

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sanger Unified School District - Quail Lake Environmental Charter School

CDS Code: 1062414

School Year: 2024-25

LEA contact information:

Dennis Wiechmann

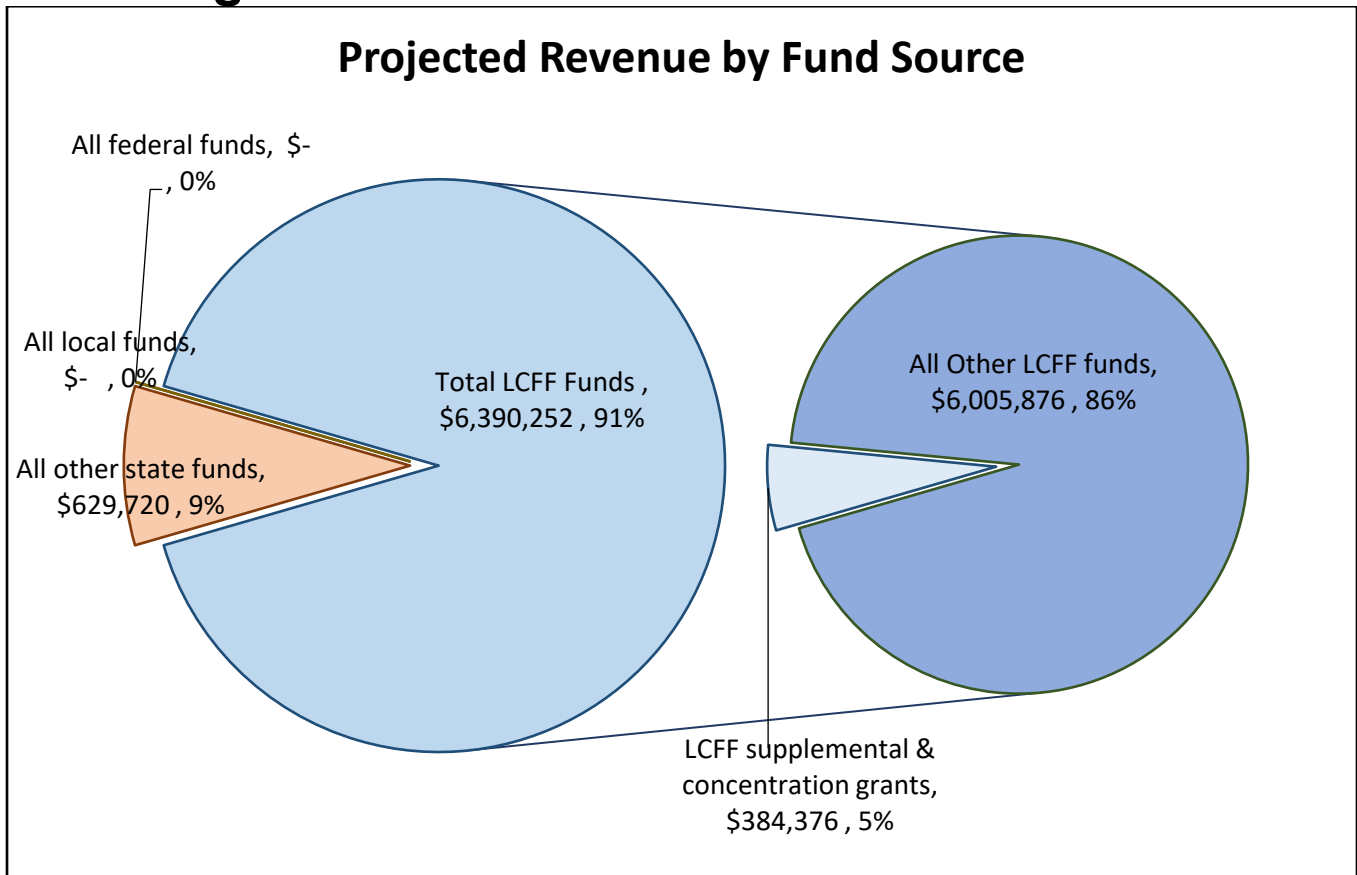
Superintendent

dennis_wiechmann@sangerusd.net

(559) 524-6521

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

Budget Overview for the 2024-25 School Year

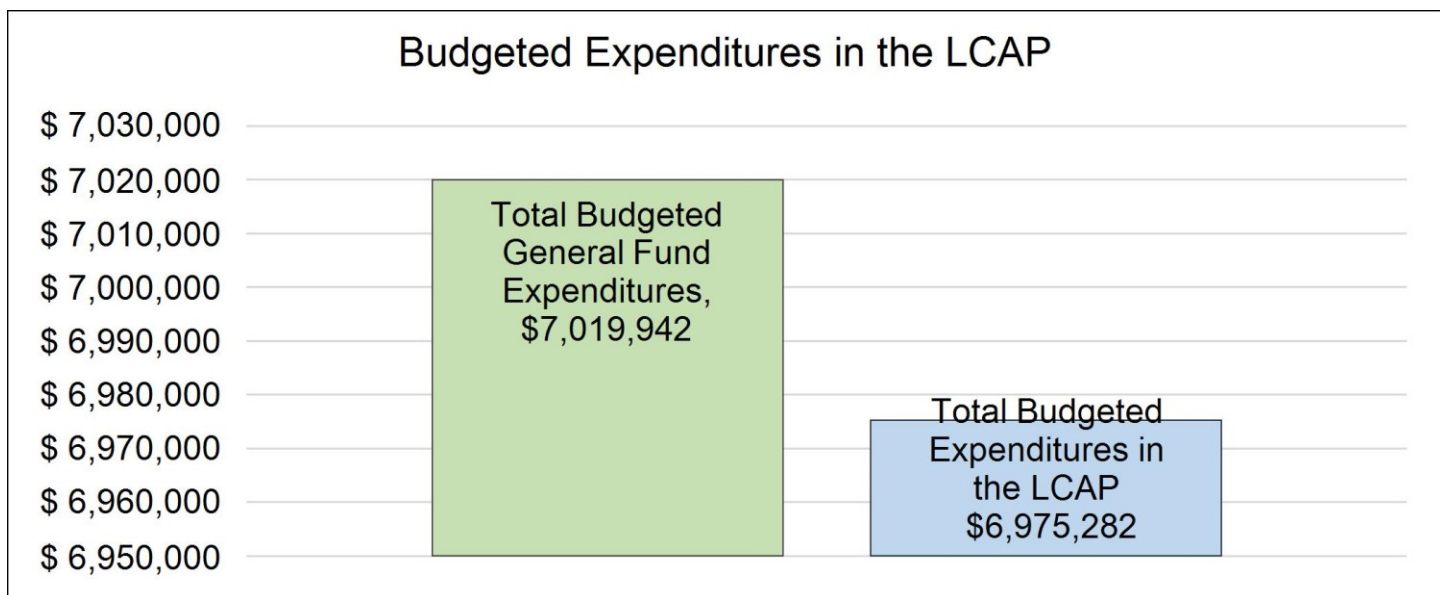


This chart shows the total general purpose revenue Sanger Unified School District - Quail Lake Environmental Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sanger Unified School District - Quail Lake Environmental Charter School is \$7,019,972, of which \$6,390,252 is Local Control Funding Formula (LCFF), \$629,720 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$6,390,252 in LCFF Funds, \$384,376 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sanger Unified School District - Quail Lake Environmental Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sanger Unified School District - Quail Lake Environmental Charter School plans to spend \$7,019,942 for the 2024-25 school year. Of that amount, \$6,975,282 is tied to actions/services in the LCAP and \$44,660 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

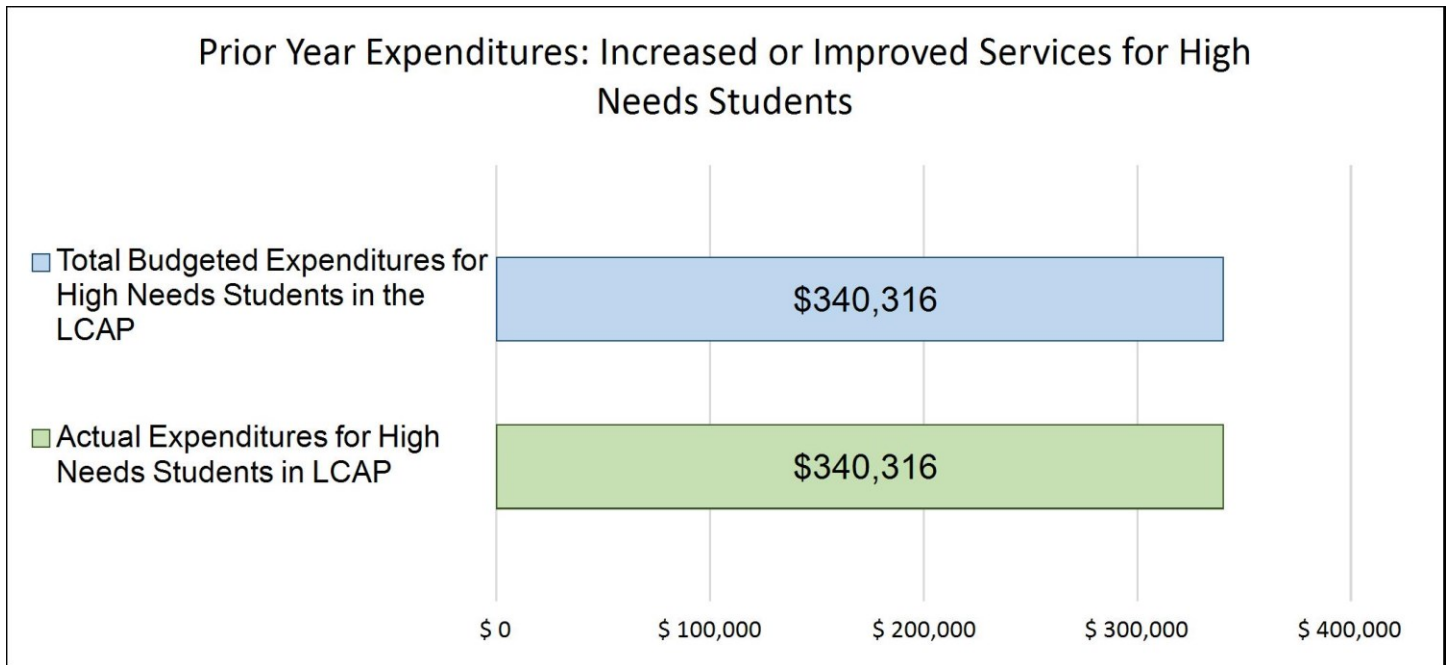
Restricted lottery funds set aside for future curriculum adoptions

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Sanger Unified School District - Quail Lake Environmental Charter School is projecting it will receive \$384,376 based on the enrollment of foster youth, English learner, and low-income students. Sanger Unified School District - Quail Lake Environmental Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sanger Unified School District - Quail Lake Environmental Charter School plans to spend \$384,376 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Sanger Unified School District - Quail Lake Environmental Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sanger Unified School District - Quail Lake Environmental Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Sanger Unified School District - Quail Lake Environmental Charter School's LCAP budgeted \$340,316 for planned actions to increase or improve services for high needs students. Sanger Unified School District - Quail Lake Environmental Charter School actually spent \$340,316 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sanger Unified School District - Quail Lake Environmental Charter School	Dennis Wiechmann Superintendent	dennis_wiechmann@sangerusd.net (559) 524-6521

