



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Saratoga Union School District

CDS Code: 43696820000000

School Year: 2024-25

LEA contact information:

Dr. Ken Geisick

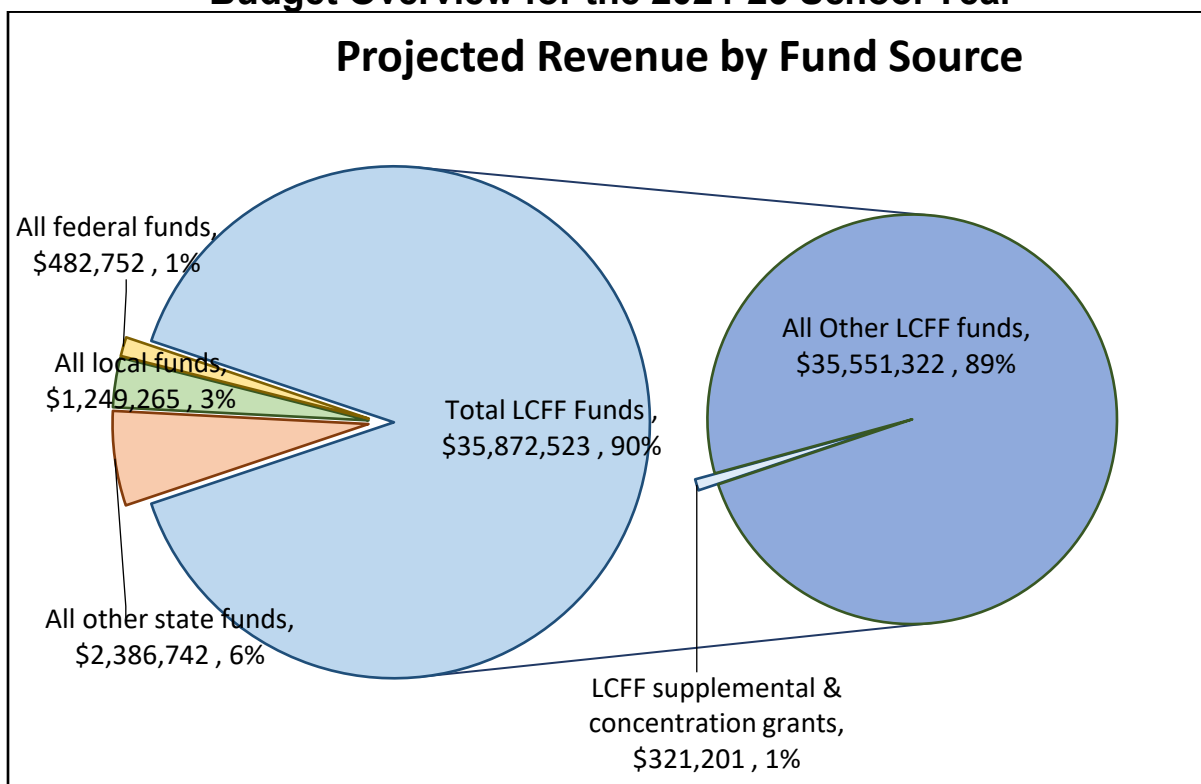
Superintendent

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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

