Rates  

<table>
<thead>
<tr>
<th>Group</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>73.6%</td>
</tr>
<tr>
<td>African Am</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>78.7%</td>
</tr>
<tr>
<td>EL</td>
<td>60.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>50%</td>
</tr>
<tr>
<td>Homeless</td>
<td>*</td>
</tr>
<tr>
<td>Multiple</td>
<td>*</td>
</tr>
<tr>
<td>SED</td>
<td>54.0%</td>
</tr>
<tr>
<td>SWD</td>
<td>29.5%</td>
</tr>
<tr>
<td>White</td>
<td>81.5%</td>
</tr>
</tbody>
</table>
**Expected**

* Not significant number of students in this group

**Actual**

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Services&lt;br&gt;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.&lt;br&gt;Transfer LCFF funds to Fresno County Office of Education for county-educated alternative education students</td>
<td>Base Services&lt;br&gt;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.&lt;br&gt;Transferred LCFF funds to Fresno County Office of Education for county-educated alternative education students</td>
<td>0000: Unrestricted Base $51,369,993</td>
<td>0000: Unrestricted Base $85,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0000: Unrestricted Base $85,000</td>
<td>0000: Unrestricted Base $85,000</td>
</tr>
</tbody>
</table>
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Additional Programs
On-going operating costs to maintain existing programs and support services to students such as Special Friends, Guidance Learning Specialists, Counselors, Psychologists, Nurses and Health assistants. Pupil Transportation is also included in this section. | Additional Programs
On-going operating costs to maintain existing programs and support services to students such as Special Friends, Guidance Learning Specialists, Counselors, Psychologists, Nurses and Health assistants. Pupil Transportation is also included in this section. | 0000: Unrestricted Base $10,133,778 | 0000: Unrestricted Base $10,133,778 |

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Special Education
Provide services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services. | Special Education
Provided services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services. | 0000: Unrestricted Base $3,857,526 | 0000: Unrestricted Base $3,857,526 |
| Transfer LCFF funding to Fresno County Office of Education for County-educated students.                  | Transferred LCFF funding to Fresno County Office of Education for County-educated students. | 0000: Unrestricted Base $720,000 | 0000: Unrestricted Base $720,000 |

### Action 4

...
### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics and VROP Elementary and Secondary Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues</td>
<td>Provided initial career technical education courses at high school including supplies, equipment, facilities and some staff.</td>
<td>0000: Unrestricted Base $2,369,500</td>
<td>0000: Unrestricted Base $2,369,500</td>
</tr>
</tbody>
</table>

### Action 6

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

**Additional School Site Allocation**

Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data was needed to target our plans and resources. Each school site in Sanger Unified had unique needs tailored to their unduplicated students. To address the unique needs, School sites were allocated funding based on the number of unduplicated students.

| Site based expenditures for Unduplicated students 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration | 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $1,350,000 |
indicators show that English Learners are Low at -42.2 points from Level 3 in English Language Arts and Low Income student performance is Low at -29.5 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -53.7 points from Level 3 in Mathematics and Low Income student performance is Low at -42.2 points from Level 3 in Mathematics Assessment.

Each school site in Sanger Unified has unique needs tailored to their unduplicated students. To address the unique needs, School sites will be allocated funding based on the number of unduplicated students. All site expenditures allocated must be budgeted and included on the SPSA. The school site council/leadership teams approve the federal funds for SPSA and informed on the LCAP funding. Site expenditures focused on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures focused on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student access to supplementary materials and technology support personnel. Expenditures included site level training of personnel focused on student access to reduce the learning gaps.

The implementation of unique site services targeted the unduplicated students and resulted in higher levels of student literacy and an increased performance of students on the ELA and Mathematics CAASP and upcoming College and Career Indicator at the secondary levels.
and technology support personnel. Expenditures include site level training of personnel focused on student access to reduce the learning gaps.

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

### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology support specialists to support 1-to-1 program</td>
<td>We initially provided funding for additional ipad apps and additional software needed at the sites. We used another funding source for these purchases</td>
<td>Technology software and training 4000-4999: Books And Supplies Local Supplemental/Concentration $20,000</td>
<td>4000-4999: Books And Supplies Local Supplemental/Concentration $0</td>
</tr>
<tr>
<td>Sanger Unified’s CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -42.2 points from Level 3 in English Language Arts and Low Income student performance is Low at -29.5 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -53.7 points from Level 3 in Mathematics and</td>
<td>We fully staffed the operational and technical support for the 1:1 ipad implementation at the school sites.</td>
<td>Technology support specialists to support 1-to-1 program 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $700,000</td>
<td>2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $720,000</td>
</tr>
</tbody>
</table>
Low Income student performance is Low at -42.2 points from Level 3 in Mathematics Assessment. However, the Sanger Unified attendance rate is high (E - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain High for English Learners (93.3%) and High for Socially Disadvantaged students (95.3%).

Applications, software, and materials that supports the instructional focus will be provided. Conference and training expenses have also been allocated.

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

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

Moved the expenditure for 1:1 devices to College and Career Action.

Action 8

<table>
<thead>
<tr>
<th>Planned</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions/Services</td>
<td>Actions/Services</td>
<td>Expenditures</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Early Literacy                                                                 | Literacy Specialist Teachers provided coaching and support in evidenced-based practices that increased opportunities for English-learners and Low-Income students to access and participate in a balanced literacy learning environment. LST support the use | Literacy Specialist Teachers  
1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration  
$1,450,000 |
| Sanger Unified’s CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -42.2 points from Level 3 in English Language Arts and Low Income student performance is Low at -29.5 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -53.7 points from Level 3 in Mathematics and Low Income student performance is Low at -42.2 points from Level 3 in Mathematics Assessment. Our data indicate a need focus on early literacy for improved achievement outcomes by 3rd grade. Sanger Unified will add Literacy Specialist Teachers (LST) for sites to support, supplement, and extend the work of the classroom teacher and the early literacy program which is directed at meeting English Language Arts goals. Literacy Specialist Teachers provide coaching and support in evidenced-based practices that increase opportunities for English-learners and Low-Income students to access and participate in a balanced literacy learning environment. LST support the use |  
District Funded Pre-School 2000-2999:  
Classified Personnel Salaries Local Supplemental/Concentration  
661,000 |
| of Universal Design for Learning strategies that are designed to create greater access to students with added risk factors such as socio-economic disadvantaged, English Learners, Homeless and Foster Youth.  
Resources were allocated to support a literacy-rich environment at all school sites to increase the exposure for low-income students, English Learners, and foster youth. Text sets, guided reading books, expanded classroom libraries, and home/school support will be readily available. Specifically, Literacy coaches worked with staff to determine text needs. In addition, all elementary schools hosted literacy nights, a community and family event which educates parents on ways to support literacy development in there children in a fun and creative atmosphere.  
Preschool services made available to support early literacy development at no cost to increase access to students with risk factors such as socio-economic |  
2000-2999: Classified Personnel Salaries Local Supplemental/Concentration  
$10,000 |
| Unified's Literacy is Low-Income from CAASPP and unduplicated student indicators |  
1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration  
$1,475,000 |
| indicate Level 3 and Low-Income from CAASPP and unduplicated student indicators  
Low-Learners is Low from CAASPP and unduplicated student indicators |  
2000-2999: Classified Personnel Salaries Local Supplemental/Concentration  
$738,000 |
of Universal Design for Learning strategies that are designed to create greater access to students with added risk factors such as socio-economic disadvantaged, English Learners, Homeless and Foster Youth.

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

Preschool services made available to support early literacy development at no cost to increase access to students with risk factors such as socio-economic disadvantaged, English Learns, Homeless and Foster Youth.

It is our expectation that these services will result in increased performance in ELA CAASPP scores over the course of the next three years with an overarching district goal of all students being literate by 3rd grade.

### Action 9

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Readiness Skills</td>
<td>Provided support for College and Career exploration with the College and Career Exploration Software 4000-4999: Books And</td>
<td>4000-4999: Books And Supplies Local</td>
<td></td>
</tr>
</tbody>
</table>
To enhance the College and Career readiness of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:

- Software program to enable the identified students to build background knowledge of future opportunities. Annual cost has decreased due to multi-year contract.

- Kindergarten through 12th grade college and career readiness support and training through the Sanger Pledge included student incentives, visits to colleges and local industry partners will provide early identification of goals for all students with focused support for identified pupils that may not currently have that opportunity.

- Provided access for all 8th and 10th grade students in the district to the College Board PSAT. The data from the PSAT provided a diagnostic support through the Khan Academy to support student success. In addition, SUSD provided support for all students taking the College Board Advanced Placement tests at a reduced fee. The increased amount has to do with an increase in enrollment.

- Career Technical Education personnel support in the K-12 grade levels that increased the awareness of CTE through exploration and exposure of identified students and the implementation of CTE Pathways at all sites. Additional funds were provided to complete the Agriculture Pathway farm at
Provide support for College and Career exploration with the software program to enable the identified students to build background knowledge of future opportunities.

Kindergarten through 12th grade college and career readiness support and training through the Sanger Pledge to include student incentives, visits to colleges and local industry partners will provide early identification of goals for all students with focused support for identified pupils that may not currently have that opportunity.

Provide access for all 8th and 10th grade students in the district to the College Board PSAT. The data from the PSAT provides diagnostic support through the Kahn Academy to support student success. In addition, SUSD will provide support for all students taking the College Board Advanced Placement tests at a reduced fee.

Career Technical Education personnel support in the K-12 grade levels to increase the awareness of CTE through exploration and exposure of identified students and the implementation of CTE Pathways at all sites. Additional funds will be provided to complete Agriculture Pathway farm at Sanger High School and to establish the CTE programs and systems of the new 9-12th site.

Resources allocated to enhance parent exposure to Career Technical Education in SUSD Pathways and industry partners. Used funds to support events and trainings for parents to promote college and CTE awareness.

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

Resources utilized to purchase student devices to continue the goal toward K-12 1:1 deployment and infrastructure. To assist our low-income students, English Learner, and foster youth students in being College and Career ready, each teacher will receive appropriate technology devices for instructional purposes. Additionally, all students participated in a blended learning instructional program, which included online assessments. Piloted K-12 classrooms continued to be utilized to explore innovative practices in instruction.
programs and systems of the new 9-12th site.

Resources allocated to enhance parent exposure to Career Technical Education in SUSD Pathways and industry partners.

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

Resources will be utilized to purchase student devices to continue the goal toward K-12 1:1 deployment and infrastructure. To assist our low-income students, English Learner, and foster youth students in being College and Career ready, each teacher will receive appropriate technology devices for instructional purposes. Additionally, all students will participate in a blended learning instructional program, which will include online assessments. Piloted K-12 classrooms will continue to be utilized to explore innovative practices in instruction.

It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years as well as
maintain the high graduation rates for all student groups.

**Action 10**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>Professional Learning (PL) was provided to our teachers to meet the needs of English Learners, Socially Disadvantaged Students (SED), Homeless and Foster Youth. This year we provided PL to teachers for writing, Math Lesson studies, Next Generational Science Standards, English Learners, Universal Design for Learning, College Career Readiness, and Project Based Learning. Funds were allocated to sites to implement PD learned at district level. Teachers had time to work in PLCs to discuss best strategies learned in PD and plan, did instructional focused walkthroughs to identify best practices, and aligned instruction to our Guaranteed Viable Curriculum... This would include support by the District Instructional Specialists by providing embedded PD at sites. Funds were provided to build capacity within our high school pathways to link to middle school that develop 21st Century skill. In addition, TK-6th grade teachers developed further understanding of...</td>
<td>District Professional Learning Initiatives 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $332,000</td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $230,000</td>
</tr>
<tr>
<td>Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASSPP unduplicated pupil data indicators show that English Learners are Low at -42.2 points from Level 3 in English Language Arts and Low Income student performance is Low at -29.5 points from Level 3 in English Language Arts Assessment. In addition, Our CAASSPP unduplicated pupil data indicators show that English Learners are Low at -53.7 points from Level 3 in Mathematics and Low Income student performance is Low at -42.2 points from Level 3 in Mathematics Assessment. However, the Sanger Unified attendance rate is high (E - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain High for English Learners (93.3%) and High for Socially Disadvantaged students (95.3%). Professional Development will be provided for all Pre-K through 12th grade teachers to build their...</td>
<td>Site Allocation for Professional Learning 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $141,000</td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $65,000</td>
<td></td>
</tr>
<tr>
<td>Dashboard SED attendance is Low from Learners indicators CAASPP Assessment. Arts from performance improvements are needed to make...</td>
<td>College and Career Readiness Professional Learning 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $32,500</td>
<td>5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $5,000</td>
<td></td>
</tr>
<tr>
<td>however, the Sanger Unified...</td>
<td>English Learner Professional Development 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $10,000</td>
<td>5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $10,000</td>
<td></td>
</tr>
<tr>
<td>maintained...</td>
<td>District Professional Learning Personnel 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $350,000</td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $350,000</td>
<td></td>
</tr>
</tbody>
</table>
capacity in educational pedagogy and assessment. Professional learning goals will meet the needs for all students especially low-income students, English learners, and foster youth. The topics of the PD will be centered on our district's initiatives of high achievement for all students and closing the achievement gap.

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

College and Career Readiness Professional Learning will be provided to build capacity within our high school pathways and to link to middle school to develop 21st Century skills and district initiatives. In addition, TK-6th grade teachers will develop further understanding of 21st Century Skills and computer science standards.

Professional Development opportunities will be available to increase and improve services to our EL students.

District personnel will provide Professional learning to meet the needs of all students especially low-income students, English learners, and foster youth. In 21st Century Skills and computer science standards.

Our District Instructional Specialists provided most of the PL that included learning to reduce the barriers for English Learners, SED, homeless and foster youth. Additionally, we had two consultants help with Professional Learning Communities (PLC) for math instruction and Next Generational Science Standards (NGSS).
addition, an outside consultant will assist in meeting the needs of our secondary leadership team and staff.

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

### Action 11

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrichment</td>
<td>Provided summer school enrichment activities for students.</td>
<td>Summer school enrichment programs 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $50,000</td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $50,000</td>
</tr>
<tr>
<td>Sanger Unified's State Assessment ELA &amp; mathematics performance indicators show improvement is needed with respect to English Learners, SED and Homeless subgroups. Our Dashboard indicates &quot;Low&quot; level performance for all three subgroups. As a result, SUSD will enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:</td>
<td>Resources were allocated to provide for a VAPA TSA. The TSA facilitated arts implementation for all students K-12, especially targeting access for our low-income, English Learners and foster youth. Funds were allocated to support the hiring of two additional music teachers that supported elementary music instruction. Additional expenditures included: curriculum materials, and equipment.</td>
<td>Support for VAPA program 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $240,000</td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $250,000</td>
</tr>
<tr>
<td>Provide increased summer school enrichment activities for students.</td>
<td>Provided enrichment opportunities for students in grades K-8.</td>
<td>Enrichment programs K-8 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $160,000</td>
<td>5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $150,000</td>
</tr>
<tr>
<td>Resources will be allocated to provide for a VAPA TSA. The TSA</td>
<td>Provided enrichment in district led STEM activities. (50/50 K-5 &amp; 6-12)</td>
<td>District lead Stem Activities 4000-4999: Books And Supplies Local Supplemental/Concentration $55,000</td>
<td>4000-4999: Books And Supplies Local Supplemental/Concentration $55,000</td>
</tr>
</tbody>
</table>
will facilitate arts implementation for all students K-12 especially targeting access for our low-income, English Learners and foster youth. Funds will be allocated to support the hiring of two additional music teachers to support elementary music instruction. Additional expenditures may include: curriculum materials, and equipment.

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

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

Provide support for the Dual Language programs offered at two school sites. Support may include Supplemental resources and supplies, conference and travel and teacher aides.

It is our expectation that these services will increase support for student learning while also offering a greater breadth of learning opportunities to increase student engagement and result in the increase of state assessment in ELA and Mathematics.

<table>
<thead>
<tr>
<th>Action 12</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salaries Local</td>
<td>Supplemental/Concentration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$185,000</td>
<td>$120,000</td>
</tr>
</tbody>
</table>
**Action 13**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| **Library/Media Services**
Sanger Unified's State Assessment ELA performance indicators show improvement is needed with respect to English Learners, SED and Homeless subgroups. Our Dashboard indicates "Low" level performance for all three subgroups. As a result, SUSD systematically create a more robust, literacy rich and accessible library system for low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:

Extend hours of libraries at Wilson, SHS, WAMS, and “rover” to cover in town schools to provide opportunities for extended learning time for students through tutorial sessions, allow students, parents to enhance technology access with computers and ipads, supporting student academic success, providing access to books for students and parents to read, and providing opportunities for parents and community members to receive additional academic training.