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	5% misassignments 0 % vacancies Data Year: 2020-21 Data Source: CALSAAS	5% misassignments 0 % vacancies Data Year: 2021-22 Data Source: CALSAAS	5% misassignments 0 % vacancies Data Year: 2022-23 Data Source: CALSAAS	2.0% misassignments 0% vacancies Data Year: 2023-24 Data Source: CALSAAS	0% misassignment 0% vacancies Data Year 2023-24 Data Source: CALSAAS
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source: Local Indicator	100% Data Year: 2021-22 Data Source : Local Indicator	100% Data Year: 2022-23 Data Source : Local Indicator	100% Data Year: 2023-24 Data Source : Local Indicator	100% Data Year 2023-24 Data Source: Local Indicator
Implementation of State Standards	Data Year: 2020-21 Data Source: State Self Reflection Tool score of 3.78	Data Year: 2021-22 Data Source: State Self Reflection Tool score remained the same 3.78	Data Year: 2022-23 Data Source: State Self Reflection Tool score remained the same	Data Year: 2023-24 Data Source: State Self Reflection Tool score increased to 4.0	Data Year: 2023-24 Data Source: State Self Reflection Tool - Positive Growth from baseline
Pupil Achievement ELA	Data Year: 2018-19	2020-21	Data Year: 2021-22	Data Year: 2022-2023	Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: State Dashboard All: 53% African Am: 41% Asian: 63% EL: 14% Hispanic: 48% Homeless:50% SED: 37% SWD: 14% White: 73%	Data Source: DataQuest All: 64.35% African Am: N/A Asian: 80.28% EL: 3.33% Hispanic: 59.35% Homeless: N/A SED: 59.27% SWD: 18.42% White: 80.56% 11th Grade only	Data Source: State Dashboard All: 47.58% African Am: 36.% Asian: 59.25% EL: 15.03% Hispanic: 42% Homeless:24% SED: 39.86% SWD: 12.24% White: 63.86%	Data Source: State Dashboard All: 47.6% African Am: 39.13% Asian: 59.33% EL: 13.13% Hispanic: 41.81% Homeless: 22.73% SED: 40.79% SWD: 13.03% White: 64.59% FY: 36%	Data Source State:Dashboard Positive Growth
Pupil Achievement Math	Data Year: 2018-19 Data Source: State Dashboard All: 43% African Am: 43% Asian: 56% EL: 13% Hispanic: 37% Homeless: 28% SED: 36% SWD: 9% White: 63%	2020-21 Data Source: DataQuest All: 23.12% African Am: N/A Asian: 43.84% EL: 0% Hispanic: 17.23% Homeless: N/A SED: 17.29% SWD: 5.0% White: 36.99% 11th Grade only	Data Year: 2021-22 Data Source: State Dashboard All: 31.57% African Am: 25.28% Asian: 41.84% EL: 10.3% Hispanic: 25.41% Homeless: 12% SED: 23.67% SWD: 8.6% White: 50.58%	Data Year: 2022-23 Data Source: StateDashboard All: 34.54% African Am: 23.92% Asian: 47.52% EL: 11.51% Hispanic: 28.16% Homeless: 20% SED: 28.06% SWD: 11.24% White: 54.14% FY: 9%	Data Year: 2023-24 Data Source:State Dashboard Positive Growth
Pupil Achievement A-G	Data Year: 2019-20 Data Source: CALPADS Cohort Outcome 15.2 Report" ALL: 48%	Data Year: 2020-21 Data Source: DataQuest - completed A-G ALL: 52%	Data Year: 2021-22 Data Source: DataQuest - completed A-G	Data Year: 2022-23 Data Source: DataQuest - completed A-G	Data Year: 2023-24 Data Source: CALPADS Cohort Outcome 15.2 Report" Positive Growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African Am: 43% Asian: 75% EL: 11% Hispanic: 43% Homeless* SED: 45% SWD:6% White: 58%	African Am: 36.4% Asian: 81% EL: 29.9% Hispanic: 46% Homeless 20% SED: 48.7%% SWD: 17.5% White: 66.7%	ALL: 23.6% African Am: 36.4% Asian: 26.9% EL: 26.2% Hispanic: 21.6% Homeless 8.3% SED: 20.3%% SWD: 5.6% White: 31.3%	ALL: 53.2% African Am: N/A Asian: 79.6% EL: 9.6% Hispanic: 47.0% Homeless: 7.7% SED: 47.3% SWD: 17% White: 64.9%	
Pupil Achievement- CTE Pathway Completion	*Data Year: 2019-20 Data Source: DataQuest - pathway completion ALL: 29.8% African Am: 25% Asian: 36.5% EL: 7.7% Hispanic: 28% Homeless 5% SED: 29.1% SWD: 24% White: 42% <br	Data Year: 2020-2021 Data Source: DataQuest - pathway completion ALL: 29.4% African Am: 9.1% Asian: 36% EL: 19.5% Hispanic: 29.3% Homeless 6.7% SED: 30.4% SWD: 14.0% White: 27.3%	Data Year: 2021-2022 Data Source: DataQuest - pathway completion ALL: 31.2% African Am: 33.3% Asian: 33.3% EL: 14.4% Hispanic: 29.4% Homeless 21.4% SED: 30.4% SWD: 10.1% White: 41.1%	Data Year: 2022-23 Data Source: DataQuest - pathway completion ALL: 36.2% African Am: N/A Asian: 38.9% EL: 6.8% Hispanic: 35.4% Homeless: 7.7% SED: 33.6% SWD: 18.1% White: 39.4%	Data Year: 2023-24 Data Source: DataQuest - pathway completion Positive Growth
Pupil Achievement- AP Pass Rate for all students scoring 3 or higher including applicable student groups	DataYear: 2019 - 20 Data Source: DataQuest AP Test Report(CollegeBoard) All: 65% African Am: 43% Asian: 75% EL: 11% Hispanic: 43%	DataYear: 2020-21 Data Source: DataQuest AP Test Report(CollegeBoard) All: 8.4%% African Am: * Asian: 4.1% EL: 1.6% Hispanic: 8.9%	DataYear: 2021-22 Data Source: CollegeBoard All: 55% African Am: * Asian: 49% EL: 11% Hispanic: 46%	DataYear: 2022-23 Data Source: CollegeBoard All: 57% African Am: *data suppressed to protect	Data Year: 2023-24 Data Source: DataQuest AP Test Report(CollegeBoard) Positive Growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless* SED: 45% SWD: 6% White: 58%	Homeless* SED: 6.7% SWD: * White: 11.7% <b	Homeless* SED: 44% SWD: * White: 61%	the identity of the individuals Asian: 15.4% EL: 0% Hispanic: 11.9% Homeless: 33.3% SED: 11.8% SWD: 7.7% White: 21%	
Pupil Achievement- Early EAP English Language Arts pass rate for students meeting conditionally ready for higher status for all students including student groups	Data Year: 2018-19 Data Source: CAASPP Test Results from DataQuest All: 64% African Am: 44% Asian: 75% EL: 3% Hispanic: 60% Homeless* SED: 59% SWD: 23% White: 85%	2020-21 Data Source: CAASPP Test Results from DataQuest All: 64.35% African Am: N/A Asian: 80.28% EL: 3.33% Hispanic: 59.35% Homeless: N/A SED: 59.27% SWD: 18.42% White: 80.56% 11th Grade only	Data Year: 2021-22 Data Source: CAASPP Test Results from DataQuest All: 62.67% African Am:* Asian: 75.97% EL: 2.44% Hispanic: 58.57% Homeless* SED: 57.72% SWD: 4.17% White: 76.75%	Data Year: 2022-23 Data Source: CAASPP Test Results from DataQuest All: 60.23% African Am: 38.46% Asian: 75.83% EL: 5.56% Hispanic: 54.44% Homeless SED: 54.89% SWD: 8% White: 86.36%	Data Data Year: 2023- 24 Data Source: CAASPP Test Results Positive Growth
Pupil Achievement- Early EAP Math pass rate for students meeting conditionally ready for higher status for all students including student groups	Data Year: 208-19 Data Source: CAASPP Test Results from DataQuest All:37% African Am: 28% Asian: 55%	2020-21 Data Source: CAASPP Test Results from DataQuest All: 23.12% African Am: N/A Asian: 43.84%	Data Year: 2021-22 Data Source: CAASPP Test Results from DataQuest All: 27.61% African Am:* Asian: 43.56%	Data Year: 2022-23 Data Source: CAASPP Test Results from DataQuest All: 27.85% African Am: 15.38% Asian: 40%	Data Year: 2023-24 Data Source: CAASP Test Results Positive Growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL: 3% Hispanic: 30% Homeless* SED: 32% SWD: 7% White: 66%	EL: 0% Hispanic: 17.23% Homeless: N/A SED: 17.29% SWD: 5.0% White: 36.99% 11th Grade only	EL: 0% Hispanic: 21.96% Homeless* SED: 24.09% SWD: 2.08% White: 46.51%	EL: 0% Hispanic: 21.39% Homeless SED: 22.96% SWD: 4.17% White: 55.82%	
Access to a Broad Course of Study	Data Year: 2020-21 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules	Data Year: 2021-22 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules	Data Year: 2022-23 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules	Data Year: 2023-24 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules	Data Year: 2023-24 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules
Other Pupil Outcomes- i ready ELA	Data Year: 2020-21 Data Source: i ready diagnostic reports. First year of implementation. Will have diagnostic report in June for future comparison to be used as the 20-21 baseline data 38% On Grade Level or Above Diagnostic Results for #	Data Year: 2021-22 Data Source: Reading/ELA i-Ready Diagnostic #3 Report % On/Above Grade Level (Early On, Mid, Above) K-8th Grade All - 45% EL - 21% Hispanic - 40% SED - 37% SWD - 11%	Data Year: 2022-23 Data Source: Reading/ELA i-Ready Diagnostic #2 Report % On/Above Grade Level (Early On, Mid, Above) K-8th Grade * will update with Diagnostic 3 All - 46% EL - 23% Hispanic - 41% SED - 40% SWD -	Data Year: 2023-24 Data Source: Reading/ELA i-Ready Diagnostic #2 Report % On/Above Grade Level (Early On, Mid, Above) K-8th Grade All - 39.7% EL - 35.1% Hispanic - 32.7% SED - 33% SWD - 8.1%	Data Year: 2020-21 Data Source: i ready diagnostic reports showing positive growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Other Pupil Outcomes- i ready Math	Data Year: 2020-21 Data Source: i ready diagnostic reports. First year of implementation. Will have diagnostic report in June for future comparison to be used as the 20-21 baseline data 26% On Grade Level or Above Diagnostic Results for #2 of	Data Year: 2021-22 Data Source: Math i-Ready Diagnostic #2 Report % On/Above Grade Level (Early On, Mid, Above) K-8th Grade All - 36% EL - 15% Hispanic - 30% SED - 32% SWD - 8%	Data Year: 2022-23 Data Source: Reading/ELA i-Ready Diagnostic #2 Report % On/Above Grade Level (Early On, Mid, Above) K-8th Grade * will update with Diagnostic 3 All - 39% EL - 18% Hispanic - 33% SED - 40% SWD -	Data Year: 2023-24 Data Source: i-Ready Math Diagnostic #2 Report % On/Above Grade Level (Early On, Mid, Above) K-8th Grade All - 26.2% EL - 21.4% Hispanic - 22.4% SED -20.9% SWD - 4.6%	Data Year: 2020-21 Data Source: i ready diagnostic reports showing positive growth
Other Pupil Outcomes - US/CSU Coursework	Data Year: 2020-2021 Percentage of pupils who have successfully completed both requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences 2020-21. All Students Number of G	Data Year: 2020-2021 (Adjusted) Percentage of pupils who have successfully completed both requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences 2020-21. All Students	Data Year: 2021-2022 Percentage of pupils who have successfully completed both requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences 2021-22. All Students Number of	Data Year: 2022-23 Percentage of pupils who have successfully completed both requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences All Students Number of Grads 948 Meeting A-G 504 - 53.2% CTE Completer 343 - 36.2%	Positive progress in percentage

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Both A-G and CTE - 251 26.5%	

Goal Analysis

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

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the goal of "The district will provide a high-quality educational system to improve the academic achievement of ALL students."

Action 1.1: Charter School Support Services , 4 -Full implementation. No substantive difference in planned action compared to the actual implementation. The district continued to fund the the needs of the Charter School support services as planned.

Action 1.2: Additional Site Allocation , 4 - Full implementation. No substantive difference in planned action compared to the actual implementation. The district continued to provide additional site allocations as planned.

Overall Challenges in implementing Goal 1:

Goal 1 is one of the biggest and most aggressive goals under LCAP to fund our Charter School. There were no challenges as the money was spend in the manner in which it was intended.