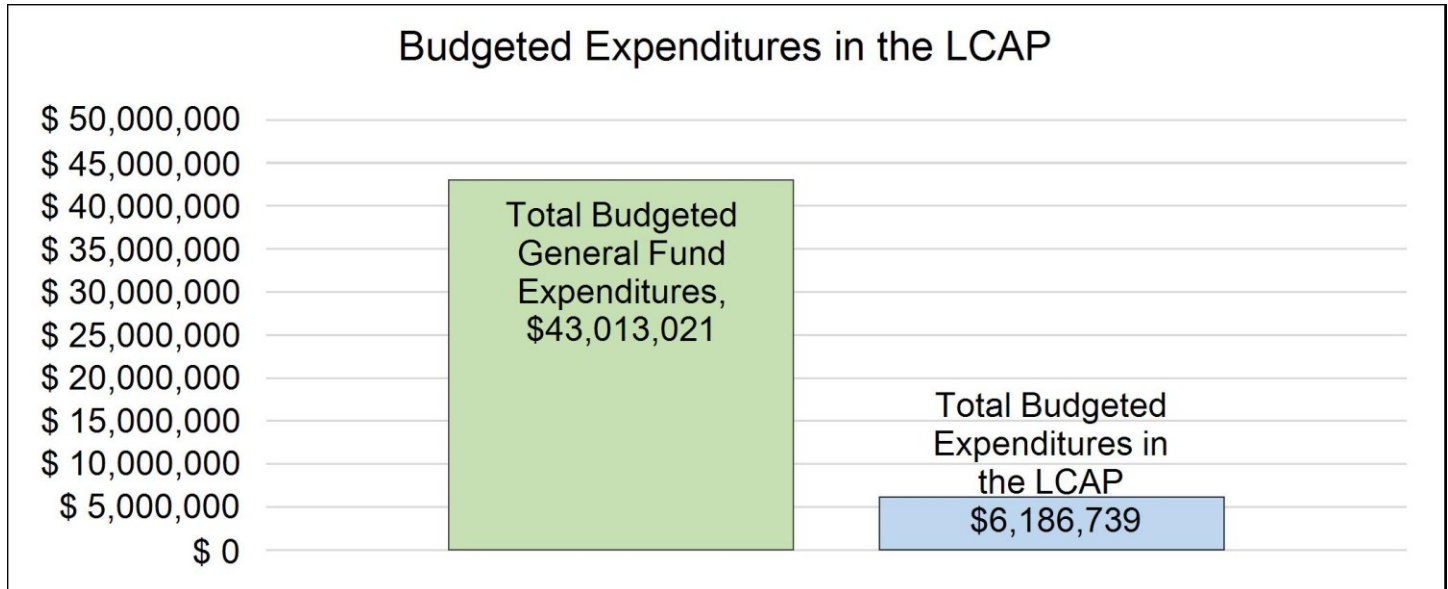


This chart shows the total general purpose revenue Saratoga Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Saratoga Union School District is \$39,991,282, of which \$35,872,523 is Local Control Funding Formula (LCFF), \$2,386,742 is other state funds, \$1,249,265 is local funds, and \$482,752 is federal funds. Of the \$35,872,523 in LCFF Funds, \$321,201 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 Saratoga Union School District 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: Saratoga Union School District plans to spend \$43,013,021 for the 2024-25 school year. Of that amount, \$6,186,739 is tied to actions/services in the LCAP and \$36,826,282 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