Allocated additional library support days (2 days total per site: days were used before and/or after completion of school yr.)

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

K-12 Library Support: Options for sites to increase/improve/enhance: library circulation, resources, work spaces and professional learning opportunities for library staff |
| Library hours were extended on a limited basis at Wilson, SHS, WAMS. Extended hours provided opportunities for extended learning time for students through tutorial sessions, allowed students, parents to enhance technology access with computers and ipads, supporting student academic success, providing access to books for students and parents to read, and providing opportunities for parents and community members to receive additional academic training. |
| **Library media technicians 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration** |
| **$48,000** |
| **$48,000** |
| **$48,000** |
| **$48,000** |
| **expansion of library resources** |
| **4000-4999: Books And Supplies Local Supplemental/Concentration** |
| **$215,000** |
Allocate additional library support days (2 days to be used before and/or after school yr.)

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

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

It is our expectation that the implementation of these services will result in higher levels of student literacy and an increased performance of students on the ELA CAASP.

**Action 14**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Size Reduction</td>
<td>Sanger Unified maintained class size reduction in grades TK-12. TK-3 had an average class size of 25. Maximum class size for TK-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. This includes, but is not limited to, additional staffing at middle school, high school, physical education and special education.</td>
<td>expanded staff to reduce class sizes 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $6,350,000</td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $6,500,000</td>
</tr>
<tr>
<td>Sanger Unified’s CA School Dashboard ELA and Mathematics Performance Indicators show improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -42.2 points from Level 3 in English Language Arts and Low Income student performance is Low at -29.5 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
indicators show that English Learners are Low at -53.7 points from Level 3 in Mathematics and Low Income student performance is Low at -42.2 points from Level 3 in Mathematics Assessment. However, the Sanger Unified attendance rate is high (E - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain High for English Learners (93.3%) and High for Socially Disadvantaged students (95.3%).

To address this need, Sanger Unified is committed to maintaining and enhancing class size reduction in grades TK-12. Maximum class size for TK-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. This includes, but is not limited to, additional staffing at middle school, high school, physical education and special education.

It is our expectation that these services will result in increased performance in ELA CAASPP scores over the course of the next three years with an overarching district goal of all students being literate by 3rd grade.
Analysis
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The entire action was fully implemented at each site and as a district. Site expenditures focused on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures focused on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student access to supplementary materials and technology support personnel. Expenditures included site level training of personnel focused on student access to reduce the learning gaps.</td>
</tr>
<tr>
<td>8</td>
<td>The Literacy Specialist Teacher action was fully implemented. Literacy Specialist Teachers provided coaching and support in evidenced-based practices that increased opportunities for English-learners and Low-Income students to access and participate in a balanced literacy learning environment. The action to support the literacy-rich environment was fully implemented. However, some sites no longer needed the additional funding. Text sets, guided reading books, expanded classroom libraries, and home/school support were readily available. In addition, all elementary schools hosted literacy nights, a community and family event which educates parents on ways to support literacy development in their children in a fun and creative atmosphere. Preschool services were fully implemented. The funding provided support early literacy development at no cost to increase access to students with risk factors such as socio-economic disadvantaged, English Learns, Homeless and Foster Youth.</td>
</tr>
<tr>
<td>10</td>
<td>Professional Learning (PL) was fully implemented. The PL provided to our teachers to meet the needs of English Learners, Socially Disadvantaged Students (SED), Homeless and Foster Youth. This year we provided PL to teachers for writing, Math Lesson studies, Next Generational Science Standards, English Learners, Universal Design for Learning, College Career Readiness, and Project Based Learning. Actions for site level PL was not fully implemented. Funds were allocated to sites to implement PD learned at district level. Teachers had time to work in PLCs to discuss best strategies learned in PD and plan, did instructional focused walk-throughs to identify best practices, and aligned instruction to our Guaranteed Viable Curriculum. However, not all sites used the two days per teacher training allocated. English Learner PL was fully implemented. The district focused on additional support for the secondary levels at the high school and middle school and district collaboration around best practices for English Learners. Our District Instructional Specialists action was fully implemented. We provided most of the PL that included learning to reduce the barriers for English Learners, SED, homeless and foster youth. Additionally, we had two consultants help with Professional Learning Communities (PLC) for math instruction and Next Generational Science Standards (NGSS).</td>
</tr>
</tbody>
</table>
Action 11
Provided summer school enrichment activities that were fully implemented. Resources supported the VAPA TSA and the additional music teachers that facilitated arts implementation for all students K-12 especially targeting access for our low-income, English Learners and foster youth. Funds were allocated to support the hiring of two additional music teachers to support elementary music instruction. Enrichment opportunities for students in grades K-8 was fully implemented included support for classroom enrichment materials based on site and grade level need and after school site needs to support students in drama, athletics and literacy nights. Enrichment in district led STEM activities was fully implemented included in class materials for coding, computer science, and hands on science as well as robotics after school. Support for the Dual Language programs were fully implemented. Support included supplemental resources and supplies, conference and travel and teacher aides.

Action 13
Library hour extension was fully implemented. However, we did not use all the funding. Additional library support days and additional support for Library Service coordinator was fully implemented. Extend hours of libraries at Wilson, SHS, WAMS, and “rover” to covered in town schools provided opportunities for extended learning time for students through tutorial sessions, allowed students, parents to enhance technology access with computers and ipads to support student academic success, provided access to books for students and parents to read, and provided opportunities for parents and community members to receive additional academic training.

Action 14
Class size reduction was fully implemented. To address this need, Sanger Unified maintained class size reduction in grades TK-12. Maximum class size for TK-6 was maintained at 32. Maximum class size for 7-12 was maintained at 34. This includes, but is not limited to, additional staffing at middle school, high school, physical education and special education.

Action 7 -
The technology software was fully implemented, but from another funding source. The technology support specialist was fully implemented. To ensure the implementation of technology integration instruction and assessment we ensured staffing for technical support and instructional coaching was maintained along with addition of positions for data analysis.

Action 9 -
College and Career Readiness actions regarding the new CTE site support was not fully implemented.

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

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

Thirteen out of seventeen sites have showed an increase in both the ELA and Math Dashboards. In terms of student group performance on the CAASPP for English Language Arts, the following student groups increased their score.
ALL - (6.5 below standard) Increased 7.9
Asian - (26.9 above standard) Increased 10.3
EL - (40.3 below standard) Increased 3.6
Hispanic - (17.6 below standard) Increased 7.7
Homeless - (58.5 below standard) Increased 9
Multiple - (24 above standard) Increased 12.6
SED - (16.4 below standard) Increased 8.7
SWD - (103.3 below standard) Increased 7
White - (29 above standard) Increased 8.3

In terms of student group performance on the CAASPP for Mathematics, the following student groups increased their score.
ALL - (33.1 below standard) Increased 3.4
Hispanic - (46 below standard) Increased 3.3
Multiple - (10.1 above standard) Increased 7
SED - (42.2 below standard) Increased 3.9
SWD - (123.5 below standard) Increased 3.8
White - (5.3 above standard) Increased 9.3

ELPAC scores indicated higher levels than the state:
Level 4 - Well Developed: 31.8% (State: 30.6%)
Level 3 - Moderately Developed: 37% (34.6%)
Level 2 - Somewhat Developed: 21.1% (20.2%)
Level 1 - Beginning Stage: 10% (14.6%)

High School Dropout rates indicated lower numbers than county and state levels:
ALL: 1.9% (6.7%) [6.5%] Sanger (State) [County]
African Am: 0% (10.6%) [12.6%]
Asian: 0% (2.4%) [3.6%]
EL: 3.3% (14.4%) [13%]
Hispanic: 2.7% (8.2%) [7.3%]
Homeless: 13.8% (14.3%) [20.2%]
SED: 2.2% (8.6%) [7.7%]
SWD: 7.5% (11.6%) [14.6%]
White: 0% (4.8%) [3.8%]

High School Graduation rates indicated higher levels than the county and state:
ALL: 94.3% (83.5%) Sanger (State) [County]
African Am: 90.9% (72.1%) [80.3%]
Asian: 98.1% (93.4%) [93.2%]
EL: 84.7% (70.9%) [74.7%]
Hispanic: 93.7% (81.2%) [85.8%]
Homeless: 77.3% (76%) [69.1%]
SED: 93.5% (80.8%) [85.2%]
SWD: 68% (71.4%) [58.8%]
White: 94.9% (87.7%) [91%]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Action 7, we did not use the $20,000 budgeted funding for technology software. The technology software funding was budgeted, but provided from another funding source. For Action 9, we did not use the entire budgeted allocation in College and Career, site support for CTE Pathway course support for books and supplies due to grant funding from the CTE Incentive Grant and outside grants. The CTE Parent Engagement funding was not fully expended due to outside grants from foundations.

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

In action 7, we determined that none of the funding for the technology software was used. Therefore, in Section 7 of Actions and Services we removed the funding for technology software. In Action 8 we found that we no longer need to spend additional funding on the literacy rich environment due the high level of investment in the previous years. In action 9, we decreased the funds in K-12 College and Career site support to better match actual costs of 18-`19 expenditures. We decreased funds in PSAT and AP exams to
only focus on the needs of the targeted students. In addition, we also decreased funds in the CTE parent engagement to reflect actual costs based on 18-19 expenditures. Action 10 will need to be reduced due to the analysis that not all the sites were using the allotted professional development funding. Action 11 we reduced the funds of VAPA and STEM activities to better match the 2018-19 expenditures. Action 13 Library Media Services was reduced due to the high level of investment of the library book circulation in the previous years and the hiring of a new full time Library Service coordinator with other funding eliminated the need for additional support.
Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. English Learners making annual growth as measured by CELDT/ELPAC annual growth data (Priority 4)</td>
<td></td>
<td>No ELPI for current year dashboard. Instead single year ELPAC scores are reported.</td>
</tr>
<tr>
<td>18-19</td>
<td>Positive Growth from 2017-18</td>
<td>Students Scoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 4 - Well Developed: 31.8% (State: 30.6%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 3 - Moderately Developed: 37% (34.6%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 2 - Somewhat Developed: 21.1% (20.2%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 1 - Beginning Stage: 10% (14.6%)</td>
</tr>
</tbody>
</table>
### English Learner Progress Indicator

**Status - 71.**%
Change - 0.4%

### Metric/Indicator

14. English Learner Reclassification rate

(Priority 4)

**18-19**
Maintain reclassification rate

**Baseline**
English Learner Reclassification rate 13.3%

### Metric/Indicator

15. Middle school dropout rates for all and applicable Student Groups

(Priority 5)

**18-19**
Maintain or decrease Middle School Dropout rate for All students and applicable Student Groups.

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

### Metric/Indicator

16. High school dropout rates for all and applicable Student Groups

(Priority 5)

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

**Expected**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>No AMAO 1 for 2016, However: 59.97% percent EL students made progress on CELDT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No AMAO 2 for 2016, However: 31.3% EL students proficient on CELDT for students less than 5 years 46.3% EL students proficient on CELDT for students greater than 5 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Learner Progress Indicator Status - 71.% Change - 0.4%</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>14. English Learner Reclassification rate (Priority 4)</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>English Learner Reclassification rate 13.3%</td>
<td>14.4%</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>15. Middle school dropout rates for all and applicable Student Groups (Priority 5)</td>
<td>0% for All and Student Groups</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>0% for All and Student Groups</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>16. High school dropout rates for all and applicable Student Groups (Priority 5)</td>
<td>ALL: 1.9% (6.7%) [6.5%] Sanger (State) [County] African Am: 0% (10.6%) [12.6%] Asian: 0% (2.4%) [3.6%] EL: 3.3% (14.4%) [13%] Hispanic: 2.7% (8.2%) [7.3%] Homeless: 13.8% (14.3%) [20.2%] Multiple: *% (5.3%) [4.1%] SED: 2.2% (8.6%) [7.7%] SWD: 7.5% (11.6%) [14.6%]</td>
</tr>
</tbody>
</table>
### Baseline
High School Dropout Rates

<table>
<thead>
<tr>
<th>Group</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>3.1%</td>
<td>0%</td>
</tr>
<tr>
<td>African Am</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>EL</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Homeless</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Multiple</td>
<td>16.7%</td>
<td></td>
</tr>
<tr>
<td>SED</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>SWD</td>
<td>6.4%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>5.6%</td>
<td></td>
</tr>
</tbody>
</table>

* Not significant number of students in this group

### Metric/Indicator
17. High school graduation rates for all and applicable Student Groups

(Priority 5)

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

### Baseline
High School Graduation Rates

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>95.5%</td>
<td>94.3%</td>
</tr>
<tr>
<td>African Am</td>
<td>100%</td>
<td>90.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>98.3%</td>
<td>98.1%</td>
</tr>
<tr>
<td>EL</td>
<td>93.3%</td>
<td>84.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>95.7%</td>
<td>93.7%</td>
</tr>
<tr>
<td>Homeless</td>
<td>*</td>
<td>77.3%</td>
</tr>
<tr>
<td>Multiple</td>
<td>83.3%</td>
<td></td>
</tr>
<tr>
<td>SED</td>
<td>95.3%</td>
<td>93.5%</td>
</tr>
<tr>
<td>SWD</td>
<td>78.7%</td>
<td>68%</td>
</tr>
<tr>
<td>White</td>
<td>92.2%</td>
<td>94.9%</td>
</tr>
</tbody>
</table>

* Not significant number of students in this group

### Metric/Indicator
CVP 6th-8th student from 17-18
18. Locally defined Sanger Pledge/Central Valley Promise rate of:
   - GPA 2.7 or better
   - No D/F in Math/English Language Arts/Science/Social Studies
   - Attendance rate of 96% or better
   - No suspensions

(Priority 8)

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

**Baseline**
Sanger Pledge/Central Valley Promise Rates

<table>
<thead>
<tr>
<th>Category</th>
<th>Expected ALL (%)</th>
<th>Actual ALL (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48.4%</td>
<td>41.6%</td>
</tr>
<tr>
<td>African Am</td>
<td>55.0%</td>
<td>39.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>71.7%</td>
<td>67%</td>
</tr>
<tr>
<td>EL</td>
<td>25.7%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>47.3%</td>
<td>36.7%</td>
</tr>
<tr>
<td>Homeless</td>
<td>28.1%</td>
<td>24%</td>
</tr>
<tr>
<td>Multiple</td>
<td>58.6%</td>
<td>54.5%</td>
</tr>
<tr>
<td>SED</td>
<td>49.4%</td>
<td>49.4%</td>
</tr>
<tr>
<td>SWD</td>
<td>21.2%</td>
<td>15.9%</td>
</tr>
<tr>
<td>White</td>
<td>57.7%</td>
<td>47.2%</td>
</tr>
</tbody>
</table>

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Intervention and Support</td>
<td>Provided no cost enrollment at Sanger High, Sequoia, and Quail Lake School, and additional funds</td>
<td>Allocation of resources to sites 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $178,000</td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $178,000</td>
</tr>
</tbody>
</table>
with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -42.2 points from Level 3 in English Language Arts and Low Income student performance is Low at -29.5 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -53.7 points from Level 3 in Mathematics and Low Income student performance is Low at -42.2 points from Level 3 in Mathematics Assessment. This specific action is principally directed to increase interventions and multi-tiered system of supports in order to remediate skill deficits and accelerate learning to close the achievement gap. To address this need, these services and supports are offered within the school day, but not limited to beyond the school day.

Interventions and supports are targeted and uniquely designed to take into account additional and unique risk factors for English Learners including Migrant, Foster Youth, and Low-Income students. To expand access and opportunity to academic intervention and supports to these targeted student groups, Sanger Unified will:

Continue to support schools by providing multi-tiered systems of support services that are designed for Washington Academic Middle School specifically designed to provide access for Low Income and English Learner students to increase their participation in After School Programming. Priority enrollment is given to English Learners, Foster Youth, and Homeless Youth. By providing no-cost After School Program that includes a coordinator, support staff, teachers, and materials for intervention and enrichment specifically directed to create enrollment and participation opportunities for these target groups.

Math RTI pilots were in year two of piloting software in five elementary schools. We did not expand pilot sites as intended due to schools working on different initiatives. The five schools did participate in piloting math RTI through universal screening, diagnostic assessment, benchmark and progress monitoring of student growth, instructional shifts, student goal setting, and predictive data.

Sanger continued to provide, Response to Intervention (RTI) training and support to sites on processes and procedures directly through Intervention Teacher PLCs. This action is designed to increase the capacity of staff to better identify and serve those struggling in reading and math, provide supplemental curriculum and materials as needed.