Overall Success in implementing Goal 1:

Goal 1 was successfully implemented. Under this goal, Quail Lake Charter receive support services equal to the base services that the district provides for all other sites. The amount of money that Quail Lake receives is in proportion to the student body and therefore Quail Lake Charter School students have access to the same variety of services. Under Goal 1, our students have access to iPads to enhance their learning and the support staff to manage all of the devices across the district. Professional Development is also part of Goal 1 since

increasing the capacity of staff will improve outcomes for our most needy students. Our enrichment opportunities which include VAPA continue to provide access for students through out the district. Our music program continues to grow as more students are exposed to music education at an early age. This has created a need for more funding to purchase music instruments. Our libraries are continuing to update their books and increase the number of books per student. Engaging with our community continues to be a goal and not only are services continuing to be needed, but our parents continue to identify this as a priority for the district in our LCAP survey.

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

Action 1.1: Charter School Support Services. No substantive difference in planned action compared to the actual implementation.

Action 1.2: Additional Site Allocation. No substantive difference in planned action compared to the actual implementation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal.

Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One supported the progress toward meeting the goal of "The district will provide a high-quality educational system to improve the academic achievement of ALL students."

Action 1.1: Charter School Support Services: 3 Effective

Data: Data: CAASPP ELA: All: decrease of .02%, EL: decrease of 1.9%, SED: increase .93%, and FY: increase 15% in Meets and Exceeds Standard. CAASPP Math: increase of 2.97%, EL: decrease of 1.9%, SED: increase .93%, and FY: increase 15% in Meet or Exceed Standard.

Analysis: Although the growth in ELA was not substantial the decline from 2020-21 to 2021-22 has halted. Math CAASPP scores continue their upward trend from 2021-2023. The CAASPP ELA and Math data shows that there was an increase with some groups (SED, FY) and a decrease for another group (EL). Although the data is not positive across the board, the decrease was minimal. Other data shows growth for our EL group (EPI) and therefore this action is effective in meeting our desired outcome of positive growth.

Action 1.2: Additional Site Allocation: 3 Effective

Data: CAASPP ELA: All: decrease of .02%, EL: decrease of 1.9%, SED: increase .93%, and FY: increase 15% in Meets and Exceeds Standard. CAASPP Math: increase of 2.97%, EL: decrease of 1.9%, SED: increase .93%, and FY: increase 15% in Meet or Exceed Standard.

iReady ELA: All: decrease of 7% from 46% to 39%. ELs: increase of 12.1% from 23% to 35.1%. LI: decrease of 7% from 40% to 33%. FY: data not available.

iReady Math: All: decrease of 12.8% from 39% to 26.2. ELs: increase of 6.4% from 15% to 21.4%. LI: decrease of 20% from 40% to 20.9%. FY: not available

CCI: All: 57.2%, EL: 9.6%, SED: 52.1% and FY: 21.4%. There was no CCI data for 21-22.

Graduation Rates: All: decrease of .3% from 95% to 94.7%. ELs: decrease of 1.8% from 86.7% to 84.9%. SED: decrease of .5% from 93.8% to 93.3%. FY: no data the previous year. 22-23 data shows 64.3%

Analysis: The data shows positive growth even if minimal. There is some data that proves to be positive (CAASPP ELA: LI and FY), (CAASPP Math: LI and FY) (iReady ELA: ELs)(iReady Math: ELs), and some data did not show a positive growth (CAASPP ELA: ELs) (CAASPP Math: ELs), (iReady ELA: LI), (iReady Math: LIs), (Graduation Rates: ELs, and LI), but overall the decline was minimal and we would like to further explore the trend over the three years. Therefore the action proves to be effective in meeting our desired outcome of positive growth.

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

Based on this years data, we will continue to focus on the same goal of providing a high quality educational system to improve the academic achievement of ALL students. Our metrics continue to include CAASPP ELA/Math, iReady ELA and Math, Graduation Rates, Attendance, and Chronic Absenteeism. We will also start to monitor CCI as a metric. Additional changes may be identified through the data analysis of progress from year to year.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement-English Learners making annual growth as measured by English Learner Progress Indicator	Data Year: 2018-19 Data Source: ELPI State Dashboard 2019 47.4 % making progress	ELPI - not available Data Year: 2020-21 Data Source: Summative ELPAC Level 4 (Well Developed): 16.2% Level 3 (Moderately Developed): 39.96% Level 2 (Somewhat Developed): 31.8% Level 1 (Minimally Developed): 12:04%	ELPI - Medium 52.2% making progress Data Year: 2021-22 Data Source: Summative ELPAC Level 4 (Well Developed): 18.74% Level 3 (Moderately Developed): 42.90% Level 2 (Somewhat Developed): 26.38% Level 1 (Minimally Developed)	ELPI - GREEN 55.9% making progress Data Year: 2022-23 Data Source: Summative ELPAC Level 4 (Well Developed): 24.93% Level 3 (Moderately Developed): 39.66% Level 2 (Somewhat Developed): 23.88% Level 1 (Minimally Developed): 11.53%	Data Year: 2023-24 Data Source: ELPI State Dashboard 2024 Positive Growth
Pupil Achievement-English Learner Reclassification Rate	Data Year: 2020-21 Data Source: Data Quest 2019-20 20.1 %	Data Year: 2020-21 Data Source: EdData 2020-21 6.0 %	Data Year: 2021-22 Data Source: Data Quest 2021-22 8.7% %	Data Year: 2022-23 Data Source: Internal, not yet on DataQuest 2022-23 13.6%	Data Year: 2023-24 Data Source: Data Quest Stay above RFEP rate for state and county

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement-Middle School Drop out rates	Data Year: 2019-20 Data Source:CALPADS 19-20 Fall 1 Less than 1%	Data Year: 2020-21 Data Source:CALPADS 20-21 Fall 1 Less than 1%	Data Year: 2021-22 Data Source:CALPADS 20-21 Fall 1 Less than 1%	Data Year: 2022-23 Data Source:CALPADS 22-23 Fall 1 - Less than 1%	Data Year: 2023-24 Data Source:CALPADS 19-20 Goal is 0%
Pupil Achievement-High School Drop out rates	Data Year: 2019-20 Data Source:CALPADS Cohort Outcome report 19-20 3.39 %	Data Year: 2020-21 Data Source:CALPADS Cohort Outcome report 20-21 2.9%	Data Year: 2021-22 Data Source:CALPADS Cohort Outcome report 21-22 3.16%	Data Year: 2022-23 Data Source:CALPADS Cohort Outcome report 22-23 3.2%	Data Year: 2023-24 Data Source: CALPADS Cohort Outcome report 19-20 Less than 1%
Pupil Achievement-High School Cohort Graduation Rate	Data Year: 2019-20 Data Source: Data Quest All 94.4% African American 93.8% Asian 96.5% Filipino *% Hispanic 94.1% White 93.5%	Data Year: 2020-21 Data Source: Data Quest All 97.1% African American 100% Asian 99.0% Filipino *% Hispanic 97.2% White 93.9%	Data Year: 2021-22 Data Source: Data Quest All 95% African American 91.7% Asian 95.8% Filipino *% Hispanic 94.8% White 94.6% Two or More Races 100%	Data Year: 2022-23 Data Source: Data Quest All: 94.7% African American: data not displayed for privacy Asian: 97.3% Filipino: data not displayed for privacy Hispanic: 94.5% White: 92.6% Two or More Races:100%	Data Year: 2023-24 Data Source: Data Quest 97%
Panorama Data	Data Year: Fall 2020	Data Year: Fall 2022	Data Year: Fall 2023	Data Year: Fall 2023-24	Data Year: Fall 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Data Source: Panorama Education</p> <p>Student Competency 4th-5th Emotional Regulation: 45% Growth Mindset: 57% Self-Efficacy: 51% Social Awareness: 66%</p> <p>Student Supports and Environment 4th-5th Rigor</p>	<p>Data Source: Panorama Education</p> <p>Student Competency 4th-5th Emotional Regulation: 42% Growth Mindset: 57% Self-Efficacy: 51% Social Awareness: 62%</p> <p>Student Supports and Environment 4th-5th Rigor</p>	<p>Data Source: Panorama Education</p> <p>Student Competency 4th-5th Emotional Regulation: 47% Growth Mindset: 60% Self-Efficacy: 52% Social Awareness: 66%</p> <p>Student Supports and Environment 4th-5th Rigor</p>	<p>Data Source: Panorama Education</p> <p>Student Competency 4th-5th Emotional Regulation: 45% Growth Mindset: 62% Self-Efficacy: 52% Social Awareness: 65%</p> <p>Student Supports and Environment 4th-5th Rigorous Expectations: 79% Sense of Belonging: 66% Teacher-Student Relationships: 76%</p> <p>Student Competency 6th-12th Emotional Regulation: 48% Growth Mindset: 52% Self-Efficacy: 45% Social Awareness: 56% Student Supports and Environment 6th-12th Rigorous Expectations: 64%</p>	<p>Data Source: Panorama Education</p> <p>Positive Growth on all measures for 45h-5th and 6th-12th.</p>

Goal Analysis

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

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress toward meeting the goal of "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."

Action 2.1: Social-Emotional, Behavioral Support and Multi-Lingual Support, 4-Full implementation. No substantive difference in planned action compared to the actual implementation. The district continued to fund Social-Emotional, Behavioral Support and Multilingual Support as outlined in the action.

Overall Challenges of Implementing Goal 2:

One of the challenges of implementing Goal 2 was in the Social-Emotional and Behavioral Support. There was a strong plan in place and many components were successful, but maintaining programs fully staffed at all times proved to be a challenge. Therefore some programs were impacted like our CBE program. It was a challenge to always have PARAs to support the staff and to be fully staffed. There were other components of Goal 2 that were effective in the Social-Emotional and Behavioral Supports like hiring counselors and psychologists.

Overall Success in implementing Goal 2:

There were a few successes when implementing Goal 2. The extra support for students' SEL was crucial as socio emotional learning and supports continue to be needed. Another success was the support of our Multilingual students through the funding of the Multilingual Specialist. Our overall district ELPI was positive and that is due to the focused approach that the specialist has in order to provide focused PD and support the EL Site Contacts from every site.

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

Action 2.1: Social-Emotional, Behavioral Support and Multi-Lingual Support: No substantive difference in planned action compared to the actual implementation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

The actions outlined in Goal Two supported the progress toward meeting the goal of "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."

Action 2.1: Academic Intervention and Support: 3 - Effective

Data: CAASPP ELA: All: decrease of .02%, EL: decrease of 1.9%, SED: increase .93%, and FY: increase 15% in Meets and Exceeds Standard. CAASPP Math: increase of 2.97%, EL: decrease of 1.9%, SED: increase .93%, and FY: increase 15% in Meet or Exceed Standard.

iReady ELA: All: decrease of 7% from 46% to 39%. ELs: increase of 12.1% from 23% to 35.1%. LI: decrease of 7% from 40% to 33%. FY: data not available.

iReady Math: All: decrease of 12.8% from 39% to 26.2. ELs: increase of 6.4% from 15% to 21.4%. LI: decrease of 20% from 40% to 20.9%. FY: not available

Chronic Absenteeism: All: decrease of 10.7% from 26.4% to 15.7%. ELs: decrease of 10.9% from 28.6% to 17.7%. SED: decreased by 11.8% from 29.8% to 18.0%. Foster Youth: decrease of 10% from 25% to 15.0%

Graduation Rates: All: decrease of .3% from 95% to 94.7%. ELs: decrease of 1.8% from 86.7% to 84.9%. SED: decrease of .5% from 93.8% to 93.3%. FY: no data the previous year. 22-23 data shows 64.3%

Analysis: The data shows positive growth even if minimal. There is some data that proves to be positive (CAASPP ELA: LI and FY), (CAASPP Math: LI and FY) (iReady ELA: ELs)(iReady

Math: ELs), and some data did not show a positive growth (CAASPP ELA: ELs) (CAASPP Math: ELs), (iReady ELA: LI), (iReady Math: LIs), (Graduation Rates: ELs, and LI), but overall the decline was minimal and we would like to further explore the trend over the three years. Therefore the action proves to be effective in meeting our desired outcome of positive growth.

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

After reflecting on the goals, metrics, outcomes and actions, there will be some changes to address any subgroup of students that are not performing well. We will increase Professional Development in many of the areas that our students did not show growth. For example, the dashboard demonstrated that our students can improve on both ELA and Math for our ELs, Low Socioeconomic and FY compared to our All students. Teachers will receive math professional development focused on concept development and site based coaching. There will be a new training from research based strategies on social emotional supports, trauma informed practices and a revamping of PBIS.

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

Goals and Actions

Goal

Goal #	Description
3	Provide a safe school environment.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	Data Year: 2018-19 Data Source: CALPADS ALL: 96.1% African American 95% Asian 97% Filipino 98% Hispanic 96% White 96% English Learners 96% SED 96% Homeless 94% Students with Disa	Data Year: 2020-2021 Data Source: CALPADS ALL: 93% African American 92% Asian 95% Filipino 95% Hispanic 93% White 93% English Learners 92% SED 95% Homeless 86% Students with Disab	Data Year: 2021-2022 Data Source: CALPADS ALL: 93% African American 92% Asian 95% Filipino 95% Hispanic 93% White 93% English Learners 92% SED 95% Homeless 86% Students with Disab	Data Year: 2022-2023 Data Source: CALPADS ALL: 93.9% African American 93% Asian 95.7% Filipino 96.3% Hispanic 93.5% White 93.8% English Learners 92.3% SED 95.4% Homeless 90% Students with Disabilities 91%	Data Year: 2023-24 Data Source: CALPADS 97%
Chronic Absenteeism	Data Year: 2018-19 Data Source: Data Quest All 7.5% African American 11.7% Asian 2.5% Filipino 5.7% Hispanic 8.7% White 5.6% Two or more Races 3.1% English Learners SED Foster<br/	Data Year: 2020-21 Data Source: Data Quest All 13.7% African American 15.4% Asian 3.8% Filipino 9.5% Hispanic 16.0% White 12.3% Two or more Races 6.3% English Learner 16.% SED 1	Data Year: 2021-22 Data Source: Data Quest All 26.4% African American 29.2% Asian 17.7% Filipino 3.7% Hispanic 29.3% White 21.0% Two or more Races 18.3% English Learner 28.6% SED	Data Year: 2022-23 Data Source: Data Quest All 15.7% African American 18.3% Asian 8.7% Filipino 3.6% Hispanic 17.8% White 12.2% Two or more Races 12.5% English Learner 17.7% SED 18.0% Foster 15.0%	Data Year: 2023-24 Data Source: Data Quest 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Students with Disabilities 23.4 %	
Suspension Rates	Data Year: 2019-20 Data Source: DataQuest 19-20 (Old Metric Dashboard Fall 2019) All 2.1% African American 6.8% Asian 0.8% Filipino 0% Hispanic 2.5% White	Data Year: 2020-21 Data Source: DataQuest All 0.2% African American 0.7% Asian 0.0% Filipino 0.0% Hispanic 0.3% White 0.0% Two or more Races	Data Year: 2021-22 Data Source: DataQuest All 3.7% African American 11.2% Asian 1.1% Filipino 0.0% Hispanic 4.3% White 2.5% Two or more Races 2.5%	Data Year: 2022-23 Data Source: DataQuest All 4.0% African American 9.3% Asian 1.4% Filipino 1.8% Hispanic 4.7% White 2.7% Two or more Races 2.6%	Data Year: 2023-24 Data Source: Data Quest 3 %
Expulsion Rates	Data Year: 2018-19 Data Source: Data Quest Less than 1%	Data Year: 2020-21 Data Source: Data Quest ALL: 0.0%	Data Year: 2021-22 Data Source: Data Quest ALL: 0.0%	Data Year: 2022-23 Data Source: Data Quest ALL: 0.2%	Data Year: 2023-24 Data Source: Data Quest Below 1%
School Climate	Data Year: 2019-20 Data Source: Panorama Students 61% Parents 89% Teachers 87% Data Year: 2019-20 Data Source: Panorama an	Data Year: Fall 2021 Data Source: LCAP Survey School Climate and Culture Have a positive perception of school climate: Students 62% Parents 89% Teachers 89%	Data Year: Fall 2023 Data Source: LCAP Survey School Climate and Culture Have a positive perception of school climate: Students 64% Parents 88% Teachers 89 %	Data Year: Fall 2023 Data Source: LCAP Survey School Climate and Culture Have a positive perception of school climate: Students % Parents % Teachers %	Data Year: 2023-24 Data Source: LCAP Survey Students 70% Parents 90% Teachers 90% Data Year: 2023-24 Data Source: LCAP Sur

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year 2020-21 Data Source:	Data Year 2022-23 Data Source:	Data Year 2022-23 Data Source: LCAP Survey	

Goal Analysis

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

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward meeting the goal of "Provide a safe school environment".

Action 3.1: Facilities, Additional Transportation, and Class Size Maintenance, 4-Full implementation. No substantive difference in planned action compared to the actual implementation.

The district continued to fund the ongoing facilities costs services outlined in the action.

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

Action 3.1: Facilities, Additional Transportation, and Class Size Maintenance: No substantive difference in planned action compared to the actual implementation

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

The actions outlined in Goal Three supported the progress toward meeting the goal of "Provide a safe school environment."

Action 3.1: Facilities, Additional Transportation, and Class Size Maintenance - 3 Effective

Data: Data: CAASPP ELA: All: decrease of .02%, EL: decrease of 1.9%, LI: increase .93%, and FY: increase 15% in Meets and Exceeds Standard. CAASPP Math: increase of 2.97%, EL: decrease of 1.9%, LI: increase .93%, and FY: increase 15% in Meet or Exceed Standard.

Analysis: The data shows positive growth even if minimal. The CAASPP data shows positive outcomes for some groups: (CAASPP ELA: LI and FY), (CAASPP Math: LI and FY) and some data did not show a positive growth (CAASPP ELA: ELs) (CAASPP Math: ELs), but overall the decline was minimal and we would like to further explore the trend over the three years. Therefore the action proves to be effective in meeting our desired outcome of positive growth.

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

Additional changes may be identified through the data analysis of progress from year to year.

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

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Goal Analysis

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Goal Analysis

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sanger Unified School District - Quail Lake Environmental Charter School	Dennis Wiechmann Superintendent	dennis_wiechmann@sangerusd.net (559) 524-6521

Plan Summary [2024-25]

General Information

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

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

Sanger Unified has twenty-one schools, including three charter schools, two comprehensive high schools, one comprehensive middle school, a community day school, an alternative education high school, and an adult school. The district covers 180 square miles and serves a population of 56,614. Within the boundaries of Sanger Unified are the city of Sanger and the communities of Centerville, Del Rey, Fairmont, Lone Star, Tivy Valley and portions of the Sunnyside area of metropolitan Fresno. Attendance in the District’s schools currently numbers 13,339 students. Of Sanger Unified students, 68.8% of our students qualify for Free and Reduced Lunch, and 14.3% (1,882 students) are English Language learners. Despite the challenges our children face, Sanger has an 94% Daily Attendance rate, a rate we continually strive to improve.

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

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

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

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

Strategies:

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

Initiatives:

1. Balanced Literacy
2. College and Career Readiness

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

Hope is not a strategy
Don't blame the kids
It's about learning
Every child can and must learn

Reflections: Annual Performance

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

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

ELA - Students with Disabilities
Math - Foster Youth
Suspension Rate - Foster Youth
College/Career - English Language Learners

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

Community Day - Suspension Rate - Hispanic Students

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

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

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

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

- Hispanic and Socially Economically Disadvantaged (SED) Students and All Students.

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

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

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

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

When looking at our data by subgroups as an LEA and school, we have areas for growth. There is enough data to show that we need to revisit our district -wide PBIS systems and both inform and support our students before suspensions take place. We also need to focus on English Language Arts and what supports are provided for our English Language Learners. Overall, our English Language Learners were red on many indicators at the school sites level in the following: suspension (1 school), Chronic Absenteeism (1 school), English Language Arts (4 schools), Math (1 school) and ELPI (2 schools). This data highlights the different needs of our ELs that are currently not being met or need refining. As a district, there are two indicators in which our Foster Youth students need support. These indicators include: Math and suspensions. This is another area for an opportunity of growth to refine our systems of support.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

The following schools within Sanger Unified have been identified for CSI: Kings River High School Continuation

Support for Identified Schools

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

Sanger Unified supported CSI school staff by creating a CSI committee focused on promoting data clarity, providing professional learning to understand identification status and plan requirements, and supporting procedural troubleshooting. Sanger Unified supported Kings River High School in identifying and selecting evidence-based interventions included in the CSI plan by collaborating to identify appropriate interventions, assistance in identifying appropriate evidence-based interventions, and providing a menu of vetted options for evidence-based interventions that can be selected based on the site needs. The process of support provided by Sanger Unified to CSI school staff in the identification of resource inequities included equipping the site leader with relevant data and providing support with disaggregation of data to determine disproportionality and identify possible resource inequities.

Monitoring and Evaluating Effectiveness

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

Monitoring the implementation of the CSI plan includes developing and implementing processes and procedures specific to ensuring ongoing monitoring of the plan implementation occurs at multiple levels including site teachers, site leaders, and the LEA regional administrator collecting and analyzing relevant data monthly. Evaluating the implementation of the CSI plan includes using the Continuous Cycle of Improvement Process Tool in collaboration with the LEA CSI representative, school leadership, and state and federal departments, to evaluate the plan, data, and metrics relevant to CSI identification quarterly and coaching in areas of need including data monitoring and action implementation assistance. Monitoring the effectiveness of the CSI plan includes using the Continuous Cycle of Improvement Process for site leaders to monitor action effectiveness in alignment with the correlating site metrics and support effective implementation and/or begin a new cycle of improvement. Evaluating the effectiveness of the CSI plan includes site leaders using action-aligned data/metrics to evaluate action effectiveness and support effective implementation and/or begin a new cycle of improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administration, principals, certificated and classified staff, parents, students and community members.	<p>When: November 6th - 17th, 2023 How: Hanover Research LCAP Survey What: Each site principal communicates the importance and intent of LCAP and encourages input from teachers and discusses current LCAP goals and actions, current performance data, and district and site needs. Feedback from teachers was the following: Class size maintenance, developing systems of intervention for struggling students, modernizing school facilities so they continue to be safe, evaluating and eliminating programs that are not working, and providing additional resources and staff for social-emotional learning and behavior support.</p>
Certificated Local Bargaining Unit	<p>When: February 29, 2024 How: Presentation of LCAP goals and actions, current data, and district and site needs. What: LCAP Coordinator presented to the Sanger Unified Teachers Association (SUTA) during one of their regularly scheduled meeting to share current data and ask for their feedback. Feedback from teachers was the following: Academic interventions, modernizing facilities so they continue to be safe, additional site allocations, providing supports for English Language Learners, providing additional resources and staff for social-emotional learning and books and resources.</p>

Educational Partner(s)	Process for Engagement
Classified Local Bargaining Unit	<p>When: March 13th, 2024</p> <p>How: Presentation of LCAP goals and actions, current data, and district and site needs.</p> <p>What: LCAP Coordinator presented to the California School Employees Association (CSEA) during one of their regularly scheduled meeting to share current data and ask for their feedback. Staff had the opportunity to give feedback through google form. Feedback from the classified staff was the following: professional development, resources and books, library and media increased funding, introduce metal shop to students, and technology.</p>
Students	<p>When: Sanger High School (2/15/24), Sanger West (3/21/24), Kings River (3/4/24), Hallmark (3/22/24) WAMS (2/28/24)</p> <p>How: Presentation of LCAP goals and actions, current data, and district and site needs.</p> <p>What: LCAP Coordinator presented to multiple student groups during class time to share current data and ask for their feedback. Students were able to give feedback through google form. Feedback from students was: academic intervention & supports, college and career readiness, resources and books, technology, professional development and support for English Language Learners.</p>
PAC	<p>When: March 7, 2024 and April 16, 2024</p> <p>How: LCAP presentation with LCAP goals and actions, current data and district and site needs.</p> <p>What: PAC Members were presented with current data and allowed to give feedback on how to prioritize spending of LCAP dollars based on needs. Feedback from PAC was to continue to provide the supports that are taking place and prioritize interventions, support for Dual Immersion programs, support for English Language Learners, College and Career readiness, and Enrichment opportunities.</p>