<table>
<thead>
<tr>
<th>After School Programs - SHS/SEQ/QL/WAMS 5800: Professional/Consulting Services And Operating Expenditures Local Supplemental/Concentration $1,163,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand RTI Support 4000-4999: Books And Supplies Local Supplemental/Concentration $50,000</td>
</tr>
<tr>
<td>Parent/Student Advocates - SHS/WAMS 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $840,000</td>
</tr>
<tr>
<td>English Learner Targeted Support 4000-4999: Books And Supplies Local Supplemental/Concentration $75,000</td>
</tr>
<tr>
<td>Site Allocation for Intervention Teacher/CSPs 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $1,500,000</td>
</tr>
<tr>
<td>Parent Engagement Support 5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $20,000</td>
</tr>
<tr>
<td>Summer School Remediation 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $0</td>
</tr>
<tr>
<td>5800: Professional/Consulting Services And Operating Expenditures Local Supplemental/Concentration $1,163,000</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies Local Supplemental/Concentration $10,000</td>
</tr>
<tr>
<td>2000-2999: Classified Personnel Salaries Local Supplemental/Concentration $750,000</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies Local Supplemental/Concentration $50,000</td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $1,500,000</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures Local Supplemental/Concentration $5,000</td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $0</td>
</tr>
</tbody>
</table>
to meet the unique needs of English Learners including Migrant, Low Income, and Foster Youth students. To enhance supports for English Learners additional push in services will be added to content courses to bridge language as the barrier to learning.

No cost enrollment at Sanger High, Sequoia, and Quail Lake School, and additional funds for Washington Academic Middle School specifically designed to provide access for Low Income and English Learner students to increase their participation in After School Programming. Priority enrollment is given to English Learners, Foster Youth, and Homeless Youth. By providing no-cost After School Program that includes a coordinator, support staff, teachers, and materials for intervention and enrichment specifically directed to create enrollment and participation opportunities for these target groups.

Math RTI pilots and scaling up to additional sites. Sanger will extend math RTI to additional pilot sites. This will increase the number of schools implementing math RTI through universal screening, diagnostic assessment, benchmark and progress monitoring of student growth, instructional shifts, student goal setting and predictive data.

Evidenced-based instructional strategies, designed specifically to target the unique language needs for English-learners, as well as additional risk-factors faced by low-socioeconomic, Homeless and Foster Youth are used to support RTI programming and services. This specific action/service is principally directed towards and effective in, increasing and improving outcomes for low income, English Learners, and Foster and Homeless Youth.

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

To improve and increase services to English Learners, additional supports were included: materials and supplies, targeted tutoring after school, push in support at the high school/middle school level, translating services and conference and travel for Professional Development opportunities to build the capacity of teachers and administrators to improve services and achievement outcomes for English Learner students.
Provide, Response to Intervention (RTI) training and support to sites on processes and procedures. This action is designed to increase the capacity of staff to better identify and serve those struggling in reading and math, provide supplemental curriculum and materials as needed. Evidenced-based instructional strategies, designed specifically to target the unique language needs for English-learners, as well as additional risk-factors faced by low-socioeconomic, Homeless and Foster Youth are used to support RTI programming and services. This specific action/service is principally directed towards and effective in, increasing and improving outcomes for low income, English Learners, and Foster and Homeless Youth.

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To improve and increase services to English Learners, additional supports will include: materials and supplies, targeted tutoring after school, push in support at the high school/middle school level,

Provided support for each school site in Sanger Unified with unique needs tailored to their unduplicated students. To address the unique needs, additional support personnel including intervention teachers, curriculum support providers, and additional English learner teachers supported academically struggling students. The support personnel also offer guidance and training to the classroom teachers to meet the needs of struggling students.

Provided opportunities to engage parents in their child's education. Activities/Events by providing College Knowledge Academy, participation on LCAP Guidance Committee, Migrant Parent Meetings and Events and District level Parent Involvement Meetings. To support and increase parent engagement and access, a parent advocate was made available

Sanger provided an opportunity for students to enroll in a Dual Language Program. In fact, this year a second elementary school provided Dual Language learning opportunities for our students. Research indicates those students that participate in Dual Language education, demonstrate higher academic achievement and cognitive skills.

Sanger Unified did offer Summer School for remediation, intervention, course completion,
translating services and conferencing and travel for Professional Development opportunities to build the capacity of teachers and administrators to improve services and achievement outcomes for English Learner students.

Each school site in Sanger Unified has unique needs tailored to their unduplicated students. To address the unique needs, additional support personnel including intervention teachers, curriculum support providers, and additional English learner teachers support academically struggling students. The support personnel also offer guidance and training to the classroom teachers to meet the needs of struggling students.

Provide opportunities to engage parents in their child's education. Activities/Events by providing College Knowledge Academy, participation on LCAP Guidance Committee, Migrant Parent Meetings and Events and District level Parent Involvement Meetings. To support and increase parent engagement and access, a parent advocate will be made available.

Offer Summer School for remediation, intervention, course completion, and course re-takes that fulfill A-G requirements, principally directed towards at-risk, low income, English Learners, Foster Youth students. However, The funding for this was charged to Enrichment/Art/Science (9000) Summer School Enrichment (1).
Provide an opportunity for students to enroll in a Dual Language Program. Research indicates those students that participate in Dual Language education, demonstrate higher academic achievement and cognitive skills. It is our expectation that this service will increase the overall academic performance of these students.

Our expectation is that these services will result in increased performance of the unduplicated students on CAASPP and A-G completion over the next three years.

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Emotional Learning (SEL) and Behavioral Support</td>
<td>The district added social-emotional support personnel (expansion of psychological support services), principally directed, to support the social-emotional health of at-risk students including; low income, English learner, and foster youth. SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and</td>
<td>Expansion of Psychological Services 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $430,000</td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $435,000</td>
</tr>
<tr>
<td>Social-emotional trauma has been positively linked to poor academic performance. Sanger Unified’s CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -42.2 points from Level 3 in English Language Arts and Low Income student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless/Foster Liaison 1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $90,000</td>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration $97,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student incentives and supplies for PBIS/Restorative Justice Programs 4000-4999: Books And Supplies Local Supplemental/Concentration $20,000</td>
<td>4000-4999: Books And Supplies Local Supplemental/Concentration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The district is adding social-emotional support personnel (expansion of psychological support services), principally directed, to support the social-emotional health of at-risk students including; low income, English learner, and foster youth. SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills, encouraging positive school experience, have shown positive impact on academic growth. This support, encouraging positive school experience, has shown to have a positive impact on academic growth.

Implementation of a Positive Behavior Intervention in Supports (PBIS) framework, principally directed, for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for students including: low income, English learner, and foster youth. This framework is also supplemented

<table>
<thead>
<tr>
<th>Supplemental/Concentration</th>
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<tbody>
<tr>
<td>$20,000</td>
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<table>
<thead>
<tr>
<th>Addition of 2 FTE credentialed Restorative Justice personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration</td>
</tr>
<tr>
<td>$240,000</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Certificated teacher for new Center for Behavioral Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-1999: Certificated Personnel Salaries Local Supplemental/Concentration</td>
</tr>
<tr>
<td>$100,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classified personnel (3 para-educators) to support new Center for Behavioral Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2999: Classified Personnel Salaries Local Supplemental/Concentration</td>
</tr>
<tr>
<td>$60,000</td>
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</tbody>
</table>

performance is Low at -29.5 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -53.7 points from Level 3 in Mathematics and Low Income student performance is Low at -42.2 points from Level 3 in Mathematics.

Our CAASPP unduplicated pupil data indicators show that we are Low at (-) 32-42 points from Level 3 in Mathematics and (-) 44-54 points from Level 3 in English Language Arts.
bullying preventive measures taken in our schools. It is anticipated that this action will support positive CAASPP growth from 2017/18 baseline.

Funding principally directed to a Community Liaison whose goal is to provide on-site support to foster youth and homeless students as well as increase identification and tracking of incoming students. The Liaison will also coordinate and collaborate with care providers, social workers, service providers, and school-based service providers to ensure that foster and homeless youth receive the full benefit of their education. This support, encouraging positive school experience, has shown to have a positive impact on academic growth. It is anticipated that this action will support positive CAASPP growth from 2017/18 baseline.

Implementation of a Positive Behavior Intervention in Supports (PBIS) framework, principally directed, for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for students including; low income, English learner, and foster youth. This framework is also supplemented by a Restorative Justice system focused on mediation, relationship-reparation, and alternatives to a punitive punishment response that is principally directed to those same at-risk, Tier 2 students who require specific support for unique needs. This support, encouraging positive school experience, has shown to have a positive impact on academic growth.

The district added 2 Restorative Justice (RJ) personnel to support the middle school and high school system as it implements RJ programming focused on mediation, relationship-reparation, and alternatives to a punitive punishment response. These positions were principally directed to those same at-risk, Tier 2 students who require specific support for unique needs.

The district added a Center for Behavioral Evaluation; a short-term intensive intervention program for students with significant social, emotional, and behavioral needs primarily those students who are low-income, English Learners, and/or foster youth. This required the addition of a teacher and three para-educators. We hired two of the para-educators at the beginning of the year and then hired the third at the end of the year.
reparation, and alternatives to a punitive punishment response that is principally directed to those same at-risk, Tier 2 students who require specific support for unique needs. This support, encouraging positive school experience, has shown to have a positive impact on academic growth. It is anticipated that this action will support positive CAASPP growth from 2017/18 baseline.

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The district is adding a Center for Behavioral Evaluation; a short-term intensive intervention program for students with significant social, emotional, and behavioral needs primarily those students who are low-income, English Learners, and/or foster youth. This will
An Analysis Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Action 2 - Social Emotional Learning- Classified personnel to support new Center for Behavioral Evaluation was not fully expended. We hired two of the three expected para-educators at the beginning of the year and then hired the third para-educator at the end of the year in May. The district added social-emotional support personnel (expansion of psychological support services). SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills, encouraging positive school experience, are shown to have a positive impact on academic growth. This approach is also directed at teaching anti-bullying skills in our schools and helpful in informing our parents on anti-bullying preventive measures taken in our schools. SUSD provided a Community Liaison whose goal is to provide on-site support to foster youth and homeless students as well as increase identification and tracking of incoming students. The Liaison also coordinated and collaborated with care providers, social workers, service providers, and school-based service providers to ensure that foster and homeless youth receive the full benefit of their education. This support, encouraging positive school experience, has shown to have a positive impact on academic growth. Implementation of a Positive Behavior Intervention in Supports (PBIS) framework, principally directed, for assisting school personnel in maintaining and organizing evidence-based behavioral interventions.
into an integrated continuum that enhances academic and social behavior outcomes for students including; low income, English learner, and foster youth. This framework is also supplemented by a Restorative Justice system focused on mediation, relationship-reparation, and alternatives to a punitive punishment response that is principally directed to those same at-risk, Tier 2 students who require specific support for unique needs. This support, encouraging positive school experience, has shown to have a positive impact on academic growth. The district added 2 Restorative Justice (RJ) personnel to support the middle school and high school system as it implements RJ programming focused on mediation, relationship-reparation, and alternatives to a punitive punishment response. These positions were principally directed to those same at-risk, Tier 2 students who require specific support for unique needs. The district added a Center for Behavioral Evaluation; a short-term intensive intervention program for students with significant social, emotional, and behavioral needs primarily those students who are low-income, English Learners, and/or foster youth. This required the addition of a teacher and two para-educators at the beginning of the year and the additional third para-educator was hired at the end of the year due to the increased need.

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

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

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

Thirteen out of seventeen sites have showed an increase in both the ELA and Math Dashboards. In terms of student group performance on the CAASPP for English Language Arts, the following student groups increased their score.
- ALL - (6.5 below standard) Increased 7.9
- Asian - (26.9 above standard) Increased 10.3
- EL - (40.3 below standard) Increased 3.6
- Hispanic - (17.6 below standard) Increased 7.7
- Homeless - (58.5 below standard) Increased 9
- Multiple - (24 above standard) Increased 12.6
- SED - (16.4 below standard) Increased 8.7
- SWD - (103.3 below standard) Increased 7
- White - (29 above standard) Increased 8.3

In terms of student group performance on the CAASPP for Mathematics, the following student groups increased their score.
- ALL - (33.1 below standard) Increased 3.4
Hispanic - (46 below standard) Increased 3.3
Multiple - (10.1 above standard) Increased 7
SED - (42.2 below standard) Increased 3.9
SWD - (123.5 below standard) Increased 3.8
White - (5.3 above standard) Increased 9.3

ELPAC scores indicated higher levels than the state:
Level 4 - Well Developed: 31.8% (State: 30.6%)
Level 3 - Moderately Developed: 37% (34.6%)
Level 2 - Somewhat Developed: 21.1% (20.2%)
Level 1 - Beginning Stage: 10% (14.6%)

High School Dropout rates indicated lower numbers than county and state levels:
ALL: 1.9% (6.7%) [6.5%] Sanger (State) [County]
African Am: 0% (10.6%) [12.6%]
Asian: 0% (2.4%) [3.6%]
EL: 3.3% (14.4%) [13%]
Hispanic: 2.7% (8.2%) [7.3%]
Homeless: 13.8% (14.3%) [20.2%]
SED: 2.2% (8.6%) [7.7%]
SWD: 7.5% (11.6%) [14.6%]
White: 0% (4.8%) [3.8%]

High School Graduation rates indicated higher levels than the county and state:
ALL: 94.3% (83.5%) Sanger (State) [County]
African Am: 90.9% (72.1%) [80.3%]
Asian: 98.1% (93.4%) [93.2%]
EL: 84.7% (70.9%) [74.7%]
Hispanic: 93.7% (81.2%) [85.8%]
Homeless: 77.3% (76%) [69.1%]
SED: 93.5% (80.8%) [85.2%]
SWD: 68% (71.4%) [58.8%]
White: 94.9% (87.7%) [91%]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had material differences in Action 1 and 2
Action 1 - Academic Intervention and Support- Budgeted funds for RTI Books and Supplies was limited due to the lack of the development of a Math RTI implementation, and Parent/Student Advocates was not fully expended due to lower salaries for advocates hired than expected. Targeted English Learner Support was budgeted but was partially funded from another funding source.

Action 2 - Social Emotional Learning- Classified personnel to support new Center for Behavioral Evaluation was not fully expended. The new Center for Behavioral Education facility did not open as planned and the need for only two para-educators was needed at the beginning of the school year. However, we hired a third para-educator towards the end of the school year.

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

In the 2019-2020 school year, the following changes will be made to Goal 2:

Action 1 - We reduced the funds for RTI Books and Supplies and Parent/Student Advocates and the targeted English Learner support.
Annual Update

LCAP Year Reviewed: 2018-19

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

**Goal 3**

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>19.</strong> Properly Credentialed teachers as measured by Misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions</td>
<td>(Priority 1)</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Maintain and/or improve levels</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Properly Credentialed Teacher</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>Misassignments of teachers of English Learner</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total teacher misassignments</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Vacant teacher positions</td>
<td>0</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
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<tr>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>20. Facilities maintained through the Facilities Inspection Tool</td>
<td>(Priority 1)</td>
<td>2017-18 98.6%</td>
</tr>
<tr>
<td>18-19</td>
<td>Maintain above 95%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Facilities Inspection Tool 2015-16 97.8%</td>
<td></td>
</tr>
<tr>
<td>21. Parent involvement through the local indicator tool</td>
<td>(Priority 3)</td>
<td>17-18 85.2% Return rate</td>
</tr>
<tr>
<td>18-19</td>
<td>Maintain above 80% on parent survey</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Maintain Parent Involvement above 80% as measured by Parent Survey - 82.5%</td>
<td></td>
</tr>
<tr>
<td>22. Student attendance rates for all and applicable Student Groups</td>
<td>(Priority 5)</td>
<td>ALL: 95.3%</td>
</tr>
<tr>
<td>18-19</td>
<td>Maintain above 95% for all and applicable Student Groups</td>
<td>African Am: 95.3%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Student Attendance Rates</td>
<td>Asian: 97.2%</td>
</tr>
<tr>
<td></td>
<td>ALL: 95.6%</td>
<td>EL: 96%</td>
</tr>
<tr>
<td></td>
<td>African Am: 95.2%</td>
<td>Hispanic: 95.1%</td>
</tr>
<tr>
<td></td>
<td>Asian: 97.6%</td>
<td>Homeless: 93%</td>
</tr>
<tr>
<td></td>
<td>EL: 95.5%</td>
<td>Multiple: 96.9%</td>
</tr>
<tr>
<td></td>
<td>Hispanic: 95.1%</td>
<td>SED: 95.1%</td>
</tr>
<tr>
<td></td>
<td>Homeless: 93%</td>
<td>SWD: 94.1%</td>
</tr>
<tr>
<td></td>
<td>Multiple: 97.2%</td>
<td>White: 95%</td>
</tr>
</tbody>
</table>
### Metric/Indicator