Educational Partner(s)	Process for Engagement
PAC: Draft LCAP Presentation for Comments	<p>When: May 16, 2024</p> <p>How: The PAC was engaged through an in-person meeting</p> <p>What: The draft LCAP was provided and the PAC and had the opportunity to provide comments or questions and receive a written response from the Superintendent. There were three written questions for the Superintendent and all three questions were addressed in writing by the Superintendent during the following PAC meeting.</p>
DELAC	<p>When: May 2, 2024</p> <p>How: LCAP presentation with LCAP goals and actions, current data and district and site needs.</p> <p>What: LCAP Coordinator presented to the District English Language Advisory Council (DELAC) during one of their regularly scheduled meeting to share current data and ask for their feedback. The DELAC had the opportunity to give feedback through chips by placing them on the priorities they felt would need to be funded.</p> <p>Feedback from DELAC was the priority of the following: Social Emotional Support, Academic Intervention and Safe Facilities.</p>
DELAC: Draft LCAP Presentation for Comments	<p>When: May 30, 2024</p> <p>How: The DELAC was engaged through an in-person meeting</p> <p>What: The draft LCAP was provided and the DELAC and had the opportunity to provide comments or questions and receive a written response from the Superintendent. There were four questions for the Superintendent and all four questions were addressed in writing.</p>
Schools receiving Equity Multiplier funding	<p>When: CDS May 1, 2024 and KRHS May 8, 2024</p> <p>How: LCAP Presentation with Equity Multiplier Focus was presented to CDS and Kings River High School staff meeting</p> <p>What: Staff was able to learn about Equity Multiplier funds and asked for feedback on how to use the funds to improve student outcomes</p>
SELPA Consultation	<p>When: April 18, 2024</p> <p>How: SELPA Operations Committee Meeting</p>

Educational Partner(s)	Process for Engagement
	<p>What: The SELPA offered consultations on activities that align with a district's LCAP development and discussions. This will include the following: Special Education Plan: Targeted Monitoring and Intensive Monitoring Reviews Operations Committee Meetings Superintendent Governance Council FCSS LCAP and Compliance Workshops/Office Hour Meetings</p>
Public Comment	<p>When: June 11th, 2024 through June 24th, 2024 How: Notified the public of the opportunity to submit written comments regarding the LCAP actions and expenditures What: LCAP Actions and Expenditures</p>
Public Hearing	<p>When: June 11th, 2024 How: The Public Hearing was held to consider the draft of the LCAP What: LCAP Actions and Expenditures</p>
Board Adoption	<p>When: June 25, 2024 How: 2024-25 LCAP was board adopted at the same meeting as the adoption of the Budget and the Local Indicators Report What: The 2024-25 LCAP</p>

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

Parent and Community input from our survey shows that our parents and families continue to see a need in the following areas: Academic Intervention, Enrichment, Social Emotional Support, College and Career, support for English Learners and continued support for Parent Engagement. They are particularly concerned about intervention and support for our students, as well as their school safety and sense of connectedness. This includes support for English Learners and Newcomer students. They expressed a focus on students who are struggling with academics and/or social-emotional learning. They desire ongoing support of enrichment, career-technical education, Dual Immersion, Robotics, and college and career courses, including classes that provide hands-on experiences. Parents seek opportunities to engage in school organizations and educational activities that build their capacity to support their children at home. Evidence of this feedback can be found in: Goal 1, Actions 1.3, 1.6, 1.7,1.8; Goal 2, Actions 2.1, 2.2, 2.3; Goal 3, Actions 3.1

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

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

The District English Learner Advisory Committee (DELAC) stressed the importance of the Dual Immersion program Program and continued support for the growth of the program. They advocated for continued language support through ELD lessons to support students and academic intervention. They also want to continue with parent education and engagement sessions to learn about how to support their children at home. Evidence of this feedback can be found in: Goal 1, Actions 1.7, 1.8; Goal 2, Actions 2.1, 2.3.

Students provided valuable input through the LCAP survey and also through multiple presentations shared at different sites (Washington Academic Middle School, Sanger High, Sanger West, Hallmark Academy, Kings River High School), expressing a desire for college and career coursework that would support pathway options/college or career readiness. Students shared the importance of academic interventions to support them like our Parent/Student Advocate program. Many students referenced the Advocates taking a personal interest in their success. Students also indicated the importance of having the necessary resources like books and materials. Additionally, students identified the importance of technology in order to conduct their assignments and be successful. They mentioned the importance of having updated iPads, repairs happening quickly and all components to be in working order. Finally, students identified that Professional Development for staff was important in order for teachers to stay up to date with the latest teaching practices and to create engaging classrooms. Students expressed the ongoing need for Mental Health through access to counselors and the Parent/Student advocates. Evidence of this feedback can be found in: Goal 1, Actions 1.3, 1.5, 1.6, 1.8; Goal 2, Actions 2.1, 2.2.

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

Classified staff input from the bargaining unit input session and the survey showed that similar interest as the teacher/certificated feedback. The priorities they indicated were: Professional Development, Resources and Books, Library & Media Services, Technology, and Additional Site Allocations. Classified staff also brought up College and Career class options for students like welding. Classified staff expressed that professional development across the board for all certifications is important and that sites should invest in the library and media services by increasing funding. Evidence of this feedback can be found in: Goal 1, Actions; 1.3,1.4, 1.5, 1.6, 1.8

Principals would like to see increased support for behavioral/social-emotional supports for students. Site leaders also indicated academic intervention as a priority along with enrichment opportunities for students like art and music. They expressed support for more parent engagement funding like the Family Resource Center as feedback given by parents via SSC/ELAC meetings. Additional professional

learning for teachers and staff was also a recommendation, including for topics related to English Learners. Site leaders also expressed support for continued funding of transportation. They support continuing to keep the bussing area low and ensure students are on campus. Evidence of this feedback can be found in: Goal 1, Actions 1.5, 1.6, 1.7, 1.8; Goal 2, Actions 2.1, 2.2; Goal 3, Actions 3.2.