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

(Priority 5)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism Rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL: 7.26%</td>
<td></td>
<td>ALL: 7.3% Maintained +0.4%</td>
</tr>
<tr>
<td>African Am: 7.9%</td>
<td>African Am: 10% Declined -1.6%</td>
<td></td>
</tr>
<tr>
<td>Asian: 3.6%</td>
<td>Asian: 2.8% Maintained +0%</td>
<td></td>
</tr>
<tr>
<td>EL: 6.31%</td>
<td>EL: 5.8% Increased +1.2%</td>
<td></td>
</tr>
<tr>
<td>Hispanic: 7.9%</td>
<td>Hispanic: 8% Increased +0.7%</td>
<td></td>
</tr>
<tr>
<td>Homeless: 28.4%</td>
<td>Homeless: 14.7% Declined -2.9%</td>
<td></td>
</tr>
<tr>
<td>Multiple: 3%</td>
<td>Multiple: 4.7% Declined 2%</td>
<td></td>
</tr>
<tr>
<td>SED: 7.3%</td>
<td>SED: 8% Maintained +0.4%</td>
<td></td>
</tr>
<tr>
<td>SWD: 15.6%</td>
<td>SWD: 13.8% Increased +2.5%</td>
<td></td>
</tr>
<tr>
<td>White: 7.3%</td>
<td>White: 8.1% Increased +1%</td>
<td></td>
</tr>
</tbody>
</table>

### Metric/Indicator

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

(Priority 6)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension Rates - 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL: 4.2%</td>
<td></td>
<td>ALL: 3.9% Maintained +0.1%</td>
</tr>
<tr>
<td>African Am: 7.2%</td>
<td>African Am: 5.4% Maintained +0.1%</td>
<td></td>
</tr>
<tr>
<td>Asian: 1.5%</td>
<td>Asian: 1.2% Maintained +0.1%</td>
<td></td>
</tr>
<tr>
<td>EL: 2.4% Maintained +0%</td>
<td>EL: 2.4% Maintained +0%</td>
<td></td>
</tr>
<tr>
<td>Hispanic: 4.5% Increased +0.3%</td>
<td>Hispanic: 4.5% Increased +0.3%</td>
<td></td>
</tr>
<tr>
<td>Homeless: 4.7% Declined -3.9%</td>
<td>Homeless: 4.7% Declined -3.9%</td>
<td></td>
</tr>
<tr>
<td>Multiple: 2.1% Maintained +0.1%</td>
<td>Multiple: 2.1% Maintained +0.1%</td>
<td></td>
</tr>
<tr>
<td>SED: 4.4% Increased +0.3%</td>
<td>SED: 4.4% Increased +0.3%</td>
<td></td>
</tr>
<tr>
<td>SWD: 6% Declined -1.2%</td>
<td>SWD: 6% Declined -1.2%</td>
<td></td>
</tr>
<tr>
<td>White: 3.3% Declined -0.8%</td>
<td>White: 3.3% Declined -0.8%</td>
<td></td>
</tr>
</tbody>
</table>
### Metric/Indicator

#### 25. Student expulsion rates for all and applicable Student Groups

**Expected**

- EL: 2.7%
- Hispanic: 4.8%
- Homeless: *
- Multiple: 1.6%
- SED: 4.1%
- SWD: 8.2%
- White: 3.1%

**Actual**

- ALL: 0.09%
- African Am: 0%
- Asian: 0%
- EL: 0.05%
- Hispanic: 0.11%
- Homeless: 0%
- Multiple: 0%
- SED: 0.09%
- SWD: 0.11%
- White: 0.08%

#### 18-19

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

**Baseline**

**Student Expulsion Rates**

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

### Metric/Indicator

#### 26. School climate from locator indicator tool

**Expected**

**Actual**

- 5th Grade
  - School Engagement and Supports - 63%
  - School Safety - 84%
  - Disciplinary Environment - 89%
  - Lifetime Substance Abuse - 1%

- 7th/9th/11th Grade
  - School Engagement and Supports - 57%, 39%, 26%
  - School Safety - 75%, 60%, 55%
  - Substance Use - 1%, 1%, 2%

**Baseline**

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Facilities
The CA Dashboard the Sanger Unified student suspension rates show an Green (Medium level) for All students, Red (Very High level) for Foster and Homeless students, and an Yellow (High) level for Students with Disabilities students. The Facilities Inspection Tool shows well maintained facilities (97.8%)

The unduplicated student population have some of the least access to technology which an essential component of education and assessment in the 21st century. The unduplicated students

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

defered maintenance transfer and capital projects 6000-6999:
Capital Outlay Local Supplemental/Concentration $600,000

6000-6999: Capital Outlay Local Supplemental/Concentration $600,000
benefit the most from a classroom environment that increases the capacity for best first instruction. The Sanger Unified School District is committed to providing quality education to its students that includes student safety and well maintained up to date facilities. Facilities upgrades included a focus on enhancing technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation. It is our expectation that these services to the facilities will result in greater student collaboration and more efficient teacher presentation that will enhance the learning experience of the unduplicated student population. The enhanced technology will facilitate quicker English acquisition for our English Learners. A well maintained and up to date facilities will have a positive impact on student performance for English Learner and Socioeconomically Disadvantaged students as well as all students.

It is our expectation that these services to the facilities will result in a safer, well maintained and up to date facilities and have a positive impact on the academic progress of the unduplicated students, and suspensions for all students as well as the English Learner and Socio-Economically Disadvantaged students.
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional Transportation</strong>&lt;br&gt;The Sanger Unified School District is committed to providing quality education to its students; and student school attendance is vital to a student's academic success. In addition, the Sanger Unified attendance rate is high (EL - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain High for English Learners (993.3%) and High for Socially Disadvantaged students (95.3%). To ensure all our students including English Learners and Socially Disadvantaged students are provided equal access and opportunities regardless of their home to school transportation status, Sanger Unified will provide additional transportation services to students. Sanger Unified transportation services covers approximately one hundred eighty square miles and transports over five thousand students daily; District transportation is an integral part of ensuring student access to daily educational services and interventions before and after school.</td>
<td>Sanger Unified provided increase the busing area to the following:&lt;br&gt;Kindergarten: one-half (½) mile&lt;br&gt;Grades 1-3: three-quarter (¾) miles&lt;br&gt;Grades 4-8: one and one-half (1 ½) miles&lt;br&gt;Grades 9-12: two (2) miles</td>
<td><strong>Bus drivers 2000-2999: Classified Personnel Salaries Local Supplemental/Concentration</strong>&lt;br&gt;$2,050,000</td>
<td><strong>2000-2999: Classified Personnel Salaries Local Supplemental/Concentration</strong>&lt;br&gt;$1,950,000</td>
</tr>
</tbody>
</table>
Currently transportation services to and from school are provided as follows:

Kindergarten: one (1) mile  
Grades 1-3: one and one-quarter (1 ¼) miles  
Grades 4-8: two (2) miles  
Grades 9-12: two and one-half (2 ½) miles

It is the intent of the Sanger Unified to increase the busing area to the following:

Kindergarten: one-half (½) mile  
Grades 1-3: three-quarter (¾) miles  
Grades 4-8: one and one-half (1 ½) miles  
Grades 9-12: two (2) miles

It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years as well as maintain the high graduation rates, high attendance rates, and low chronic absenteeism rates for all student groups.
Analysis

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

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

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

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

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

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

Action 1
Facility upgrades have resulted improved technological access, classroom configuration which allows for greater student collaboration, and classroom design has enhanced teacher presentation, improving the learning experience of the unduplicated student population.

Action 2
District transportation is committed to ensure student access to daily educational services and interventions before and after school.

Student Attendance rates
ALL: 95.3%
African Am: 95.3%
Asian: 97.2%
EL: 96%
Hispanic: 95.1%
Homeless: 93%
Multiple: 96.9%
SED: 95.1%
SWD: 94.1%
White: 95%

Chronic Absenteeism rates
ALL: 7.3% Maintained +0.4%
African Am: 10% Declined -1.6%
Asian: 2.8% Maintained +0%
EL: 5.8% Increased +1.2%
Hispanic: 8% Increased +0.7%
Homeless: 14.7% Declined -2.9%
Multiple: 4.7% Declined 2%
SED: 8% Maintained +0.4%
SWD: 13.8% Increased +2.5%
White: 8.1% Increased +1%

Student Suspension rates:
ALL: 3.9% Maintained +0.1%
African Am: 5.4% Maintained +0.1%
Asian: 1.2% Maintained +0.1%
EL: 2.4% Maintained +0%
Hispanic: 4.5% Increased +0.3%
Homeless: 4.7% Declined -3.9%
Multiple: 2.1% Maintained +0.1%
SED: 4.4% Increased +0.3%
SWD: 6% Declined -1.2%
White: 3.3% Declined -0.8%

Student Expulsion rates:
ALL: 0.09%
African Am: 0%
Asian: 0%
EL: 0.05%
Hispanic: 0.11%
Homeless: 0%
Multiple: 0%
SED: 0.09%
SWD: 0.11%
White: 0.08%

School Climate:
5th Grade
School Engagement and Supports - 63%
School Safety - 84%
Disciplinary Environment - 89%
Lifetime Substance Abuse - 1%

7th/9th/11th Grade
School Engagement and Supports - 57%, 39%, 26%
School Safety - 75%, 60%, 55%
Substance Use - 1%, 1%, 2%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
There were no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
The goals and actions will remain the same for goal 3
Involvement Process for LCAP and Annual Update

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

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

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

Parent/School Staff/ Student LCAP Stakeholder Survey
As part of the planning process for updating our Local Control Accountability Plan (LCAP), Sanger Unified contracted with Hanover Research to survey parents, teachers/staff, students and community. Survey included a series screener questions, background questions, as well as opportunities to respond to current LCAP services including Student Support Services, Multi-Tiered Systems of Support, College and Career Readiness, School Climate and Culture, Professional Development, Parent and Community Engagement and District Priorities. Respondents were able to indicate how much they agree or disagree with statements, how satisfied they are with a variety of topics as well as an open ended response with any additional thoughts related to community involvement in Sanger Unified.

Survey responses contained a statistically-appropriate sample of all three stakeholder groups. A total of 8,350 parents responded to the online survey which was over 2,000 more responses than last year.

Of the parent respondents, 2,325 qualify for free or reduced price meals, 721 indicated their children are English Learners, 233 indicated their children are on an Individualized Education Plan, 62 are Migrant and 68 are foster parents and 4723 were none of the above.

Of the respondents, (53%) are Hispanic or Latino, (13%) are Asian, (13%) are White, (2%) are Black or African American and (10%) are two or more races.
In addition to the LCAP Survey, the District also provides a Parent Survey to all parents and every school. The survey goes out in March and the input is used improve services for students. The expected return rate is 85% for elementary sites and 75% for secondary sites. The survey is distributed in English, Spanish and Hmong.

LCAP Presentation/Discussion/Input sessions

Each site principal gave presentation to their school community in the evening which included an overview of LCFF and the LCAP process.

Components of the presentation included the following:

Three District Goals

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

1. Students provided sufficient access to standards aligned curricular materials as measured by local indicator self-reflection tool. (Priority 1)

2. Implementation of the CA state standards as measured by the state self-reflection tool. (Priority 2)

3. CAASPP Student Average Distance from Level 3 in English Language Arts (ELA) for all students including applicable Student Groups (Priority 4)

4. CAASPP Student Average Distance from Level 3 in Mathematics for all students including applicable Student Groups (Priority 4)

5. A-G Completion rates for all students including applicable Student Groups (Priority 4)

6. Career Tech Education Pathway Completion rate for all students including applicable Student Groups (Priority 4)

7. Advanced Placement pass rate for all students scoring 3 or higher including applicable Student Groups (Priority 4)

8. Early Assessment Program English Language Arts (ELA) pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups. (Priority 4)

9. Early Assessment Program Mathematics pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups. (Priority 4)

10. Student access to a broad course of study as measured by the analysis of school site master schedule (Priority 7)
Goal 2: The District will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.

13. English Learners making annual growth as measured by/ELPAC annual growth data (Priority 4)

14. English Learner Reclassification rate (Priority 4)

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

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

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

18. Locally defined Sanger Pledge/Central Valley Promise rate of:(Priority 8)
   - GPA 2.7 or better
   - No D/F in Math/English Language Arts/Science/Social Studies
   - Attendance rate of 96% or better
   - No suspensions

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

19. Properly Credentialed teachers as measured by Misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions (Priority 1)

20. Facilities maintained above 95% as measured by the Facilities Inspection Tool (Priority 1)

21. Parent involvement through the local indicator tool (Priority 3)

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

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

25. Student expulsion rates for all and applicable Student Groups (Priority 6)

26. School climate from locator indicator tool (Priority 6)

As a result of the site presentations, the stakeholders completed a feedback sheet at each site following the presentation and discussion. This information was translated and compiled at the district level and shared with the district leadership, site leadership, the DELAC committee and the LCAP Committee. The feedback was one of the many different forms of communication to the district leadership teams to determine ongoing LCAP Actions and support.

LCAP Actions and Services

Additional School Site Allocation of Dollars

Technology

Early Literacy

Academic Intervention and Support

Socio-Emotional and Behavioral Support

English Learner Support

College and Career Readiness

Parent and Community Involvement

Professional Development

Enrichment in Arts and Science

Class Size Reduction

Library and Media Services
Facilities

Transportation

LCAP stakeholder Presentation/ Input:

January 30, 2019 DELAC (5pm meeting)

February 13, 2019 Sanger Unified Teachers Association Leadership- Certificated Bargaining Unit (3:30pm meeting)

February 14, 2019 WAMS Student Group (9am meeting)

February 19, 2019 Sanger Community Task Force which includes representation from Foster/ Homeless, Hope Sanger, Police and Fire Department, Recreation

Department and Social Services, School District, Local Church Clergy, and local service clubs. (9am meeting)

February 19, 2019 Sanger High Student Group (2pm meeting)

March 1, 2019 PTA Council (9am meeting)

March 7, 2019 Parent Involvement Team (5:30pm meeting)

March 25, 2019 California State Employees Association (CSEA) Classified Bargaining Unit (5:30pm meeting)

April 25, 2019 United Neighbors Community Group (5:30pm meeting)

May 1, 2019 Parent Advisory Council (4:30pm meeting)

November 5-16 2018 - Teachers and staff were provided an opportunity during the school day to complete the LCAP survey which provided feedback to the district. Some completed the digital survey during staff meetings and others completed on their own time.

Stakeholders were given an opportunity to give input regarding LCAP Actions and Allocations.

Community Stakeholders also provided feedback through an open ended survey.
1. What services do you suggest Sanger Unified should continue?

2. What current services do you suggest Sanger Unified enhance or expand on?

3. What services do you suggest Sanger Unified provide that we are not currently providing?

4. Other suggestions and input

LCAP Guidance Committee
Role: 1) Advise on LCAP Budget allocation, 2) share information with community members, 3) review annual progress on District goals, and 4) review other stakeholder input
Composition: Ensure that parents of students in Sanger Unified, including LCFF target subgroups, make up a majority of the membership.

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

The LCAP Guidance Committee includes 32 members
17 Parents
5 EL
9 SED
3 None of above
3 Students
3 Teachers
4 Other staff members
2 Administrators
1 SUSD board member
2 Community members

Observers
Superintendent - Adela Jones
Associate Superintendents: Tim Lopez and Eduardo Martinez

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

District Cabinet Meeting-March 11, 2019
Presented stakeholder input to District Cabinet. Input included parent, staff and student survey results along with input from community stakeholders.

Curriculum and Instruction Cabinet Meetings- March 2019-April 2019
Met with the curriculum and instruction department leaders and provided an opportunity for input. The team synthesized the input from the LCAP survey and LCAP stakeholder feedback and developed recommendations.

Expanded Cabinet Prioritization- March 2019-April 2019
Met with expanded district cabinet from Curriculum and Instruction, Business, Operations, Pupil Services, Technology, and Human Resources. The team synthesized the input from the LCAP survey and LCAP stakeholder feedback. Recommendations were made regarding allocation reduction or addition for each service area.

Meetings and Opportunities to Provide additional input to LCAP Draft
October 23, 2018  LCAP Process and timeline presented to School Board
April 24, 2019  LCAP Guidance Committee meeting. Members will be given opportunities to review LCAP proposed allocations and provide feedback.
May 1, 2019  District English Learner Advisory Council to review LCAP draft and provided opportunities for feedback.
May 1, 2019  LCAP Guidance Committee/DAC review of LCAP draft and provided opportunities for feedback.

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

In addition, the LCAP draft will be posted on May 24, 2019 on the district website for comment. An online form was made available to download and send to the district.

June 11, 2019 - Public Hearing at Board Meeting
June 25, 2019 - Board Meeting approval of Sanger Unified LCAP and Budget
Impact on LCAP and Annual Update

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

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

We were able to refocus the priorities and add clarity to the actions and expenditures.

We realized that English Learner services need to be embedded throughout the plan rather than a single action.

We also added Career Tech Education to College and Career which was a high priority for our stakeholders.

We noticed that technology was not as high a priority the last few years since most stakeholders felt that SUSD is well equipped with technology.

Academic Intervention and Support and Social Emotional Support continue to be high priorities.

Additional School Site Allocations will also be providing additional support for Academic Interventions in school sites.

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

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

- College and Career Readiness (Goal 1 - Action 9)
- English Learner Support (Embedded throughout)
- Socio-Emotional and Behavioral Support (Goal 2 - Action 2)
- Academic Intervention and Support (Goal 2 - Action 1)
- Enrichment/Arts/Science (Goal 1 - Action 11)
- Facilities (Goal 3 - Action 1)

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

- Social-Emotional and Behavioral Support (Goal 2 - Action 2)
- Enrichment Arts and Sciences (Goal 1 - Action 11)
- Facilities (Goal 3 - Action 1)
Additional School Site Allocation (Goal- Action)

English Learners Support (Goal 2 - Action 3)

Parent and Community Involvement (Goal 1)

College and Career Readiness (Goal 1- Action 9)

Academic Intervention and Support (Goal 2- Action 1)

Additional Resources and Books (Goal- Action)

Professional Development (Goal 1- Action 10)

Technology (Goal 1- Action 7)

Library and Media Services (Goal 1- Action 13)

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

- Basic District-wide Services - Affirmed
- Additional School Site Allocation - Affirmed
- Technology - Modified
- Early Literacy - Modified
- College and Career Readiness - Modified
- Professional Learning - Modified
- Enrichment - Modified
- Library/Media Services - Modified
- Class Size Reduction - Affirmed
- Academic Intervention and Support - Modified
- Social-Emotional and Behavioral Support - Affirmed
- Facilities - Affirmed
- Additional Transportation - Affirmed
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

Unchanged Goal

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

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

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students provided sufficient access to standards aligned curricular materials as measured by local</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td>100% sufficient access to standard aligned curricular materials</td>
<td>100% sufficient access to standard aligned curricular materials</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>indicator self-reflection tool.</td>
<td></td>
<td>Positive growth from LCAP baseline data</td>
<td>Positive growth from 2017-18 LCAP data</td>
<td>Positive growth from 2018-19 LCAP data</td>
</tr>
<tr>
<td>(Priority 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Implementation of the CA state standards as measured by the state self-reflection tool.</td>
<td>Average score of all measures state reflection tool is 3.76</td>
<td>Positive growth from 2017-18 LCAP data</td>
<td>Positive growth from 2018-19 LCAP data</td>
<td>Positive growth from 2018-19 LCAP data</td>
</tr>
<tr>
<td>(Priority 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. CAASPP Student Average Distance from Level 3 in English Language Arts (ELA) for all students including applicable Student Groups</td>
<td>CAASPP English Language Arts</td>
<td>Positive Growth from Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 LCAP data for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 LCAP data for all students including applicable Student Groups</td>
</tr>
<tr>
<td>(Priority 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CAASPP English Language Arts

Average Distance from Level 3

- **ALL** - Low (-21.5)
- **African Am** - Low (-33.9)
- **Asian** - Medium (8.1)
- **EL** - Low (-41.9)
- **Hispanic** - Low (-31.9)
- **Homeless** - *
- **Multiple** - High (10.2)
- **SED** - Low (-31.7)
- **SWD** – Very Low (-111.3)
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>
| 4. CAASPP Student Average Distance from Level 3 in Mathematics for all students including applicable Student Groups (Priority 4) | CAASPP Mathematics Average Distance from Level 3  
- ALL - Low (-34.6)  
- African Am - Low (-48)  
- Asian – High (0.6)  
- EL - Low (-54)  
- Hispanic - Low (-46.1)  
- Homeless - *  
- Multiple - High (0.9)  
- SED - Low (-44)  
- SWD – Very Low (-118.2)  
- White - High (0.2) | Positive Growth from Baseline for all students including applicable Student Groups | Positive Growth from 2017-18 LCAP data year for all students including applicable Student Groups | Positive Growth from 2018-19 LCAP data year for all students including applicable Student Groups |
| 5. A-G Completion rates for all students including applicable Student Groups (Priority 4) | A-G Rates -  
ALL: 48%  
African Am: 50%  
Asian: 75%  
EL: 45%  
Hispanic: 44%  
Homeless: *  
Multiple: 60%  
SED: 45%  
SWD: * | Positive Growth from Baseline for all students including applicable Student Groups | Positive Growth from 2017-18 LCAP for all students including applicable Student Groups | Positive Growth from 2018-19 LCAP for all students including applicable Student Groups |
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Career Tech Education Pathway Completion rate for all students including applicable Student Groups (Priority 4)</td>
<td>White: 51% * Not significant number of students in this group</td>
<td>Positive Growth from Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 LCAP for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 LCAP for all students including applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>CTE Completion Rates - ALL: 77% African Am: 68% Asian: 80% EL: 62% Hispanic: 75% Homeless: 50% Multiple: 82% SED: 74% SWD: 62% White: 87%</td>
<td>Positive Growth from Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 LCAP for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 LCAP for all students including applicable Student Groups</td>
</tr>
<tr>
<td>7. Advanced Placement pass rate for all students scoring 3 or higher including applicable Student Groups (Priority 4)</td>
<td>AP Pass Rates - ALL: 52% African Am: * Asian: 45% EL: * Hispanic: 50% Homeless: * Multiple: * SED: 50% SWD: * White: 66%</td>
<td>Positive Growth from Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 LCAP for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 LCAP for all students including applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>* Not significant number of students in this group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8. Early Assessment Program English Language Arts (ELA) pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups.</td>
<td>EAP ELA Rates ELA Ready and Conditionally Ready</td>
<td>Positive Growth from Baseline for all students including applicable Student Group</td>
<td>Positive Growth from 2017-18 LCAP Baseline for all students including applicable Student Group</td>
<td>Positive Growth from 2018-19 LCAP Baseline for all students including applicable Student Group</td>
</tr>
<tr>
<td></td>
<td>ALL: 56%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>African Am: *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian: 82%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EL: 2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic: 50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homeless: *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple: *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SED: 52%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SWD: 11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White: 70%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Not significant number of students in this group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Early Assessment Program Mathematics pass rate for students meeting Conditionally Ready or higher status for all students including applicable Student Groups.</td>
<td>EAP Mathematic Rates Ready and Conditionally Ready</td>
<td>Positive Growth from Baseline for all students including applicable Student Group</td>
<td>Positive Growth from 2017-18 LCAP Baseline for all students including applicable Student Group</td>
<td>Positive Growth from 2018-19 LCAP Baseline for all students including applicable Student Group</td>
</tr>
<tr>
<td></td>
<td>ALL: 22%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>African Am: *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian: 43%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EL: 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic: 15%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homeless: *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple: *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SED: 17%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SWD: 3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White: 32%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Not significant number of students in this group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10. Student access to a broad course of study as measured by the analysis of school site master schedule</td>
<td>100% access to a broad course of study</td>
<td>100% access to a broad course of study</td>
<td>100% access to a broad course of study</td>
<td>100% access to a broad course of study</td>
</tr>
<tr>
<td>(Priority 7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Other Pupil Outcome - Student Met or Exceeded rate on SUSD TK-2 District Progress Assessments in English Language Arts (ELA) and CDE Interim Comprehensive Assessments for English Language Arts (ELA)</td>
<td>TK-2 DPA ELA Mastery Rates</td>
<td>Positive Growth from Baseline for all students including applicable Student Group</td>
<td>Positive Growth from 2017-18 LCAP Baseline for all students including applicable Student Group</td>
<td>Positive Growth from 2018-19 LCAP Baseline for all students including applicable Student Group</td>
</tr>
<tr>
<td>(Priority 8)</td>
<td>ALL: 94% Asian: 98% EL: 90% Hispanic: 93% Homeless: * Multiple: * SED: 90% SWD: 60% White: 96% * Not significant number of students in this group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Other Pupil Outcome - Student Met or Exceeded rate on SUSD TK-2 District Progress Assessments in Mathematics and CDE Interim Comprehensive Assessments for Mathematics</td>
<td>TK-2 DPA Math Mastery Rates</td>
<td>Positive Growth from 2016-17 Baseline for all students including applicable Student Groups</td>
<td>Positive Growth from 2017-18 LCAP for all students including applicable Student Groups</td>
<td>Positive Growth from 2018-19 LCAP for all students including applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>ALL: 73.6% Asian: 78.7% EL: 60.6% Hispanic: 50% Homeless: * Multiple: * SED: 54.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>(Priority 8)</td>
<td>SWD: 29.5% White: 81.5%</td>
<td>* Not significant number of students in this group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

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

OR

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

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

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

**2017-18 Actions/Services**

- Base Services
  - On-going operating costs to maintain existing programs and services to students such as teachers; administrators;

**2018-19 Actions/Services**

- Base Services
  - On-going operating costs to maintain existing programs and services to students such as teachers; administrators;

**2019-20 Actions/Services**

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

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$50,000,000</td>
<td>Base</td>
<td>0000: Unrestricted</td>
<td>$80,000</td>
<td>Base</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td>2018-19</td>
<td>$51,369,593</td>
<td>Base</td>
<td>0000: Unrestricted</td>
<td>$85,000</td>
<td>Base</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td>2019-20</td>
<td>$54,000,000</td>
<td>Base</td>
<td>0000: Unrestricted</td>
<td>$90,000</td>
<td>Base</td>
<td>0000: Unrestricted</td>
</tr>
</tbody>
</table>

### Action 2

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

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

- All

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

- All Schools

**OR**

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

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

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

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

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$9,000,000</td>
<td>$10,133,778</td>
<td>$10,850,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Reference</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
</tr>
</tbody>
</table>

Action 3

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

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

Students with Disabilities

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

All Schools

OR

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

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

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

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

**2017-18 Actions/Services**
- Special Education
  - Provide services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.
  - Transfer LCFF funding to Fresno County Office of Education for County-educated students.

**2018-19 Actions/Services**
- Special Education
  - Provide services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.
  - Transfer LCFF funding to Fresno County Office of Education for County-educated students.

**2019-20 Actions/Services**
- Special Education
  - Provide services to students with Individual Education Plans (IEPs) or otherwise qualifying for special education programs/services.
  - Transfer LCFF funding to Fresno County Office of Education for County-educated students.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$3,300,000</td>
<td>$3,857,526</td>
<td>$4,200,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td>Amount</td>
<td>$625,000</td>
<td>$720,000</td>
<td>$750,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
</tr>
</tbody>
</table>
Action 4

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

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

| All |

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

| All Schools |

OR

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

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

| [Add Students to be Served selection here] |

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

| [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

### Actions/Services

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

| Unchanged Action |

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

| Unchanged Action |

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

| Unchanged Action |

| 2017-18 Actions/Services |

**Athletics and VROP**
Elementary and Secondary Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues

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

| 2018-19 Actions/Services |

**Athletics and VROP**
Elementary and Secondary Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues

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

| 2019-20 Actions/Services |

**Athletics and VROP**
Elementary and Secondary Athletic Programs, including coaches, supplies and equipment, and transportation to and from game venues

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

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$1,900,000</td>
<td>Base</td>
<td>0000: Unrestricted</td>
<td>$900,000</td>
<td>Base</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td>2018-19</td>
<td>$2,369,500</td>
<td>Base</td>
<td>0000: Unrestricted</td>
<td>$900,000</td>
<td>Base</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td>2019-20</td>
<td>$2,500,000</td>
<td>Base</td>
<td>0000: Unrestricted</td>
<td>$900,000</td>
<td>Base</td>
<td>0000: Unrestricted</td>
</tr>
</tbody>
</table>

**Action 5**

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

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

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

OR

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

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

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

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

**Actions/Services**

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

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

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

**2017-18 Actions/Services**
- Administrative Services
- District Operations including Business, Human Resources, Facilities and Grounds

**2018-19 Actions/Services**
- Administrative Services
- District Operations including Business, Human Resources, Facilities and Grounds

**2019-20 Actions/Services**
- Administrative Services
- District Operations including Business, Human Resources, Facilities and Grounds
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$11,804,035</td>
<td>Base</td>
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<tr>
<td>2018-19</td>
<td>$15,847,808</td>
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</tr>
<tr>
<td>2019-20</td>
<td>$16,400,000</td>
<td>Base</td>
<td>0000: Unrestricted</td>
</tr>
</tbody>
</table>

### Action 6

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

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

[Add Students to be Served selection here]  

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

[Add Location(s) selection here]  

**OR**

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

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

English Learners  
Foster Youth  
Low Income

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

LEA-wide

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

All Schools

### Actions/Services

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

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

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

2017-18 Actions/Services  
Additional School Site Allocation

2018-19 Actions/Services  
Additional School Site Allocation

2019-20 Actions/Services  
Additional School Site Allocation
Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in English Language Arts and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in Mathematics and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment.

Each school site in Sanger Unified has unique needs tailored to their unduplicated students. To address the unique needs, School sites will be allocated funding based on the number of unduplicated students. All site expenditures allocated must be budgeted and approved by the school site council/leadership teams and on the school site plan. Site expenditures are expected to principally focus on with an emphasis on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student

Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -42.2 points from Level 3 in English Language Arts and Low Income student performance is Low at -29.5 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -53.7 points from Level 3 in Mathematics and Low Income student performance is Low at -42.2 points from Level 3 in Mathematics Assessment.

Each school site in Sanger Unified has unique needs tailored to their unduplicated students. To address the unique needs, School sites will be allocated funding based on the number of unduplicated students. All site expenditures allocated must be budgeted and included on the SPSA. The school site council/leadership teams approve the federal funds for SPSA and informed on the LCAP funding. Site expenditures are expected to principally focus on with an emphasis on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student

Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -40.3 points from Level 3 in English Language Arts, however, they increased 3.6 points. Socioeconomically Disadvantaged student performance was Low at -16.4 points from Level 3 in English Language Arts Assessment and increased 8.7 points. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -56.2 points from Level 3 in Mathematics and increased 1.9 points. Socioeconomically Disadvantaged student performance was Low at -42.2 points from Level 3 in Mathematics Assessment and increased 3.9 points. However, the Sanger Unified attendance rate is high (English Learner - 96%, SED 95.1%) and the CA Dashboard for graduation rates remain High for English Learners 94.7% and increased by 5.7%. In addition, socioeconomically disadvantaged students remains High at 93.35% and increased by 2.2%.

Each school site in Sanger Unified has unique needs tailored to their unduplicated students. To address the unique needs, School sites will be allocated funding based on the number of unduplicated students. All site expenditures allocated must be budgeted and included on the
access to supplementary materials and technology support personnel. Additional support personnel including intervention teachers, early literacy reading teachers, additional English learner teachers, and student advocates at the middle and high school to provide additional support to students struggling academically and emotionally, and software to enable English learners and struggling readers to access reading skills. Expenditures include site level training of personnel focused on student access to reduce the learning gaps.

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

Budgeted Expenditures

SPSA. The school site council/leadership teams approve the federal funds for SPSA and informed on the LCAP funding. Site expenditures are required to principally focus on with an emphasis on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student access to supplementary materials and technology support personnel. Expenditures include site level training of personnel focused on student access to reduce the learning gaps.

It is our expectation that the implementation of these unique site services will target the unduplicated students and result in higher levels of student literacy and an increased performance of students on the ELA and Mathematics CAASP and upcoming College and Career Indicator at the secondary levels.
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$3,950,000</td>
<td>Local Supplemental/Concentration</td>
<td>1000-1999: Certificated Personnel Salaries curriculum support and intervention teachers</td>
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<tr>
<td>2018-19</td>
<td>$1,100,000</td>
<td>Local Supplemental/Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td>$1,100,000</td>
<td>Local Supplemental/Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>

**Action 7**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

| LEA-wide |

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

| All Schools |

**Actions/Services**

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

| Modified Action |

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

| Modified Action |

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

| Modified Action |

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

To assist our low-income students, English Learner, and foster youth students in being College and Career ready, each teacher will receive appropriate technology devices for instructional purposes. Additionally, all students will participate in a blended learning instructional program, which will include online assessments. Piloted K-12 classrooms will continue to be utilized to explore innovative practices in instruction. Other funding sources will be utilized to purchase student devices to continue the goal toward K-12 1:1 deployment and infrastructure.

With respect to our English Learners and Socioeconomically Disadvantaged Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -42.2 points from Level 3 in English Language Arts and Low Income student performance is Low at -29.5 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -53.7 points from Level 3 in Mathematics and Low Income student performance is Low at -42.2 points from Level 3 in Mathematics Assessment. However, the Sanger Unified attendance rate is high (E - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain High for English Learners (93.3%) and High for Socially Disadvantaged students (95.3%).