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

Kings River High School Continuation and Community Day School are identified as Equity Multiplier schools. Both sites held consultation meetings: Kings River on May 8th, 2024 and Community Day School on May 1, 2024 to gather Educational Partner input on development of the goals and use of funding. With feedback from our partners, we have added goals 4 and goal 5 into the LCAP to address specific subgroups and needs at each school. Goal 4 addresses College/Career Indicator (CCI) on the CA Dashboard for All Students, Low-Income, and Hispanic subgroups to include ELA and Math standardized tests and graduation rate at Kings River High School. Goal 5 addresses suspensions for Kings River High School and Community Day School. Evidence of feedback can be found in Goal 4 and Goal 5. Educational Partners from Kings River High School, and Community Day School would like to see increased College and Career classes for students and support from the mental health and social worker teams. They would also like to increase academic intervention support. Evidence of feedback can be found in Goal 4 and Goal 5.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<ul style="list-style-type: none"> Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Sanger Unified is dedicated to ensuring that every student develops the needed academic skills to consistently progress towards competence across all subjects. To accomplish this goal, we will ensure continuous access to standards-aligned instructional materials, implement standards for all students, provide English Learners with access to both state and ELD standards, maintain our facilities, and employ qualified teachers. This effort is focused on reducing disparities among our student groups, such as English Learners, Low-Income students, Foster Youth, Homeless students, and Students with Disabilities, as shown by the CA Dashboard data that highlights performance gaps in Sanger Unified. These inequities are addressed in the identified needs section of our LCAP. Furthermore, the actions supporting this goal aim to eliminate all achievement gaps, as tracked by annual updates and metrics. Despite the gradual progress in Sanger Unified, there is still a significant need to support students, particularly English Learners, Low-Income students, and Foster Youth. We are dedicated to working towards this objective with input and feedback from our Educational Partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	5% misassignments 0 % vacancies Data Year: 2023-24 Data Source: CALSAAS			5% misassignments 0 % vacancies Data Year: 2026 - 2027 Data Source: CALSAAS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Access to standards aligned instructional materials	100% Data Year: 2023-2024 Data Source: Local Indicator			100% Data Year: 2026- 2027 Data Source: Local Indicator	
1.3	CAST Smarter Balanced • % meeting/exceeding standards	Data Year: 2022-2023 Data Source: CAST CAASPP All Students: 29.2% English Learners: 3.6% Low Income: 23.8% Foster Youth: 15.4% Homeless: 7.1%			Data Year: 2025-2026 Data Source: CAST CAASPP All Students: 50% English Learners: 20% Low Income: 40% Foster Youth: 35% Homeless: 30%	
1.4	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Data Year: 2023-2024 Data Source: State Self Reflection Tool score of 3.78			Data Year: 2026-2027 Data Source: State Self Reflection Tool score of 4.0	
1.5	Smarter Balanced ELA: Met or Exceeded Standard	Data Year: 2022-2023 Data Source: Smarter Balanced ELA: Met or Exceeded Standard All: 47.6% African Am: 39.13% Asian: 59.33% EL: 13.13%			Data Year: 2025-2026 Data Source: Smarter Balanced ELA: Met or Exceeded Standard All: 65% African Am: 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 41.81% Homeless: 22.73% SED: 40.79% SWD: 13.03% White: 64.59% FY: 36.4%			Asian: 70% EL: 35% Hispanic: 60% Homeless: 40% SED: 60% SWD: 30% White: 80% FY: 56%	
1.6	Smarter Balanced Math: Met or Exceeded Standard	Data Year: 2022-23 Data Source: Smarter Balanced Math: Met or Exceeded Standard All: 34.54% African Am: 23.92% Asian: 47.52% EL: 11.51% Hispanic: 28.16% Homeless: 20% SED: 28.06% SWD: 11.24% White: 54.14% FY: 9.1%			Data Year: 2025-2026 Data Source: Smarter Balanced ELA: Met or Exceeded Standard All: 55% African Am: 45% Asian: 70% EL: 32% Hispanic: 50% Homeless: 40% SED: 50% SWD: 30% White: 75% FY: 20%	
1.7	Pupil Achievement A-G	Data Year: 2022-23 Data Source: DataQuest - completed A-G ALL: 53.2% African Am: N/A Asian: 79.6%			Data Year: 2025-2026 Data Source: DataQuest - completed A-G ALL: 70% African Am: N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 9.6% Hispanic: 47.0% Homeless: 7.7% SED: 47.3% SWD: 17% White: 64.9% FY:			Asian: 90% EL: 30% Hispanic: 70% Homeless: 30% SED: 70% SWD: 40% White: 85% FY:	
1.8	Pupil Achievement- CTE Pathway Completion	Data Year: 2022-23 Data Source: DataQuest - pathway completion ALL: 36.2% African Am: N/A Asian: 38.9% EL: 6.8% Hispanic: 35.4% Homeless: 7.7% SED: 33.6% SWD: 18.1% White: 39.4% FY:			Data Year: 2025 - 2026 Data Source: DataQuest - pathway completion ALL: 55% African Am: N/A Asian: 60% EL: 30% Hispanic: 55% Homeless: 30% SED: 53% SWD: 40% White: 60%	
1.9	Pupil Achievement- AP Pass Rate for all students scoring 3 or higher including applicable student groups	DataYear: 2022-23 Data Source: CollegeBoard All: 56.8% African Am: * Asian: 15.4% EL: 0% Hispanic: 11.9% Homeless: 33.3%			DataYear: 2025 - 2026 Data Source: CollegeBoard All: 75% African Am: * Asian: 35% EL: 20% Hispanic: 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 11.8% SWD: 7.7% White: 21% FY:			Homeless: 50% SED: 30% SWD: 30% White: 40% FY:	
1.10	Pupil Achievement-Early EAP English Language Arts pass rate for students meeting conditionally ready for higher status for all students including student groups	Data Year: 2022-23 Data Source: CAASPP Test Results All: 60.23% African Am: 38.46% Asian: 75.83% EL: 5.56% Hispanic: 54.44% Homeless SED: 54.89% SWD: 8% White: 86.36% FY:			Data Year: 2025 - 2026 Data Source: CAASPP Test Results from DataQuest All: 80% African Am: 60% Asian: 90% EL: 25% Hispanic: 75% Homeless: SED: 75% SWD: 30% White: 90%	
1.11	Pupil Achievement-Early EAP Math pass rate for students meeting conditionally ready for higher status for all students including student groups	Data Year: 2022-23 Data Source: CAASPP Test Results All: 27.85% African Am: 15.38% Asian: 40% EL: 0% Hispanic: 21.39% Homeless SED: 22.96% SWD: 4.17% White: 55.82%			Data Year: 2025 - 2026 Data Source: CAASPP Test Results from DataQuest All: 50% African Am: 35% Asian: 60% EL: 20% Hispanic: 40% Homeless: 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY:			SED: 60% SWD: 25% White: 70%	
1.12	Access to a Broad Course of Study	Data Year: 2022-23 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules			Data Year: 2025-2026 100% of students have access to Broad Course of Study Data Source: School Site Master Schedules	
1.13	Other Pupil Outcomes- i ready ELA	Data Source: Reading/ELA i-Ready Diagnostic #3 Report % On/Above Grade Level (Early On, Mid, Above) 3-8th Grade All - 44% EL - 15.5% Hispanic - 36.8% SED - 35.3% SWD - 6% FY:			Data Source: 2025-2026 Reading/ELA iReady Diagnostic #3 Report % On/Above Grade Level (Early On, Mid, Above) 3-8th Grade All - 60% EL - 35% Hispanic - 56% SED - 55% SWD - 26%	
1.14	Other Pupil Outcomes- i ready Math	Data Year: 2023-24 Data Source: i-Ready Math Diagnostic #4			Data Year: 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Report % On/Above Grade Level (Early On, Mid, Above) 3-8th Grade All - 34.5% EL - 12% Hispanic - 30.1% SED -28.7% SWD - 7.3% FY:			Data Source: iReady Math Diagnostic #4 Report % On/Above Grade Level (Early On, Mid, Above) 3-8th Grade All - 55% EL - 32% Hispanic - 50% SED -50% SWD - 30%	
1.15	Other Pupil Outcomes - US/CSU Coursework	Data Year: 2022-23 Percentage of pupils who have successfully completed both requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences. All Students Number of Grads 948 Meeting A-G 504 - 53.2% CTE Completer 343 - 36.2% Both A-G and CTE 251 - 26.5%			Data Year: 2025-2026 Percentage of pupils who have successfully completed both requirements for entrance to UC/CSU and completed courses that satisfy the requirements for CTE sequences. All Students Number of Grads - 948 Meeting A-G 504 - 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					CTE Completer - 343 - 56% Both A-G and CTE - 251 - 36%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Charter School Support Services	Devices for 1:1 program Technology site support Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state dashboard on the 2022-23 CAASPP for English Language Arts when comparing met/exceeded standard: All: 47.6%; EL: 13.13%; LI: 40.79%; FY: 36.4% and Math All: 34.54%; EL: 11.51%; LI:28.06%; and FY:	\$163,483.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>9.1%. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 44%, EL: 15.5%, LI: 35.3% and iReady Math All: 34.5%; EL: 12%; LI: 28.7% show improvement is needed.</p> <p>To meet this need and ensure our LI, EL, FY have access to high quality instructional options, we continue to provide one to one ipad devices to our students. The devices are used in and out of the classroom on a daily basis to access specific blended learning programs, enhance student to student collaboration, teacher interaction and access to tech enhanced curriculum. The additional site technology support personnel enable the students to have seamless access to the local technology system in a safe and productive manner. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. It is our expectation that these services will result in increased performance In ELA and Math CAASPP as well as local scores over the course of the next three years.</p> <p>District Professional Learning Initiatives Site based Professional Learning Teacher Development and Retainment</p> <p>Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state dashboard on the 2022-23 CAASPP for English Language Arts when comparing met/exceeded standard: All: 47.6%; EL: 13.13%; LI: 40.79%; FY: 36.4% and Math All: 34.54%; EL: 11.51%; LI:28.06%; and FY: 9.1%. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 44%, EL: 15.5%, LI: 35.3% and iReady Math All: 34.5%; EL: 12%; LI: 28.7% show improvement is needed.</p> <p>Professional Development will be provided for all Pre-K through 12th grade teachers to build their capacity in educational pedagogy and assessment. Professional learning goals will meet the needs for all students especially Low Income, English Learners, and Foster Youth. The topics of the PD will be centered on our district’s initiatives of high achievement for all students</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>and closing the achievement gap. The teacher recruitment, development and retainment program provides additional support to incoming and new teachers in the district regarding the Sanger Unified initiatives and strategies. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. The expectation is that the teachers will successfully implement strategies that maximize student learning and specifically to the LI, EL, FY. It is our expectation that these services will result in increased performance of our LI, EL, FY on the ELA and Math CAASPP over the course of the next three years.</p> <p>Visual and Performing Arts Support Library Support and Services</p> <p>Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state dashboard on the 2022-23 CAASPP for English Language Arts when comparing met/exceeded standard: All: 47.6%; EL: 13.13%; LI: 40.79%; FY: 36.4% and Math All: 34.54%; EL: 11.51%; LI:28.06%; and FY: 9.1%. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 44%, EL: 15.5%, LI: 35.3% and iReady Math All: 34.5%; EL: 12%; LI: 28.7% show improvement is needed.</p> <p>As a result of this need, SUSD will enhance the access to Arts, Science, and enrichment opportunities for LI, EL, FY students to close achievement gaps. These enrichment opportunities will provide additional learning opportunities for EL. LI and FY students. Sanger Unified will continue to provide increased summer school enrichment activities for students. Approximately 1500 9-12th grade students confirmed to attend summer intervention/enrichment program to enrichment courses for students to enhance their schedule. In addition, SUSD will provide a VAPA teacher on Special Assignment (TSA) for the regular school year. The TSA will facilitate arts implementation for all students K-12, especially targeting access for our LI, EL, FY. Additional instruments will be purchased to support the growing opportunities for students. Professional development, paraprofessional support, supplemental resources, and program expansion into middle school (2022-2024) and high school (20242028) will enhance</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>the programs moving forward. In addition, the support for additional library materials for the LI, EL, FY students will enhance their educational engagement in literacy and the love of reading. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. It is our expectation that these services will result in increased performance of our LI, EL, FY on the ELA and Math CAASPP over the course of the next three years.</p> <p>Parent and Family Engagement Support Educational Partner survey and communication</p> <p>As a result of stakeholder feedback, the need to support families in the education of their children has increased in the past few years. This action was in the top 5 recommendations for 2 out of 4 years. In 2023-2024, it is recommended that SUSD continue to expand existing support networks and make resources more visible to families and students. In the 19-20 survey, a top recommendation was to provide parents more information on how to support students at home. To meet this need, SUSD will continue to offer Parent and Family Engagement classes for the 24-25 school year. The new format will include a variety of virtual and in person classes in addition to offering the class materials on the District's Website. To ensure our Low Income, English Learners, Foster Youth and their families are successful and supported, SUSD combined services of our current Migrant Education, Comprehensive Youth Services and the District CARE Team. All three agencies now work together in a new Sanger Family Resource Center which opened in August 2021. A Parent Education Program Specialist was hired to serve and support all families. Sanger Unified will continue to survey the parents and provide communication to ensure their needs are met. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. This action will increase awareness and participation in Parent and Family Engagement that will result in increased academic achievement for our students as well as provide resources for Social Emotional Support.</p>		

Action #	Title	Description	Total Funds	Contributing
1.2	Additional Site Allocation	<p>Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state dashboard on the 2022-23 CAASPP for English Language Arts when comparing met/exceeded standard: All: 47.6%; EL: 13.13%; LI: 40.79%; FY: 36.4% and Math All: 34.54%; EL: 11.51%; LI:28.06%; and FY: 9.1%. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 44%, EL: 15.5%, LI: 35.3% and iReady Math All: 34.5%; EL: 12%; LI: 28.7% show improvement is needed.</p> <p>Therefore, to meet this need, school sites will be allocated funding based on the number of LI, EL, FY to provide support identified by the stakeholders of the site. All site expenditures allocated must be budgeted and included on the SPSA. The school site council/leadership teams approve the federal funds for SPSA and informed on the LCAP funding. District Administration monitors the appropriate expenditure of these funds. Site expenditures are required to focus on low-income pupils, English Learners, and Foster Youth to close achievement gaps. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student access to supplementary materials and technology support personnel. Expenditures include site level training of personnel focused on student access to reduce the learning gaps. This action is designed to meet the unique needs of Low Income, English Learners, and Foster Youth, however, because all students will benefit this action is being provided on an LEA-wide basis. It is our expectation that the implementation of these unique site services will target the LI, EL, FY and result in higher levels of student literacy and an increased performance of students on the ELA and Math CAASPP. local indicator of iReady for ELA and Math and the College and Career Indicator as well as graduation rates at the secondary levels.</p>	\$84,376.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was established in response to student achievement data revealing the need for Sanger Unified to boost the academic performance of all students, particularly those who are Low Income, English Learners, Foster Youth, and other groups with notable performance gaps. To address these needs, we will implement targeted academic interventions, provide comprehensive professional development for our educators, and offer socio-emotional support through counselors. We will use evidence-based instructional strategies tailored to the specific needs of Low Income students, English Learners, and Foster Youth. Teachers and staff will engage in ongoing professional development focused on culturally responsive teaching, differentiated instruction, and effective strategies for supporting English Language Learners and students from low-income backgrounds. Recognizing the critical role of socio-emotional well-being in academic success, we will increase access to school counselors and social workers who can provide individual and group support. These professionals will help address the social and emotional challenges that can impede learning, ensuring that students are emotionally prepared to succeed in the classroom. The actions and metrics associated with this goal are designed to specifically target and improve the academic performance of all students while closing achievement gaps. We will use a range of metrics to track year-to-year growth, including standardized test scores, graduation rates, and college readiness indicators. By closely monitoring these metrics, we can ensure that our interventions are effective and make necessary adjustments to support continuous improvement. Through these comprehensive efforts, Sanger Unified is committed to creating an equitable educational environment where all students, especially those facing additional challenges, can achieve academic success and reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Achievement-English Learners making annual growth as measured by English Learner Progress Indicator	ELPI - GREEN 55.9% making progress Data Year: 2022-23 Data Source: Summative ELPAC Level 4 (Well Developed): 24.93% Level 3 (Moderately Developed): 39.66% Level 2 (Somewhat Developed): 23.88% Level 1 (Minimally Developed): 11.53%			Data Year: 2025-26 Data Source: ELPI State Dashboard 2026 Positive Growth	
2.2	Pupil Achievement-English Learner Reclassification Rate	Data Year: 2022-23 Data Source: Internal, not yet on DataQuest 2022-23 13.6%			Data Year: 2025-26 Data Source: Data Quest Stay above RFEP rate for state and county	
2.3	Pupil Achievement-Middle School Drop out rates	Data Year: 2022-23 Data Source:CALPADS 22-23 Fall 1 Less than 1%			Data Year: 2025-26 Data Source:CALPADS 2025-2026 Goal is 0%	
2.4	Pupil Achievement- High School Drop out rates	Data Year: 2022-23 Data Source: CALPADS Cohort Outcome report 22-23 3.2%			Data Year: 2025-2026 Data Source: CALPADS Cohort Outcome report 25-26	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Less than 1%	
2.5	Pupil Achievement- High School Cohort Graduation Rate	Data Year: 2022-23 Data Source: Data Quest All: 94.7% African American: data not displayed for privacy Asian: 97.3% Filipino: data not displayed for privacy Hispanic: 94.5% White: 92.6% Two or More Races: 100%			Data Year: 2025-26 Data Source: Data Quest 97%	
2.6	Panorama Data	Data Year: Fall 2023-24 Data Source: Panorama Education Student Competency 4th-5th Emotional Regulation: 45% Growth Mindset: 62% Self-Efficacy: 52% Social Awareness: 65% Student Supports and Environment 4th-5th Rigorous Expectations: 79%			Positive Growth on all measures for 4th-5th and 6th-12th.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sense of Belonging: 66% Teacher-Student Relationships: 76 % Student Competency 6th-12th Emotional Regulation: 48% Growth Mindset: 52% Self-Efficacy: 45% Social Awareness: 56% Student Supports and Environment 6th-12th Rigorous Expectations: 64% Sense of Belonging: 39% Teacher-Student Relationships: 55%				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social-Emotional, Behavioral Support and Multi-Lingual Support	<p>Psychologist Expansion of Services Homeless/Foster Liaison Center for Behavioral Support PBIS Support SEL Curriculum Elementary Counselors</p> <p>Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state dashboard on the 2022-23 CAASPP for English Language Arts when comparing met/exceeded standard: All: 47.6%; EL: 13.13%; LI: 40.79%; FY: 36.4% and Math All: 34.54%; EL: 11.51%; LI:28.06%; and FY: 9.1%. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 44%, EL: 15.5%, LI: 35.3% and iReady Math All: 34.5%; EL: 12%; LI: 28.7% show improvement is needed.</p> <p>As a result of the need, Sanger Unified is adding social-emotional support personnel (expansion of psychological support services), principally directed, to support the social-emotional health of at-risk students including; low income, English learner, and foster youth. SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage 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</p>	\$65,000.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
		<p data-bbox="508 164 947 196">Multilingual Program Specialist</p> <p data-bbox="508 237 1566 597">English learners in SUSD continue to show slower growth than English Only students on CAASPP and local assessments for ELA and Math. Sanger Unified students identified as English Learner (EL) perform at a lower proficiency rates on the state dashboard on the 2022-23 CAASPP for English Language Arts when comparing the met/exceeded standard: All: 47.6%; EL: 13.13%; LI: 40.79%; FY: 36.4% and Math All: 34.54%; EL: 11.51%; LI:28.06%; and FY: 9.1%. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 44%, EL: 15.5%, LI: 35.3% and iReady Math All: 34.5%; EL: 12%; LI: 28.7% show improvement is needed.</p> <p data-bbox="508 643 1560 1468">To meet this need and ensure our English Language Learners are meeting grade level standards, SUSD will continue to support schools by providing multi-tiered systems of support services that are designed to meet the unique needs of English Learners including Migrant students. To enhance supports for English Learners. SUSD will provide a Multilingual Program Specialist and Multilingual Professional Development. TheMultilingualL Program Specialist will provide professional development, guidance, and resources related to Multilingual programs and services across the district. Personalized site training, resources, and support will be customized based on the California EL Roadmap self-reflection rubric scores and site needs. ELD professional development will include embedded ELD strategies that help students access and make meaning of grade level content and remove instructional barriers across all grade levels. We will use EL Site Contact and other district surveys, site feedback, and other available data to select and prioritize training topics and ELD resources. ELD professional development topics and screencasts will include Designated ELD for TK-2, 3-6, 7-12, Integrated ELD training for various grades and content areas, supporting MultilingualLearners with IEPs, VAPA-infused ELD lessons and resources, and STEM and ELD integration. Multilingual Professional Development has shown increased understanding of standards as a result of teacher survey's and lesson development. This action has been effective at increasing teacher capacity to support English Learners achievement. It is our expectation that these</p>		