Applications, software, and materials that supports the instructional focus will be provided. Conference and training expenses have also been allocated.

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

It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and
Applications, software, and materials that supports the instructional focus will be provided. Conference and training expenses have also been allocated.

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

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

Moved the expenditure for 1:1 devices to College and Career Action.

MODIFICATION:
Removed the following section of this action from the previous year:
Applications, software, and materials that supports the instructional focus will be provided. Conference and training expenses have also been allocated.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tr>
<td>Amount</td>
<td>$1,627,000</td>
<td>$20,000</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies devices for 1-to-1 program</td>
<td>4000-4999: Books And Supplies Technology software and training</td>
<td>Not Applicable N/A</td>
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<td>Amount</td>
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### Action 8

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

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

OR

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

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

### Actions/Services

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

- Modified Action

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

- Modified Action

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

- Modified Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
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<tbody>
<tr>
<td>Early Literacy</td>
<td>Early Literacy</td>
<td>Early Literacy</td>
</tr>
<tr>
<td>Sanger Unified’s CA School Dashboard</td>
<td>Sanger Unified’s CA School Dashboard</td>
<td>Sanger Unified's CA School Dashboard</td>
</tr>
<tr>
<td>ELA Performance Indicator shows improvement is needed with respect to our English Learners and Low-Income Students. Our CAASPP unduplicated</td>
<td>ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP</td>
<td>ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged</td>
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</tbody>
</table>
pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in English Language Arts and Low-Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. Our data indicate a need focus on early literacy for improved achievement outcomes by 3rd grade. Sanger Unified will add Literacy Specialist Teachers (LST) for sites to support, supplement, and extend the work of the classroom teacher and the early literacy program which is directed at meeting English Language Arts goals. Literacy Specialist Teachers provide coaching and support in evidenced-based practices that increase opportunities for English-learners and Low-Income students to access and participate in a balanced literacy learning environment. LST support the use of Universal Design for Learning strategies that are designed to create greater access to students with added risk factors such as socio-economic disadvantaged, English Learners, Homeless and Foster Youth.

Resources will be allocated to support a literacy-rich environment at all school sites to increase the exposure for low-income students, English Learners, and foster youth. Text sets, guided reading books, expanded classroom libraries, and home/school support will be readily available. It is our expectation that these services will result in increased performance in ELA CAASPP scores over the course of the next three years with an unduplicated pupil data indicators show that English Learners are Low at -42.2 points from Level 3 in English Language Arts and Low Income student performance is Low at -29.5 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -53.7 points from Level 3 in Mathematics and Low Income student performance is Low at -42.2 points from Level 3 in Mathematics Assessment. Our data indicate a need focus on early literacy for improved achievement outcomes by 3rd grade. Sanger Unified will add Literacy Specialist Teachers (LST) for sites to support, supplement, and extend the work of the classroom teacher and the early literacy program which is directed at meeting English Language Arts goals. Literacy Specialist Teachers provide coaching and support in evidenced-based practices that increase opportunities for English-learners and Low-Income students to access and participate in a balanced literacy learning environment. LST support the use of Universal Design for Learning strategies that are designed to create greater access to students with added risk factors such as socio-economic disadvantaged, English Learners, Homeless and Foster Youth.

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overarching district goal of all students being literate by 3rd grade.

expanded classroom libraries, and home/school support will be readily available.

Preschool services made available to support early literacy development at no cost to increase access to students with risk factors such as socio-economic disadvantaged, English Learners, Homeless and Foster Youth.

It is our expectation that these services will result in increased performance in ELA CAASPP scores over the course of the next three years with an overarching district goal of all students being literate by 3rd grade.

MODIFICATION:
Removed the following section of this action from the previous year:

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

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</tr>
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<tbody>
<tr>
<td>2017-18</td>
<td>$1,235,000</td>
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<td>2018-19</td>
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</tbody>
</table>

**Action 9**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

- English Learners
- Foster Youth
- Low Income

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

- LEA-wide

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

- All Schools
### Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Readiness Skills</td>
</tr>
<tr>
<td>Sanger Unified's CA School Dashboard</td>
</tr>
<tr>
<td>ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in English Language Arts and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in Mathematics and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. However, the Sanger Unified attendance rate is high (EL - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain Very High for English Learners (96.9%) and Very High for Socioeconomically Disadvantaged students (97.7%). Continuing to enhance the motivation for students through College and Career readiness needs to continue.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Readiness Skills</td>
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<td>Sanger Unified's CA School Dashboard</td>
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</tr>
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Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
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<tbody>
<tr>
<td>College and Career Readiness Skills</td>
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<tr>
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</tr>
</tbody>
</table>
To enhance the College and Career opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:

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

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

Provide access for all 8th and 10th grade students in the district to the College Board PSAT. The data from the PSAT provides diagnostic support through the Kahn Academy to support student success. In addition, SUSD will provide support for all students taking the College Board Advanced Placement tests at a reduced fee.

Career Technical Education personnel support in the K-12 grade levels to increase the awareness of CTE through exploration and exposure of identified students and the implementation of CTE Pathways at all sites. Additional funds will be provided to complete Agriculture Pathway farm at Sanger High School and establish the CTE programs and systems of the new 9-12th site.

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

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

Kindergarten through 12th grade college and career readiness support and training through the Sanger Pledge to include student incentives, visits to colleges and local industry partners will provide early identification of goals for all students with focused support for identified pupils that may not currently have that opportunity.

Provide access for all 8th and 10th grade students in the district to the College Board PSAT. The data from the PSAT provides diagnostic support through the Kahn Academy to support student success. In addition, SUSD will provide support for all students taking the College Board Advanced Placement tests at a reduced fee.

Career Technical Education personnel support in the K-12 grade levels to increase the awareness of CTE through exploration and exposure of identified students and the implementation of CTE Pathways at all sites. Additional funds will be provided to complete Agriculture Pathway farm at Sanger High School and establish the CTE programs and systems of the new 9-12th site.
Resources allocated to enhance parent exposure to Career Technical Education in SUSD Pathways and industry partners.

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

Resources will be utilized to purchase student devices to continue the goal toward K-12 1:1 deployment and infrastructure. To assist our low-income students, English Learner, and foster youth students in being College and Career ready, each teacher will receive appropriate technology devices for instructional purposes. Additionally, all students will participate in a blended learning instructional program, which will include online assessments. Piloted K-12 classrooms will continue to be utilized to explore innovative practices in instruction.

It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years as well as maintain the high graduation rates for all student groups.

Pathways at all sites. Additional funds will be provided to establish the CTE programs and systems of the new 9-12th site.

Resources allocated to enhance parent exposure to Career Technical Education in SUSD Pathways and industry partners.

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

Resources will be utilized to purchase student devices to continue the goal toward K-12 1:1 deployment and infrastructure. To assist our low-income students, English Learner, and foster youth students in being College and Career ready, each teacher will receive appropriate technology devices for instructional purposes. Additionally, all students will participate in a blended learning instructional program, which will include online assessments. Piloted K-12 classrooms will continue to be utilized to explore innovative practices in instruction.

It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years as well as maintain the high graduation rates for all student groups.
MODIFICATIONS:
Decrease funds in K-12 College and Career Site Support to better match actual cost of 18-19 expenditures.

Decrease funds in PSAT 8 and 10th grade/AP Exam. Budget will only be used to support the high needs population: ELs, Foster/Homeless, and low socioeconomic status students

Decrease funds in CTE Student/Parent Engagement to reflect actual cost needed based on 18-19 expenditures.

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<thead>
<tr>
<th>Budgeted Expenditures</th>
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<th>2019-20</th>
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<td><strong>Budget Reference</strong></td>
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**Action 10**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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

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

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

- Modified Action

2017-18 Actions/Services

- Professional Learning
- Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in English Language Arts and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in Mathematics and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. However, the Sanger Unified attendance rate is high (E - 95.5%, SED 95.2%) and the CA Dashboard for

2018-19 Actions/Services

- Professional Learning
- Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -42.2 points from Level 3 in English Language Arts and Low Income student performance is Low at -29.5 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -42.2 points from Level 3 in Mathematics and Low Income student performance is Low at -42.2 points from Level 3 in Mathematics Assessment. However, the Sanger Unified attendance rate is high (E - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates

2019-20 Actions/Services

- Professional Learning
- Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -40.3 points from Level 3 in English Language Arts, however, they increased 3.6 points. Socioeconomically Disadvantaged student performance was Low at -16.4 points from Level 3 in English Language Arts Assessment and increased 8.7 points. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -56.2 points from Level 3 in Mathematics and increased 1.9 points. Socioeconomically Disadvantaged student performance was Low at -42.2 points from
graduation rates remain Very High for English Learners (96.9%) and Very High for Socially Disadvantaged students (97.7%).

Professional Development will be provided for all Pre-K through 12th grade teachers to build their capacity in educational pedagogy and assessment. Professional learning goals will meet the needs for all students especially low-income students, English learners, and foster youth. The topics of the PD will be centered on our district’s initiatives of high achievement for all students and closing the achievement gap.

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

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

remain High for English Learners (93.3%) and High for Socially Disadvantaged students (95.3%).

Professional Development will be provided for all Pre-K through 12th grade teachers to build their capacity in educational pedagogy and assessment. Professional learning goals will meet the needs for all students especially low-income students, English learners, and foster youth. The topics of the PD will be centered on our district’s initiatives of high achievement for all students and closing the achievement gap.

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

College and Career Readiness
Professional Learning will be provided to build capacity within our high school pathways and to link to middle school to develop 21st Century skills and district initiatives. In addition, TK-6th grade teachers will develop further understanding of 21st Century Skills and computer science standards.

Professional Development opportunities will be available to increase and improve services to our EL students.

Level 3 in Mathematics Assessment and increased 3.9 points. However, the Sanger Unified attendance rate is high (English Learner - 96%, SED 95.1%) and the CA Dashboard for graduation rates remain High for English Learners 84.7% and increased by 5.7%. In addition, socioeconomically disadvantaged students remains High at 93.35% and increased by 2.2%.

Professional Development will be provided for all Pre-K through 12th grade teachers to build their capacity in educational pedagogy and assessment. Professional learning goals will meet the needs for all students especially low-income students, English learners, and foster youth. The topics of the PD will be centered on our district’s initiatives of high achievement for all students and closing the achievement gap.

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

College and Career Readiness
Professional Learning will be provided to build capacity within our high school pathways and to link to middle school to develop 21st Century skills and district initiatives. In addition, TK-6th grade teachers will develop further
District personnel will provide Professional learning to meet the needs of all students especially low-income students, English learners, and foster youth. In addition, an outside consultant will assist in meeting the needs of our secondary leadership team and staff.

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

Understanding of 21st Century Skills and computer science standards.

Professional Development opportunities will be available to increase and improve services to our EL students.

District personnel will provide Professional learning to meet the needs of all students especially low-income students, English learners, and foster youth. In addition, an outside consultant will assist in meeting the needs of our secondary leadership team and staff.

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

MODIFICATION:
Reduced District Allocation for Professional Learning
Reduced Site Allocation for Professional Learning.

### Budgeted Expenditures

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<tr>
<th>Year</th>
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<tr>
<td>$84,000</td>
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</table>

**Action 11**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

<table>
<thead>
<tr>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
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<td>Modified Action</td>
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<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
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<tbody>
<tr>
<td>Enrichment</td>
</tr>
<tr>
<td>Sanger Unified's State Assessment ELA &amp; mathematics performance indicators show improvement is needed with respect to English Learners, SED and Homeless subgroups. Our Dashboard indicates &quot;Low&quot; level performance for all three subgroups. As a result, SUSD will enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:</td>
</tr>
<tr>
<td>Provide increased summer school, intersession, and bridge support activities in order to provide enrichment activities for students.</td>
</tr>
<tr>
<td>Resources will be allocated to provide for a VAPA TSA. The TSA will facilitate arts implementation for all students K-12 especially targeting access for our low-income, English Learners and foster</td>
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<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
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<tr>
<td>Enrichment</td>
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<tr>
<td>Sanger Unified's State Assessment ELA &amp; mathematics performance indicators show improvement is needed with respect to English Learners, SED and Homeless subgroups. Our Dashboard indicates &quot;Low&quot; level performance for all three subgroups. As a result, SUSD will enhance the access to Arts, Science, and enrichment opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:</td>
</tr>
<tr>
<td>Provide increased summer school enrichment activities for students.</td>
</tr>
<tr>
<td>Resources will be allocated to provide for a VAPA TSA. The TSA will facilitate arts implementation for all students K-12 especially targeting access for our low-income, English Learners and foster</td>
</tr>
</tbody>
</table>
especially targeting access for our low-income, English Learners and foster youth. Funds will be allocated to support the hiring of two additional music teachers to support elementary music instruction. Additional expenditures may include: curriculum materials, and equipment.

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

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

It is our expectation that these services will increase support for student learning while also offering a greater breadth of learning opportunities to increase student engagement and result in the increase of state assessment in ELA and Mathematics.

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

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

Provide support for the Dual Language programs offered at two school sites. Support may include Supplemental resources and supplies, conference and travel and teacher aides.

It is our expectation that these services will increase support for student learning while also offering a greater breadth of learning opportunities to increase student engagement and result in the increase of state assessment in ELA and Mathematics.

Provide support for the Dual Language programs offered at two school sites. Support may include Supplemental resources and supplies, conference and travel and teacher aides.

It is our expectation that these services will increase support for student learning while also offering a greater breadth of learning opportunities to increase student engagement and result in the increase of state assessment in ELA and Mathematics.

MODIFICATIONS:
Reduced support for VAPA Program
Reduced Operating Expenditures for Enrichment Programs

Budgeted Expenditures
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**Action 12**

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

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

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

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

- English Learners
- Foster Youth
- Low Income

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

- LEA-wide

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

- All Schools

**Actions/Services**

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

- Modified Action

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

- Modified Action

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

- Unchanged Action

**2017-18 Actions/Services**

- Career Technical Education
- Sanger Unified's CA School Dashboard
- ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in English Language Arts and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in Mathematics and Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts

**2018-19 Actions/Services**

- Removed Action and combined with College and Career Readiness Action

**2019-20 Actions/Services**

- Removed Action and combined with College and Career Readiness Action
Assessment. However, the Sanger Unified attendance rate is high (E - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain Very High for English Learners (96.9%) and Very High for Socially Disadvantaged students (97.7%). To enhance the Career Technology Education opportunities of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:

Career Technical Education personnel support in the K-12 grade levels to increase the awareness of CTE through exploration ad exposure of identified students and the implementation of CTE Pathways.

Resources allocated to enhance parent exposure to Career Technical Education in SUSD Pathways and industry partners.

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

It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years as well as maintain the high graduation rates for all student groups.
## Budgeted Expenditures

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<th>Year</th>
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<td>Amount</td>
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### Action 13

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

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

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

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

**Modified Action**

### 2017-18 Actions/Services

**Library/Media Services**
- Sanger Unified's State Assessment ELA performance indicators show improvement is needed with respect to English Learners, SED and Homeless subgroups.
- Our Dashboard indicates "Low" level performance for all three subgroups.
- As a result, SUSD systematically create a more robust, literacy rich and accessible library system for low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, Sanger Unified will:

  - Extend hours of libraries at Wilson, SHS, WAMS, and “rover” to cover in town schools to provide opportunities for extended learning time for students through tutorial sessions, allow students, parents to enhance technology access with computers and ipads to support student academic success, provide access to books for students and parents to read, and provide opportunities for parents and...
community members to receive additional academic training.

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

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

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

It is our expectation that the implementation of these services will result in higher levels of student literacy and an increased performance of students on the ELA CAASP.

in higher levels of student literacy and an increased performance of students on the ELA CAASP.

MODIFICATION: Removed the following section of this action from the previous year:

Extend hours of libraries at Wilson, SHS, WAMS, and “rover” to cover in town schools to provide opportunities for extended learning time for students through tutorial sessions, allow students, parents to enhance technology access with computers and ipads to support student academic success, provide access to books for students and parents to read, and provide opportunities for parents and community members to receive additional academic training.

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

Reduced K-12 Library Support: Circulation/Resources/Work Spaces/Professional learning

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$37,500</td>
<td>$48,000</td>
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</tr>
<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>N/A</td>
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<tr>
<td>Library media technicians</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td>Amount</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>-----------------</td>
<td>--------</td>
</tr>
</tbody>
</table>

**Action 14**

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

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

**OR**

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

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

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

**Modified Action**

### 2017-18 Actions/Services

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

To address this need, Sanger Unified is committed to maintaining and enhancing class size reduction in grades TK-12. Maximum class size for TK-6 is negotiated at 32. Maximum class size for 7-12 is negotiated

| Class Size Reduction | Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -42.2 points from Level 3 in English Language Arts and Low Income student performance is Low at -29.5 points from Level 3 in English Language Arts Assessment. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -53.7 points from Level 3 in Mathematics and Low Income student performance is Low at -42.2 points from Level 3 in Mathematics Assessment. However, the Sanger Unified attendance rate is high (E - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain High for English Learners (93.3%) and High for Socioeconomically Disadvantaged students (95.3%).