Action #	Title	Description	Total Funds	Contributing
		services will result in increased performance In ELA and Math CAASPP, iReady ELA and Math, for EL students		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

Sanger Unified developed the goal of providing a safe school environment that includes updated school facilities, improved transportation options, and maintaining manageable class sizes in order to create a conducive learning atmosphere for all students. This goal addresses several critical areas that directly impact student well-being, academic performance, and overall school climate. Up-to-date facilities provide a safe, clean, and stimulating environment that can enhance students' learning experiences. Well-maintained buildings, classrooms equipped with modern technology, and accessible resources contribute to higher student engagement and achievement. Ensuring that school buildings meet current safety standards protects students from potential hazards and creates a secure environment where they can focus on learning. Improved transportation ensures that students have access to education. This is particularly important for students from low income families who may not have reliable transportation options. Reliable school transportation can improve attendance rates, as students are more likely to attend school regularly when they have a dependable means of getting there. Smaller class sizes allow teachers to provide more individualized attention and support to each student, which can lead to better understanding of the material and higher academic achievement. When students feel safe, they are better able to focus on their studies without the distraction of worrying about their safety or well-being. This leads to improved academic performance and overall success. The integration of PBIS and restorative justice practices further reinforces this goal by promoting positive behavior, reducing suspensions, and ensuring a safe and inclusive learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input and promote parental	Data Year: 2023-2024 Data Source: State			Data Year: 2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participation in programs for unduplicated	Evaluation Tool Full Implementation/Full Implementation and Sustainability Building Relationships: 91% Building Partnerships: 88% Seeking Input: 63%			Data Source: State Evaluation Tool Full Implementation/Full Implementation and Sustainability Building Relationships: 95% Building Partnerships: 95% Seeking Input: 75%	
3.4	Facilities maintained in good repair	Data Year: 2023-2024 Data Source: Facility Inspection Tool All Facilities maintained in good repair or above			Data Year: 2026-2027 Data Source: Facility Inspection Tool All Facilities maintained in good repair or above	
3.5	Attendance Rates	Data Year: 2022-2023 Data Source: CALPADS ALL: 93.9% African American 93% Asian 95.7% Filipino 96.3% Hispanic 93.5% White 93.8% English Learners 92.3%			Data Year: 2025-2026 Data Source: CALPADS 97%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED 95.4% Homeless 90% Students with Disabilities 91%				
3.6	Chronic Absenteeism	Data Year: 2022-23 Data Source: Data Quest All 15.7% African American 18.3% Asian 8.7% Filipino 3.6% Hispanic 17.8% White 12.2% Two or more Races 12.5% English Learner 17.7% SED 18.0% Foster 15.0% Students with Disabilities 23.4%			Data Year: 2025-2026 Data Source: Data Quest 5%	
3.7	Suspension Rates	Data Year: 2022-23 Data Source: Data Quest ALL: 0.2%			Data Year: 2025-2026 Data Source: Data Quest 3 %	
3.8	Expulsion Rates	Data Year: 2022-23 Data Source: Data Quest ALL: 0.2%			Data Year: 2025-26 Data Source: Data Quest Below 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	School Climate	<p>Data Year: 2023-24 Data Source: Panorama (students) and LCAP Survey (parents/teachers)</p> <p>Students Sense of safety: All Students: 47% EL Students: 47% Socioeconomically Disadvantaged: 46% Foster Youth: 45%</p> <p>Students Sense of Connectedness: All Students: 40% EL Students: 42% Socioeconomically Disadvantaged: 42% Foster Youth: 41%</p> <p>Parents sense of safety: Parents sense of connectedness: Teachers sense of safety: Teachers sense of connectedness:</p>			<p>Data Year: 2026-2027 Data Source: LCAP Survey Students 70% Parents 90% Teachers 90% Data Year: 2026-2027 Data Source: LCAP Survey</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities, Additional Transportation, and Class Size Maintenance	<p>Facilities</p> <p>Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state dashboard on the 2022-23 CAASPP for English Language Arts when comparing met/exceeded standard: All: 47.6%; EL: 13.13%; LI: 40.79%; FY: 36.4% and Math All: 34.54%; EL: 11.51%; LI:28.06%; and FY: 9.1%. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 44%, EL: 15.5%, LI: 35.3% and iReady Math All: 34.5%; EL: 12%; LI: 28.7% show improvement is needed.</p> <p>The Facilities Inspection Tool shows well maintained facilities (97.6%). Based on this assessment SUSD has found that our LI, EL and Foster Youth students need additional support and scaffolds within in the classroom to be successful. The Sanger Unified School District is</p>	\$71,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>committed to providing quality education to its students that includes student safety and well maintained up to date facilities. Facilities upgrades included a focus on enhancing technological access, classroom reconfiguration to provide greater student collaboration, and classroom redesign to enhance teacher presentation. It is our expectation that these services to the facilities will result in greater student collaboration and more efficient teacher presentation that will enhance the learning experience of the EL, Li and Foster Youth student population. The enhanced technology will facilitate quicker English acquisition for our English Learners. A well maintained and up to date facilities will have a positive impact on student performance for Low Income, English Learners, and Foster Youth as well as all students. It is our expectation that these services to the facilities will result in a safer, well maintained and up to date facilities and have a positive impact on the academic progress of the Low Income, English Learners, Foster Youth, and suspensions for all students as well as the English Learner and Low Income students. Educational Partners have identified facilities as a top action over the past 3 years. This action is designed to meet the needs most associated with LI, EL and Foster Youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased positive outcomes on the climate survey from these students and their parents.</p> <p>Additional Transportation The Sanger Unified School District is committed to providing quality education to its students; and student school attendance is vital to a student’s academic success. In addition, the Sanger Unified attendance rate is high (English Learners 92.3%, LI 95.4%) and the CA Dashboard for graduation rates remain High for English Learners (84%) and High for Socially Disadvantaged students (95.2%). To ensure all our Low Income, English Learners, and Foster Youth are provided equal access and opportunities regardless of their home to school transportation status, Sanger Unified will provide additional transportation services to students. Sanger Unified transportation services covers approximately one hundred eighty square miles and transports over five thousand students daily; District transportation is an integral part of ensuring student access to daily</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>educational services and interventions before and after school. Prior to 18-19 transportation services to and from school are provided as follows:</p> <p>Kindergarten: one (1) mile Grades 1-3: one and one-quarter (1 ¼) miles Grades 4-8: two (2) miles Grades 9-12: two and one-half (2 ½) miles</p> <p>It is the intent of the Sanger Unified to maintain the busing area to the following: Kindergarten: one-half (½) mile Grades 1-3: three-quarter (¾) miles Grades 4-8: one and one-half (1 ½) miles Grades 9-12: two (2) miles</p> <p>It is our expectation that these services will result in increased performance of our LI, EL, FY on the ELA and Math CAASPP over the course of the next three years as well as maintain the high graduation rates, high attendance rates, and low chronic absenteeism rates for all student groups. This action is designed to meet the needs most associated with LI, EL and Foster Youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p> <p>Class Size Maintenance Staff Expansion</p> <p>Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the state dashboard on the 2022-23 CAASPP for English Language Arts when comparing met/exceeded standard: All: 47.6%; EL: 13.13%; LI: 40.79%; FY: 36.4% and Math All: 34.54%; EL: 11.51%; LI:28.06%; and FY: 9.1%. In addition, Sanger Unified LI, EL, FY students perform at a lower proficiency rates on the K-8 local indicator on iReady for English Language Arts All: 44%, EL: 15.5%, LI: 35.3% and iReady Math All: 34.5%; EL: 12%; LI: 28.7% show improvement is needed.</p> <p>Based on this assessment SUSD has found that our LI, EL and Foster Youth students need additional support and scaffolds within in the</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>classroom to be successful. To address this need, Sanger Unified is committed to maintaining and enhancing class size reduction in grades K-12. Maximum class size for K-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. This includes, but is not limited to additional staffing at middle school, high school, physical education and special education. These additional supports include providing additional individualized instructional opportunities through increased language support, scaffolding, and targeted instruction to fill learning gaps. It is our expectation that these services will result in increased performance in ELA CAASPP scores over the course of the next three years with an overarching district goal of proficient student literacy and numeracy by 3rd grade. This action has been a top request by district employee and Sanger Unified families. This action has been effective at increasing literacy development and numeracy by the 3rd grade. The additional concentration grant funds will be used to increase the number of certificated staff, and classified staff who provide direct services to students on school campuses with greater than 55% unduplicated pupil enrollment. This action is designed to meet the needs most associated with LI, EL and Foster Youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased positive outcomes on attendance rates and absenteeism for these students.</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$33,347,723	\$3,262,381

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.464%	0.000%	\$0.00	26.464%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Charter School Support Services</p> <p>Need: As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p>	<p>To address this need, Quail Lake Charter will provide technology access to Low Income students, English Language Learners, and Foster Youth students. Technology access ensures that all students have equal opportunities to access educational resources, engage in online learning platforms, and complete assignments. It helps level the playing field by providing tools that support learning and academic achievement. Technology can enrich the learning experience by</p>	<p>1.5 Pupil Achievement ELA (all students, EL, FY, LI)</p> <p>1.6 Pupil Achievement Math (all students, EL, FY, LI)</p> <p>1.13 Other Pupil Outcomes- iready ELA (all students, EL, FY, LI)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>As demonstrated by Educational Partner feedback, maintaining technology is a priority to support current and future learning environments. Students and other Educational Partners especially shared this concern.</p> <p>A needs assessment revealed that access to technology resources is especially pertinent to underserved students, such as English Learners, Foster Youth, and Low-income students, to provide access to our district's full range of educational resources. Low-income students, English Learners and Foster Youth generally have less access to technology compared to their more affluent peers. Several factors contribute to this disparity such as financial constraints, limited internet access, quality of services, availability of technical support and digital literacy.</p> <p>Scope: Schoolwide</p>	<p>offering interactive and multimedia resources that cater to diverse learning styles. It allows students to explore concepts visually, interact with simulations, and access a wealth of educational content beyond traditional textbooks. In today's digital world, proficiency with technology is a vital skill for academic and career success. Providing access to technology early on helps students develop digital literacy skills, which are essential for navigating higher education, the job market, and everyday life. Technology provides ELLs with language learning tools, bilingual resources, and interactive language practice programs that support their English language development. It facilitates communication with teachers and peers, enhancing their overall educational experience. Technology enables flexible learning options, such as online courses and virtual tutoring sessions, which can accommodate the diverse needs and schedules of low-income students and ELLs. It allows them to learn at their own pace and access educational resources from anywhere with an internet connection. Technology facilitates communication between schools and families, keeping parents informed about their child's progress, upcoming assignments, and school activities. It helps bridge communication gaps and encourages parental involvement in their child's education.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a school-wide basis.</p>	<p>1.14 Other Pupil Outcomes- iready Math (all students, EL, FY, LI)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>1.2</p>	<p>Action: Additional Site Allocation</p> <p>Need: As demonstrated by the CAASPP and local ELA and Math scores, there is noticeable differences in academic achievement between English Learners, Low-Income, and Foster Youth students compared to the all-student group.</p> <p>Schools need additional funding to provide critical support. Adequate funding supports hiring qualified teachers and staff to provide professional development opportunities to enhance educators' skills and effectiveness in the classroom, provide intervention supports for students and monitor intervention systems for English Learners, Low-Income, and Foster Youth students. Additional funding for sites helps address disparities in educational opportunities by providing resources and support for students from low-income backgrounds, English Language Learners, foster youth, and other marginalized groups.</p> <p>Scope: Schoolwide</p>	<p>To address this need, Quail Lake Charter will provide additional site allocations to hire additional staff to provide interventions and support with a special focus on the needs of Low Income students, English Language Learners, and Foster Youth students. These additional resources will support students who are struggling academically or need additional help to succeed.</p> <p>This additional site allocation action addresses the need by providing opportunities for students to have access to strong systems of intervention. Staff hired with extra funding will offer a high quality intervention system that identify needs, individualized intervention groups, targeted instruction and support and student progress monitoring. This can be especially beneficial for ELLs, LI and FY students who are struggling academically and have gaps in their learning. Additionally, specialized intervention and targeted instruction can help ELs grasp academic language and have extended opportunities for practice. Foster youth often experience frequent school changes, leading to gaps in their education. Having strong systems of intervention and extra support on campus will increase student monitoring, small group interventions and coaching support for teachers.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a school-wide basis.</p>	<p>1.5 Pupil Achievement ELA (all students, EL, FY, LI)</p> <p>1.6 Pupil Achievement Math (all students, EL, FY, LI)</p> <p>1.13 Other Pupil Outcomes- iready ELA (all students, EL, FY, LI)</p> <p>1.14 Other Pupil Outcomes- iready Math (all students, EL, FY, LI)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Social-Emotional, Behavioral Support and Multi-Lingual Support</p> <p>Need: As demonstrated by Panorama data, there is noticeable differences in outcomes for English Learners, Low-Income, and Foster Youth students compared to the all-student group. Panorama data indicates that ELs, LI and FY students.</p> <p>Based on a local needs assessment, the gap reflects systemic inequities that must be addressed to ensure all students have equitable access to quality education and opportunities for success. Due to the various challenges ELs, LI and FY face, students might be less engaged in school activities and less motivated, leading to lower scores in engagement and academic self-efficacy. ELs, LI and FY students also have higher rates of absenteeism that can contribute to feelings of disconnection and lower overall survey scores.</p> <p>Educational Partner feedback indicates that there is a strong need to provide socio emotional support for English Learners, Low Income and Foster Youth.</p> <p>Scope: LEA-wide</p>	<p>Therefore, to meet this need, Quail Lake Charter will provides a comprehensive approach to support student's socio emotional needs. Sanger Unified is adding social-emotional support personnel (expansion of psychological and counselor support services), principally directed, to support the social-emotional health at-risk students including: low income, English learner, and foster youth.</p> <p>These supports start with establishing a strong system of Positive Behavioral Interventions and Support (PBIS) and providing SEL curriculum. As part of this comprehensive approach each site has a full time counselor which can build relationships with students inside and outside of the classroom, provide SAP group intervention and support school wide positive behavior interventions. Part of a comprehensive approach is also providing support for more at risk students that would benefit from Tier 2 and Tier 3 supports. Sanger Unified has established a Center for Behavioral Support that provides focused and intense support for students. Part of the focused support include Homeless/Foster Liaisons that serves as a critical bridge between the school, foster youth, foster families, child welfare agencies, and other community resources. Their primary role is to ensure that foster youth receive the support they need to succeed academically, socially, and emotionally.</p> <p>The action will entail allocating resources for PBIS supplies and instructional materials to meet the specific needs of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students,</p>	2.6 Panorama Data (all students, EL, FY, LI)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>ensuring culturally responsive and inclusive visual aids. These materials will reinforce positive behaviors and provide targeted support and representation for marginalized student populations, fostering a more supportive and equitable school environment.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a school-wide basis.</p>	
<p>3.1</p>	<p>Action: Facilities, Additional Transportation, and Class Size Maintenance</p> <p>Need: As demonstrated by attendance data, there are noticeable differences in attendance rates between English Learners, Low-Income, and Foster Youth students compared to the all student group. Keeping school facilities updated, providing additional transportation and maintaining class size are crucial for several reasons, all of which directly impact student learning, safety, and overall well being.</p> <p>Considering that English Language Learners, Low Income and Foster Youth students are already vulnerable students, it is imperative that updated and adequate facilities, additional transportation and class size maintenance are provided for students. Updated facilities,</p>	<p>To meet this need Quail Lake Charter will provide upgraded facilities, additional transportation and maintaining and enhancing class size reduction in grades K-8 for our Low Income, English Learners, and Foster Youth in order to provide equal access and opportunities. Modern facilities can be designed with flexible learning spaces that support various teaching methods, including collaborative, project-based, and individualized learning. ELs, Low Income students and Foster Youth students benefit academically from increased collaborative practices in the classroom.</p> <p>Many families of ELs, low income students and Foster Youth cannot afford the costs associated with regular transportation to school, such as fuel, public transportation fees, or vehicle maintenance. School-provided transportation alleviates this financial burden. Knowing that their children have reliable transportation to and from school can reduce stress for parents, allowing them to focus on other aspects of family life and work and have a better environment at home due to less stress. In</p>	<p>3.5 Attendance Rates (all students, EL, FY, LI) 3.6 Chronic Absenteeism (all students, EL, FY, LI)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>additional transportation and class size maintenance provide a conducive environment for learning with proper lighting, ventilation, reliable transportation to school and individual teacher attention. These elements help students focus better and improve their academic performance. Updated facilities can include spaces that cater to diverse learning needs, such as sensory rooms for students with sensory processing issues or quiet areas for students who need a low-stimulation environment. Many families of ELs, low income students and Foster Youth cannot afford the costs associated with regular transportation to school, such as fuel, public transportation fees, or vehicle maintenance. School-provided transportation alleviates this financial burden. Research shows that students in smaller classes often achieve better academic outcomes, including higher test scores and improved reading and math skills. Ensuring all students have access to updated and well-maintained facilities, transportation to school and class size maintenance helps bridge the gap between different socio-economic backgrounds, providing a more equitable education experience.</p> <p>Educational Partner feedback indicates that there is a strong need to provide to updated and well maintained facilities, additional transportation and class size maintenance for</p>	<p>order for students to learn and minimize academic gaps, they must be at school every day. Regular and timely attendance facilitated by school transportation allows students to participate fully in their education, leading to better academic outcomes. Research shows that students in smaller classes often achieve better academic outcomes, including higher test scores and improved reading and math skills. This is particularly important for English Language Learners, Low-Income students and Foster Youth who may need additional academic support. Smaller classes allow teachers to build stronger, more supportive relationships with students, which is crucial for Foster Youth who may lack stable adult figures in their lives.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a school-wide basis.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, Low Income and Foster Youth students Scope: Schoolwide		

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used in Goal 3; Action 3 Class Size Maintenance to increase the number of staff providing direct services to students to maintain class size. Based on a local needs assessment these student groups would benefit significantly from maintaining low class sizes in primary grades in order to increase opportunities for individualized instruction to better meet the individual learning needs of FY, LI, and EL students. To address this need, Sanger Unified is committed to maintaining and enhancing class size reduction in grades K-12. Maximum class size for K-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. The additional concentration grant funds will be used to increase the number of certificated staff, and classified staff who provide direct services

to students on school campuses with greater than 55% unduplicated pupil enrollment. We expect that the state and local achievement data in the areas of ELA and Math for foster youth, low-income and English learners will increase as the program is designed to meet the learning needs and experiences most associated with these specific student groups.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$126,009,283	33,347,723	26.464%	0.000%	26.464%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$384,376.00	\$0.00	\$0.00	\$0.00	\$384,376.00	\$384,376.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Charter School Support Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$163,483.00	\$0.00	\$163,483.00				\$163,483.00	
1	1.2	Additional Site Allocation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$84,376.00	\$0.00	\$84,376.00				\$84,376.00	
2	2.1	Social-Emotional, Behavioral Support and Multi-Lingual Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$65,000.00	\$0.00	\$65,000.00				\$65,000.00	
3	3.1	Facilities, Additional Transportation, and Class Size Maintenance	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$71,517.00	\$0.00	\$71,517.00				\$71,517.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$126,009,283	33,347,723	26.464%	0.000%	26.464%	\$384,376.00	0.000%	0.305 %	Total:	\$384,376.00
								LEA-wide Total:	\$65,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$319,376.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Charter School Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income		\$163,483.00	
1	1.2	Additional Site Allocation	Yes	Schoolwide	English Learners Foster Youth Low Income		\$84,376.00	
2	2.1	Social-Emotional, Behavioral Support and Multi-Lingual Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	
3	3.1	Facilities, Additional Transportation, and Class Size Maintenance	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$71,517.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$340,316.00	\$340,316.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Charter School Support Services	Yes	\$163,483.00	163,483
1	1.2	Additional Site Allocation	Yes	\$54,376.00	54,376
2	2.1	Social-Emotional, Behavioral Support and Multi-Lingual Support	Yes	\$50,940.00	50,940
3	3.1	Facilities, Additional Transportation, and Class Size Maintenance	Yes	\$71,517.00	71,517

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$340,316.00	\$340,316.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Charter School Support Services	Yes	\$153,483.00	153,483		
1	1.2	Additional Site Allocation	Yes	\$74,376.00	74,376		
2	2.1	Social-Emotional, Behavioral Support and Multi-Lingual Support	Yes	\$45,000.00	45,000		
3	3.1	Facilities, Additional Transportation, and Class Size Maintenance	Yes	\$67,457.00	67,457		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$116,076,558		0	0.000%	\$340,316.00	0.000%	0.293%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023