To address this need, Sanger Unified is committed to maintaining and enhancing class size reduction in grades TK-12. Maximum class size for TK-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. This includes, but is not limited to,

| Class Size Reduction | Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -40.3 points from Level 3 in English Language Arts, however, they increased 3.6 points. Socioeconomically Disadvantaged student performance was Low at -16.4 points from Level 3 in English Language Arts Assessment and increased 8.7 points. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -56.2 points from Level 3 in Mathematics and increased 1.9 points. Socioeconomically Disadvantaged student performance was Low at -42.2 points from Level 3 in Mathematics Assessment and increased 3.9 points. However, the Sanger Unified attendance rate is high (English Learner - 96%, SED 95.1%) and the CA Dashboard for graduation rates remain High for English Learners 84.7% and increased by 5.7%. In addition, socioeconomically disadvantaged students remains High at 93.35% and increased by 2.2%. |
at 34. This includes, but is not limited to, additional staffing at middle school, high school, physical education and special education.

It is our expectation that these services will result in increased performance in ELA CAASPP scores over the course of the next three years with an overarching district goal of all students being literate by 3rd grade.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$6,000,000</td>
<td>$6,350,000</td>
<td>$6,550,000</td>
</tr>
<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
</tr>
</tbody>
</table>

To address this need, Sanger Unified is committed to maintaining and enhancing class size reduction in grades TK-12. Maximum class size for TK-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. This includes, but is not limited to, additional staffing at middle school, high school, physical education and special education.

It is our expectation that these services will result in increased performance in ELA CAASPP scores over the course of the next three years with an overarching district goal of all students being literate by 3rd grade.
**Goals, Actions, & Services**

Strategic Planning Details and Accountability

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

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

| Unchanged Goal |

---

**Goal 2**

Goal 2

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

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

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

Local Priorities:

**Identified Need:**

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

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. English Learners making annual growth as measured by CELDT/ELPAC annual growth data</td>
<td>No AMAO 1 for 2016, However: 59.97% percent EL students made progress on CELDT</td>
<td>Positive Growth from 2016-17 Baseline</td>
<td>Positive Growth from 2017-18</td>
<td>Positive Growth from 2018-19</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14. English Learner Reclassification rate (Priority 4)</td>
<td>No AMAO 2 for 2016, However: 31.3% EL students proficient on CELDT for students less than 5 years 46.3 % EL students proficient on CELDT for students greater than 5 years</td>
<td>Maintain reclassification rate</td>
<td>Maintain reclassification rate</td>
<td>Maintain reclassification rate</td>
</tr>
<tr>
<td></td>
<td>English Learner Reclassification rate 13.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Middle school dropout rates for all and applicable Student Groups (Priority 5)</td>
<td>0% for All and Student Groups</td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups</td>
<td>Maintain or decrease Middle School Dropout rate for All students and applicable Student Groups</td>
<td>Maintain Middle School Dropout rate for All students and applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. High school dropout rates for all and applicable Student Groups (Priority 5)</td>
<td>High School Dropout Rates</td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups</td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups</td>
<td>Meet or be lower than the state and county rates for all and applicable Student Groups</td>
</tr>
<tr>
<td></td>
<td>ALL: 3.1%  African Am: 0%  Asian: 0%  EL: 4%  Hispanic: 2.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Homeless</strong></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple: 16.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SED: 3.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD: 6.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White: 5.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Not significant number of students in this group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High School Graduation Rates</strong></td>
<td>High School Graduation Rates</td>
<td>Meet or be higher than the state and county rates for all and applicable Student Groups</td>
<td>Meet or be higher than the state and county rates for all and applicable Student Groups</td>
<td>Meet or be higher than the state and county rates for all and applicable Student Groups</td>
</tr>
<tr>
<td>ALL: 95.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African Am: 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian: 98.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL: 93.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic: 95.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless: *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple: 83.3%</td>
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</tr>
<tr>
<td>SED: 95.3%</td>
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</tr>
<tr>
<td>SWD: 78.7%</td>
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<td></td>
</tr>
<tr>
<td>White: 92.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Not significant number of students in this group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sanger Pledge/Central Valley Promise Rates</strong></td>
<td>Sanger Pledge/Central Valley Promise Rates</td>
<td>Positive Growth from 2016-17 Baseline for all and applicable Student Groups</td>
<td>Positive Growth from 2017-18 for all and applicable Student Groups</td>
<td>Positive Growth from 2018-19 for all and applicable Student Groups</td>
</tr>
<tr>
<td>ALL: 48.4%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>African Am: 55.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian: 71.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL: 25.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic: 47.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless: 28.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple: 58.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. High school graduation rates for all and applicable Student Groups (Priority 5)
### Metrics/Indicators

- Attendance rate of 96% or better (Priority 8)
- No suspensions

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED: 49.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD: 21.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White: 57.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

#### Action 1

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

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

**OR**

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

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

**Actions/Services**

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

- Modified Action

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

- Modified Action

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

- Modified Action
Academic Intervention and Support

Sanger Unified’s CA School Dashboard Indicator shows improvement is needed with respect to our English Learners and Low Income students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -41.9 points from Level 3 in English Language Arts and -54 points from Level 3 in Mathematics. Low Income student performance is Low at -31.7 points from Level 3 in English Language Arts and Low at -44 in Mathematics. This specific action is principally directed to increase interventions and multi-tiered system of supports in order to remediate skill deficits and accelerate learning to close the achievement gap. To address this need, these services and supports are offered within the school day, but not limited to beyond the school day. Interventions and supports are targeted and uniquely designed to take into account additional and unique risk factors for English Learners, Foster Youth and Low Income students. To expand access and opportunity to academic intervention and supports to these targeted student groups, Sanger Unified will:

Support school sites in providing multi-tiered systems of support that are designed to meet the unique needs of English Learners, Low Income and Foster Youth students at sites;
Additionally, an opportunity for no cost enrollment at Sanger High, Sequoia and Quail Lake School, specifically designed to provide access for Low Income and English Learner students to increase their participation in After School Programming. Priority enrollment is given to English Learners, Foster Youth, and Homeless Youth. By providing no cost After School Program that includes a coordinator, support staff, teachers, and materials for intervention and enrichment specifically directed to create enrollment and participation opportunities for these target groups;

Provide, Response to Intervention (RTI) training and support to sites on processes and procedures. This action is designed to increase the capacity of staff to better identify and serve those struggling in reading and math, provide supplemental curriculum and materials as needed. Evidenced-based instructional strategies, designed specifically to target the unique language needs for English-learners, as well as additional risk-factors faced by low-socio economic, Homeless and Foster Youth are used to support RTI programing and services. This specific action/service is principally directed towards and effective in, increasing and improving outcomes for low income, English Learners, and Foster and Homeless Youth;

Hire Student Advocates (8) at both SHS and WAMS with 50% of the expenditures

Continue to support schools by providing multi-tiered systems of support services that are designed to meet the unique needs of English Learners including Migrant, Low Income, and Foster Youth students. To enhance supports for English Learners additional push in services will be added to content courses to bridge language as the barrier to learning.

No cost enrollment at Sanger High, Sequoia, and Quail Lake School, and additional funds for Washington Academic Middle School specifically designed to provide access for Low Income and English Learner students to increase their participation in After School Programming. Priority enrollment is given to English Learners, Foster Youth, and Homeless Youth. By providing no-cost After School Program that includes a coordinator, support staff, teachers, and materials for intervention and enrichment specifically directed to create enrollment and participation opportunities for these targeted student groups.

Math RTI pilots and scaling up to additional sites. Sanger will extend math RTI to additional pilot sites. This will increase the number of schools implementing math RTI through universal screening, diagnostic assessment, benchmark and progress monitoring of student growth, instructional shifts, student goal setting and predictive data.

No cost enrollment at Sanger High, Sequoia, and Quail Lake School, and additional funds for Washington Academic Middle School specifically designed to provide access for Low Income and English Learner students to increase their participation in After School Programming. Priority enrollment is given to English Learners, Foster Youth, and Homeless Youth. By providing no-cost After School Program that includes a coordinator, support staff, teachers, and materials for intervention and enrichment specifically directed to create enrollment and participation opportunities for these target groups.

offered within the school day, but not limited to beyond the school day. Interventions and supports are targeted and uniquely designed to take into account additional and unique risk factors for English Learners including Migrant, Foster Youth, and Low-Income students. To expand access and opportunity to academic intervention and supports to these targeted student groups, Sanger Unified will:

Continue to support schools by providing multi-tiered systems of support services that are designed to meet the unique needs of English Learners including Migrant, Low Income, and Foster Youth students. To enhance supports for English Learners including Migrant, additional push in services will be added to content courses to bridge language as the barrier to learning.

No cost enrollment at Sanger High, Sequoia, and Quail Lake School, and additional funds for Washington Academic Middle School specifically designed to provide access for Low Income and English Learner students to increase their participation in After School Programming. Priority enrollment is given to English Learners, Foster Youth, and Homeless Youth. By providing no-cost After School Program that includes a coordinator, support staff, teachers, and materials for intervention and enrichment specifically directed to create enrollment and participation opportunities for these target groups.
from District LCAP. This action/services is principally direct to increase services and supports directly to Low income, English Learners, and Foster Youth students to increase school engagement and academic achievement;

Offer Summer School for remediation, intervention, course completion, and course re-takes that fulfill a-g requirements, principally directed towards at risk, low income, English Learners, Foster Youth students. Our expectation is that these services will result in increased performance of students on CAASPP and A-G completion over the next three years;

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

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

| Provide, Response to Intervention (RTI) training and support to sites on processes and procedures. This action is designed to increase the capacity of staff to better identify and serve those struggling in reading and math, provide supplemental curriculum and materials as needed. Evidenced-based instructional strategies, designed specifically to target the unique language needs for English-learners, as well as additional risk-factors faced by low-socioeconomic, Homeless and Foster Youth are used to support RTI programming and services. This specific action/service is principally directed towards and effective in, increasing and improving outcomes for low income, English Learners, and Foster and Homeless Youth. |
| Student Advocates (8) at both SHS and WAMS with 50% of the expenditures from District LCAP and 50% from SHS/WAMS LCAP allocation. This action/services is principally direct to increase services and supports directly to Low income, English Learners, and Foster Youth students to increase school engagement and academic achievement. |
|
| To improve and increase services to English Learners, additional supports will include: materials and supplies, targeted tutoring after school, push in support at the high school/middle school level, translating services and conference and travel for Professional Development opportunities to build the capacity of teachers and administrators to improve services and achievement outcomes for English Learner students. |
| Each school site in Sanger Unified has unique needs tailored to their unduplicated students. To address the unique needs, additional support personnel including intervention teachers, curriculum support providers, and additional English learner teachers support academically struggling students. The support personnel also offer guidance and training to the classroom teachers to meet the needs of struggling students. |
| Provide opportunities to engage parents in their child's education. Activities/Events by providing College Knowledge |
administrators to improve services and achievement outcomes for English Learner students.

Each school site in Sanger Unified has unique needs tailored to their unduplicated students. To address the unique needs, additional support personnel including intervention teachers, curriculum support providers, and additional English learner teachers support academically struggling students. The support personnel also offer guidance and training to the classroom teachers to meet the needs of struggling students.

Provide opportunities to engage parents in their child’s education. Activities/Events by providing College Knowledge Academy, participation on LCAP Guidance Committee, Migrant Parent Meetings and Events and District level Parent Involvement Meetings. To support and increase parent engagement and access, a parent advocate will be made available.

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

Our expectation is that these services will result in increased performance of the unduplicated students on CAASPP and A-G completion over the next three years.

MODIFICATION:
Removed the following section of this action from the previous year:

Math RTI pilots and scaling up to additional sites. Sanger will extend math RTI to additional pilot sites. This will increase the number of schools implementing math RTI through universal screening, diagnostic assessment, benchmark and progress monitoring of student growth, instructional shifts, student goal setting and predictive data.

Provide, Response to Intervention (RTI) training and support to sites on processes and procedures. This action is designed to increase the capacity of staff to better identify and serve those struggling in...
achievement and cognitive skills. It is our expectation that this service will increase the overall academic performance of these students.

Our expectation is that these services will result in increased performance of the unduplicated students on CAASPP and A-G completion over the next three years.

reading and math, provide supplemental curriculum and materials as needed. Evidenced-based instructional strategies, designed specifically to target the unique language needs for English-learners, as well as additional risk-factors faced by low-socioeconomic, Homeless and Foster Youth are used to support RTI programming and services.

Reduced allocation of resources to sites

Reduced Targeted English Learner IT support

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$178,000</td>
<td>$178,000</td>
<td>$100,000</td>
</tr>
<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
</tr>
<tr>
<td>Amount</td>
<td>$454,000</td>
<td>$1,163,000</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
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<td>Amount</td>
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<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
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<tr>
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<tr>
<td>$220,000</td>
<td>Local Supplemental/Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
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<tr>
<td>$840,000</td>
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<td>$775,000</td>
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<tr>
<td>$220,000</td>
<td>Local Supplemental/Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>$840,000</td>
<td>Local Supplemental/Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>$775,000</td>
<td>Local Supplemental/Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>$300,000</td>
<td>Other</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>$75,000</td>
<td>Local Supplemental/Concentration</td>
<td>4000-4999: Books And Supplies</td>
<td></td>
</tr>
<tr>
<td>$35,000</td>
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<td>4000-4999: Books And Supplies</td>
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<tr>
<td>$75,000</td>
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<td>2000-2999: Classified Personnel Salaries</td>
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</tr>
<tr>
<td>$1,500,000</td>
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<td>1000-1999: Certificated Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>$1,535,000</td>
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<td>2000-2999: Classified Personnel Salaries</td>
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<tr>
<td>$20,000</td>
<td>Local Supplemental/Concentration</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
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<tr>
<td>$20,000</td>
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<td>$300,000</td>
<td>Local Supplemental/Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

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

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

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
- English Learners
- Foster Youth
- Low Income

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

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

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

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

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

2017-18 Actions/Services
Social-Emotional Learning (SEL) and Behavioral Support
Social-emotional trauma has been positively linked to poor academic performance. Our CAASPP unduplicated pupil data indicators show that we are Low at (-) 32-42 points from Level 3 in Mathematics and (-) 44-54 points from Level 3 in English Language Arts. The district is adding social-emotional support personnel (expansion of psychological support services), principally directed, to support the social-emotional health of at-risk students including; low income, English learner, and foster youth. SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the

2018-19 Actions/Services
Social-Emotional Learning (SEL) and Behavioral Support
Social-emotional trauma has been positively linked to poor academic performance. Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -40.3 points from Level 3 in English Language Arts, however, they increased 3.6 points. Socioeconomically Disadvantaged student performance was Low at -16.4 points from Level 3 in English Language Arts Assessment and increased 8.7 points. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -56.2 points from Level 3 in Mathematics and increased 1.9 points.

2019-20 Actions/Services
Sanger Unified's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Socioeconomically Disadvantaged Students. Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -40.3 points from Level 3 in English Language Arts, however, they increased 3.6 points. Socioeconomically Disadvantaged student performance was Low at -16.4 points from Level 3 in English Language Arts Assessment and increased 8.7 points. In addition, Our CAASPP unduplicated pupil data indicators show that English Learners are Low at -56.2 points from Level 3 in Mathematics and increased 1.9 points.
knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills, encouraging positive school experience, are shown to have a positive impact on academic growth. It is anticipated that this action will support positive CAASPP growth from 2016/17 baseline.

Funding principally directed to a Community Liaison whose goal is to provide on-site support to foster youth and homeless students as well as increase identification and tracking of incoming students. The Liaison will also coordinate and collaborate with care providers, social workers, service providers, and school-based service providers to ensure that foster and homeless youth receive the full benefit of their education. This support, encouraging positive school experience, has shown to have a positive impact on academic growth. It is anticipated that this action will support positive CAASPP growth from 2016/17 baseline.

Implementation of a Positive Behavior Intervention and Supports (PBIS) framework, principally directed, for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for students including; low income, English learner, and foster are Low at -53.7 points from Level 3 in Mathematics and Low Income student performance is Low at -42.2 points from Level 3 in Mathematics. Our CAASPP unduplicated pupil data indicators show that we are Low at (-) 32-42 points from Level 3 in Mathematics and (-) 44-54 points from Level 3 in English Language Arts.

The district is adding social-emotional support personnel (expansion of psychological support services), principally directed, to support the social-emotional health of at-risk students including; low income, English learner, and foster youth. SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills, encouraging positive school experience, are shown to have a positive impact on academic growth. This approach is also directed at teaching anti-bullying skills in our schools and helpful in informing our parents on anti-bullying preventive measures taken in our schools.

Funding principally directed to a Community Liaison whose goal is to provide on-site support to foster youth and Socioeconomically Disadvantaged student performance was Low at -42.2 points from Level 3 in Mathematics Assessment and increased 3.9 points. However, the Sanger Unified attendance rate is high (English Learner - 96%, SED 95.1%) and the CA Dashboard for graduation rates remain High for English Learners 84.7% and increased by 5.7%. In addition, socioeconomically disadvantaged students remains High at 93.35% and increased by 2.2%.

The district is adding social-emotional support personnel (expansion of psychological support services), principally directed, to support the social-emotional health of at-risk students including; low income, English learner, and foster youth. SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills, encouraging positive school experience, are shown to have a positive impact on academic growth. This approach is also directed at teaching anti-bullying skills in our schools and helpful in informing our parents on anti-bullying preventive measures taken in our schools. It is anticipated that this action will support positive CAASPP growth from 2017/18 baseline.
youth. This framework is also supplemented by a Restorative Justice system focused on mediation, relationship-reparation, and alternatives to a punitive punishment response that is principally directed to those same at-risk, Tier 2 students who require specific support for unique needs. This support, encouraging positive school experience, has shown to have a positive impact on academic growth. It is anticipated that this action will support positive CAASPP growth from 2016/17 baseline.

| homeless students as well as increase identification and tracking of incoming students. The Liaison will also coordinate and collaborate with care providers, social workers, service providers, and school-based service providers to ensure that foster and homeless youth receive the full benefit of their education. This support, encouraging positive school experience, has shown to have a positive impact on academic growth. It is anticipated that this action will support positive CAASPP growth from 2017/18 baseline. |

Implementation of a Positive Behavior Intervention in Supports (PBIS) framework, principally directed, for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for students including; low income, English learner, and foster youth. This framework is also supplemented by a Restorative Justice system focused on mediation, relationship-reparation, and alternatives to a punitive punishment response that is principally directed to those same at-risk, Tier 2 students who require specific support for unique needs. This support, encouraging positive school experience, has shown to have a positive impact on academic growth. It is anticipated that this action will support positive CAASPP growth from 2017/18 baseline.

Funding principally directed to a Community Liaison whose goal is to provide on-site support to foster youth and homeless students as well as increase identification and tracking of incoming students. The Liaison will also coordinate and collaborate with care providers, social workers, service providers, and school-based service providers to ensure that foster and homeless youth receive the full benefit of their education. This support, encouraging positive school experience, has shown to have a positive impact on academic growth. It is anticipated that this action will support positive CAASPP growth from 2017/18 baseline.

Implementation of a Positive Behavior Intervention in Supports (PBIS) framework, principally directed, for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for students including; low income, English learner, and foster youth. This framework is also supplemented by a Restorative Justice system focused on mediation, relationship-reparation, and alternatives to a punitive punishment response that is principally directed to those same at-risk, Tier 2 students who require specific support for unique needs. This support, encouraging positive school experience, has shown to have a positive impact on academic growth. It is anticipated that this action will
The district is adding 2 Restorative Justice (RJ) personnel to support the middle school and high school system as it implements RJ programming focused on mediation, relationship-reparation, and alternatives to a punitive punishment response. These positions are principally directed to those same at-risk, Tier 2 students who require specific support for unique needs. This support, encouraging positive school experience, has been shown to have a positive impact on academic growth. It is anticipated that this action will support positive CAASPP growth from 2017/18 baseline.

The district is adding a Center for Behavioral Evaluation; a short-term intensive intervention program for students with significant social, emotional, and behavioral needs primarily those students who are low-income, English Learners, and/or foster youth. This will require the addition of a teacher and three para-educators.

Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$390,000</td>
<td>$430,000</td>
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<td>Local Supplemental/Concentration</td>
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<tr>
<td><strong>Amount</strong></td>
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<td>$90,000</td>
<td>$100,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$20,000</td>
<td>$20,000</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>4000-4999: Books And Supplies Student incentives and supplies for PBIS/Restorative Justice Programs</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
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<tr>
<td><strong>Amount</strong></td>
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<td><strong>Source</strong></td>
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<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
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<tr>
<td><strong>Amount</strong></td>
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<td>$87,500</td>
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<td><strong>Source</strong></td>
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<tr>
<td>Amount</td>
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<td>$70,000</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
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</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

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

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Properly Credentialed teachers as measured by Misassignments of teachers of English Learners, total teacher</td>
<td>Properly Credentialed Teacher 86.5% (2015-16 Highly Qualified in core academic subjects.)</td>
<td>Maintain and/or improve levels</td>
<td>.Maintain and/or improve levels</td>
<td>.Maintain and/or improve levels</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>misassignments and vacant teacher positions (Priority 1)</td>
<td>Misassignments of teachers of English Learner - 0</td>
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</tr>
<tr>
<td></td>
<td>Total teacher misassignments - 0</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Vacant teacher positions - 2</td>
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<tr>
<td>20. Facilities maintained through the Facilities Inspection Tool (Priority 1)</td>
<td>Facilities Inspection Tool 2015-16 97.8%</td>
<td>Maintain above 95%</td>
<td>Maintain above 95%</td>
<td>Maintain above 95%</td>
</tr>
<tr>
<td>21. Parent involvement through the local indicator tool (Priority 3)</td>
<td>Maintain Parent Involvement above 80% as measured by Parent Survey - 82.5%</td>
<td>Maintain above 80% on parent survey and establish new baseline for local indicator tool</td>
<td>Maintain above 80% on parent survey</td>
<td>Maintain above 80% on parent survey</td>
</tr>
<tr>
<td>22. Student attendance rates for all and applicable Student Groups (Priority 5)</td>
<td>Student Attendance Rates</td>
<td>Maintain above 95% for all and applicable Student Groups</td>
<td>Maintain above 95% for all and applicable Student Groups</td>
<td>Maintain above 95% for all and applicable Student Groups</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<td>--------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>23. Chronic absenteeism rates for all and applicable Student Groups</td>
<td>Chronic Absenteeism Rates</td>
<td>Maintain and/or improve levels for all and applicable Student Groups</td>
<td>Maintain and/or improve levels for all and applicable Student Groups</td>
<td>Maintain and/or improve levels for all and applicable Student Groups</td>
</tr>
<tr>
<td>(Priority 5)</td>
<td>ALL: 7.26%</td>
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</tr>
<tr>
<td></td>
<td>African Am: 7.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian: 3.6%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>EL: 6.31%</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic: 7.9%</td>
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</tr>
<tr>
<td></td>
<td>Homeless: 28.4%</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Multiple: 3%</td>
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<tr>
<td></td>
<td>SED: 7.3%</td>
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<tr>
<td></td>
<td>SWD: 15.6%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White: 7.3%</td>
<td></td>
<td></td>
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<tr>
<td>24. Student suspension rates for all and applicable Student Groups</td>
<td>Suspension Rates - 2015</td>
<td>Need 2016 Suspension rate data from CDE Dashboard</td>
<td>Maintain and/or improve levels for all and applicable Student Groups</td>
<td>Maintain and/or improve levels for all and applicable Student Groups</td>
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<td>(Priority 6)</td>
<td>ALL: 4.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>African Am: 7.2%</td>
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</tr>
<tr>
<td></td>
<td>Asian: 1.5%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>EL: 2.7%</td>
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<td></td>
<td>Hispanic: 4.8%</td>
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<tr>
<td></td>
<td>Homeless: *</td>
<td></td>
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<tr>
<td></td>
<td>Multiple: 1.6%</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>SED: 4.1%</td>
<td></td>
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<tr>
<td></td>
<td>SWD: 8.2%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>White: 3.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Student expulsion rates for all and applicable Student Groups</td>
<td>Student Expulsion Rates</td>
<td>Maintain levels for All and applicable Student Groups at or below All students</td>
<td>Maintain levels for All and applicable Student Groups at or below All students</td>
<td>Maintain levels for All and applicable Student Groups at or below All students</td>
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<tr>
<td>(Priority 6)</td>
<td>ALL: 0.18%</td>
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<tr>
<td></td>
<td>African Am: 0%</td>
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<tr>
<td></td>
<td>Asian: 0%</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>EL: 0.04%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
<td>--------------------------------------------------------</td>
<td>---------------------------</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td>Hispanic:</td>
<td>0.25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless:</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple:</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SED:</td>
<td>0.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD:</td>
<td>0.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White:</td>
<td>0.06%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

26. School climate from locater indicator tool (Priority 6)  

From CHKS:  
5th Grade School Engagement and Supports - All sub-areas  
High School Safety - 83%  
Disciplinary Environment - 90%  
Lifetime Substance Abuse - 2%  

7th/9th/11th Grade School Engagement and Supports - All sub-areas  
High School Safety - 67%  
Disciplinary Environment - 90%  
Substance Use - 13%  

Maintain data from local indicator tool  
Maintain data from local indicator tool  
Maintain data from local indicator tool  

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

**Action 1**  
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

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

| LEA-wide |

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

| All Schools |

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

| Modified Action |

### 2017-18 Actions/Services

**Facilities**

The CA Dashboard the Sanger Unified student suspension rates show an Orange (Medium level) for All students, Orange (Medium level) for English Learners, and an Orange (High) level for Socio-Economically Disadvantaged students. The Facilities Inspection Tool shows well maintained facilities (97.8%).

The unduplicated student population have some of the least access to technology which an essential component of education and assessment in the 21st century. The unduplicated students benefit the most from a classroom environment.

### Scope of Services:

**Facilities**

The CA Dashboard the Sanger Unified student suspension rates show an Green (Medium level) for All students, Red (Very High level) for Foster and Homeless students, and an Yellow (High) level for Students with Disabilities students. The Facilities Inspection Tool shows well maintained facilities (97.8%)

The unduplicated student population have some of the least access to technology which an essential component of education and assessment in the 21st century. The unduplicated students benefit the most from a classroom environment.

### Location(s):

| All Schools |

### 2018-19 Actions/Services

**Facilities**

The CA Dashboard the Sanger Unified student suspension rates show a Medium and Yellow (3.9%) for All students, Low and Green (2.4%) for English Learners, and a Medium and Orange (10%) level for Socioeconomically Disadvantaged students. The Facilities Inspection Tool shows well maintained facilities (98.6%)

The unduplicated student population have some of the least access to technology which an essential component of education and assessment in the 21st century. The unduplicated students benefit the most from a classroom environment.

### Location(s):

| All Schools |

### 2019-20 Actions/Services

**Facilities**

The CA Dashboard the Sanger Unified student suspension rates show a Medium and Yellow (3.9%) for All students, Low and Green (2.4%) for English Learners, and a Medium and Orange (10%) level for Socioeconomically Disadvantaged students. The Facilities Inspection Tool shows well maintained facilities (98.6%)

The unduplicated student population have some of the least access to technology which an essential component of education and assessment in the 21st century. The unduplicated students benefit the most from a classroom environment.
that increases the capacity for best first instruction. The Sanger Unified School District is committed to providing quality education to its students that includes student safety and well maintained up to date facilities. Facilities upgrades included a focus on enhancing technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation. It is our expectation that these services to the facilities will result in greater student collaboration and more efficient teacher presentation that will enhance the learning experience of the unduplicated student population. The enhanced technology will facilitate quicker English acquisition for our English Learners. A well maintained and up to date facilities will have a positive impact on student performance for English Learner and Socioeconomically Disadvantaged students as well as all students.

It is our expectation that these services to the facilities will result in a safer, well maintained and up to date facilities and have a positive impact on the academic progress of the unduplicated students, and suspensions for all students as well as the English Learner and Socio-Economically Disadvantaged students.
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,578,241</td>
<td>$600,000</td>
<td>$600,000</td>
</tr>
<tr>
<td>Source</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
<td>Local Supplemental/Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>6000-6999: Capital Outlay deferred maintenance transfer and capital projects</td>
<td>6000-6999: Capital Outlay</td>
<td>6000-6999: Capital Outlay</td>
</tr>
</tbody>
</table>

**Action 2**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

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

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

| LEA-wide |

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

| All Schools |

**Actions/Services**

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

| New Action |

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

| Unchanged Action |

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

| Unchanged Action |

**2017-18 Actions/Services**

Additional Transportation

The Sanger Unified School District is committed to providing quality education to its students; and student school attendance is vital to a student’s academic

**2018-19 Actions/Services**

Additional Transportation

The Sanger Unified School District is committed to providing quality education to its students; and student school attendance is vital to a student’s academic
attendance is vital to a student's academic success. In addition, the Sanger Unified attendance rate is high (EL - 95.5%, SED 95.2%) and the CA Dashboard for graduation rates remain High for English Learners (993.3%) and High for Socially Disadvantaged students (95.3%). To ensure all our students including English Learners and Socially Disadvantaged students are provided equal access and opportunities regardless of their home to school transportation status, Sanger Unified will provide additional transportation services to students.

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

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

Currently transportation services to and from school are provided as follows:

Kindergarten: one (1) mile
Grades 1-3: one and one-quarter (1 ¼) miles
Grades 4-8: two (2) miles
Grades 9-12: two and one-half (2 ½) miles

It is the intent of the Sanger Unified to increase the busing area to the following:

Kindergarten: one-half (½) 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 following:

Kindergarten: one-half (½) 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
Kindergarten: one-half (½) mile
Grades 1-3: three-quarter (¾) miles
Grades 4-8: one and one-half (1 ½) miles
Grades 9-12: two (2) miles

It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years as well as maintain the high graduation rates, high attendance rates, and low chronic absenteeism rates for all student groups.

--

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$22,148,524</td>
<td>24.33%</td>
</tr>
</tbody>
</table>

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

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

Using the calculation tool provided by the state, Sanger Unified School District has calculated that it will receive $22,148,524 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include:

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

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

Goal 3
- Enhanced facilities
- Additional transportation

All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Sanger Unified be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Sanger Unified School District. Since our 19-20 rolling unduplicated student population count is projected at 74.07% (71.84% single year), all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

Using the calculation tool provided by the state, Sanger Unified School District has calculated that it will receive a total of $22,148,524 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool, the proportionality percentage has been calculated at 24.33%. Sanger Unified has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as detailed in this plan in the Goals, Actions and Services.

LCAP Year: **2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$23,305,804</td>
<td>27.22%</td>
</tr>
</tbody>
</table>

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).
Using the calculation tool provided by the state, Sanger Unified School District has calculated that it will receive $23,305,804 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include: Additional School site allocations, Enhanced technology, Early Literacy, College and Career readiness skills, Professional Learning, Enrichment, Additional Library/Media Services, Class size reduction, Academic Intervention and Support, Socio-Emotional Learning support, Enhanced facilities, and additional transportation to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Sanger Unified be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Sanger Unified Schoo District. Since our unduplicated student population count is 78.2%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

Using the calculation tool provided by the state, Sanger Unified School District has calculated that it will receive a total of $23,305,804 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool, the proportionality percentage has been calculated at 27.22%. Sanger Unified has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as detailed in this plan in the Goals, Actions and Services.

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

### LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
</table>

Page 147 of 170
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

Using the calculation tool provided by the state, Sanger Unified School District has calculated that it will receive $20,150,441 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include: Additional School site allocations, Enhanced technology, Early Literacy, College and Career readiness skills, Professional Learning, Enrichment, Enhanced Career Tech Education, Additional Library/Media Services, Class size reduction, Academic Intervention and Support, Socio-Emotional Learning support, Enhanced facilities, and additional transportation to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Sanger Unified be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Sanger Unified Schoo District. Since our unduplicated student population count is 78.2%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

Using the calculation tool provided by the state, Sanger Unified School District has calculated that it will receive a total of $20,150,441 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool, the proportionality percentage has been calculated at 25.76%. Sanger Unified has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as detailed in this plan in the Goals, Actions and Services.

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

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

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

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

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

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

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Span”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

**Actions/Services**

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

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

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

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

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

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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* Totals based on expenditure amounts in goal and annual update sections.*
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<td>5000-5999: Services And Other Operating Expenditures</td>
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<td>5800: Professional/Consulting Services And Operating Expenditures</td>
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<td>2,778,241.00</td>
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</table>

* Totals based on expenditure amounts in goal and annual update sections.
## Total Expenditures by Goal

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<td>Goal 1</td>
<td>100,858,009.00</td>
<td>48,702,812.00</td>
<td>92,706,735.00</td>
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<td>104,613,024.00</td>
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<td>2,630,000.00</td>
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* Totals based on expenditure amounts in goal and annual update sections.
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<tbody>
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<td>All Funding Sources</td>
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<td>86,255,441.00</td>
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