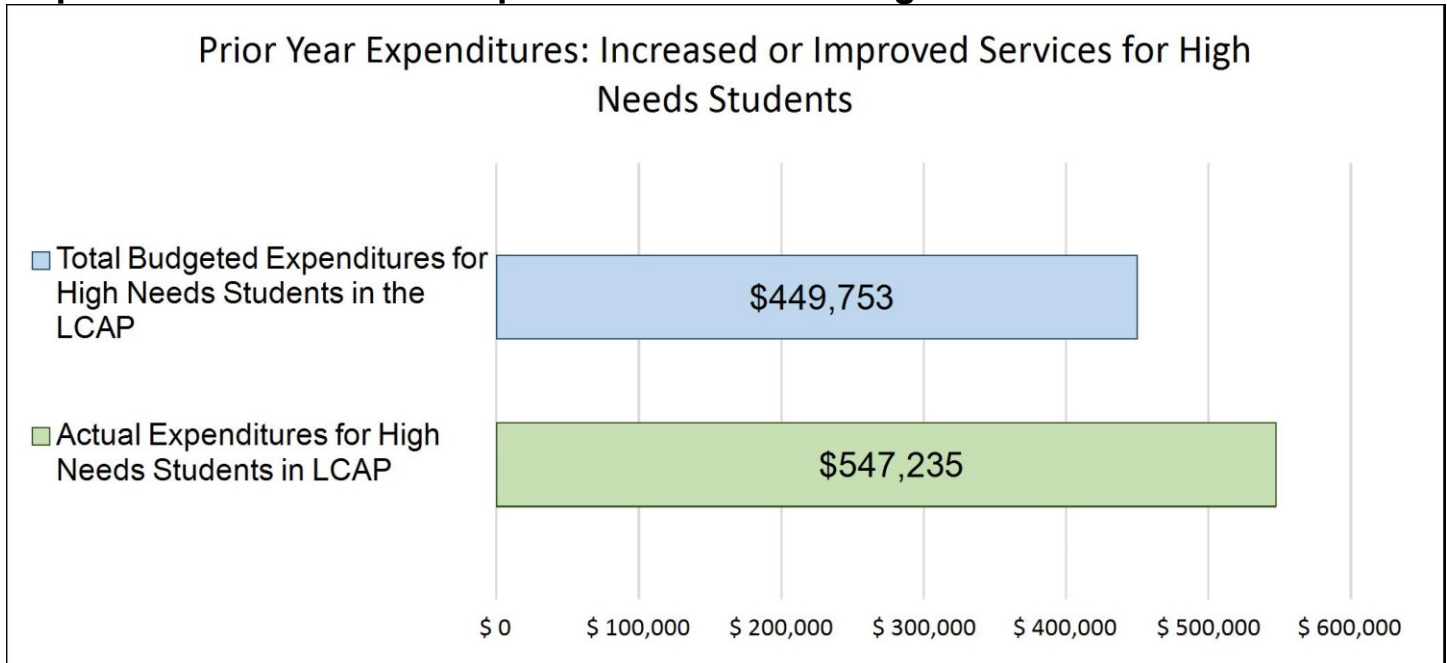
The general fund includes expenses for salary and benefit costs that directly support students such as classroom teachers, classroom and noon duty aides and substitute costs of \$14.5 million. Special Education including staffing and services of \$7.4 million. Routine Restricted Maintenance includes staffing, repairs and general maintenance district facilities of \$1.75 million. Utilities and insurance are estimated at \$1.3 million. Kitchen equipment upgrades are anticipated for the Redwood Middle School cafeteria of \$287K. Custodial staff and supplies for all district facilities is estimated at \$1.3 million. Administrative costs include school site administration and administrative support services, Education and Student Support Services, District Office support services including staffing for the Superintendent, District Office Administration, Business Services, Human Resources and the Warehouse is \$5.5 million. Technology staff, software contracts and instructional supplies is estimated at \$1.7 million. District Office support services also include costs for legal, county financial software support, benefit software support, professional development, audit services and other services of \$700K. The final debt payment for the supplemental early retirement program of \$376K is included in the budget. Lastly, the budget includes \$1.4 million for STRS-on-behalf pension costs.

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

In 2024-25, Saratoga Union School District is projecting it will receive \$321,201 based on the enrollment of foster youth, English learner, and low-income students. Saratoga Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Saratoga Union School District plans to spend \$944,402 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 Saratoga Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Saratoga Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Saratoga Union School District's LCAP budgeted \$449,753 for planned actions to increase or improve services for high needs students. Saratoga Union School District actually spent \$547,235 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
Saratoga Union School District	Dr. Ken Geisick Superintendent	kgeisick@saratogausd.org (408) 867-3424

## Goals and Actions

### Goal

Goal #	Description
1	All Saratoga Union School District students will reach high academic achievement and experience continued growth by receiving high-quality instruction using Common Core State Standards and Next Generation Science Standards-aligned curriculum/instruction, and assessments. (4, 8, 2)

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Academic Content Standards.	<p>2020-21: The local indicator for Next Generation Science Standards, NGSS, is a 4 Full Implementation. NGSS adoption in Transitional-Kindergarten, TK-5 complete. 100% of teachers received 2 full days of professional development.</p> <p>NGSS pilot in 6-8 planned for fall of 2021-22.</p> <p>The local Indicator for English language arts, ELA is a 3 Initial</p>	<p>2021-22: The local indicator will remain a 4. Redwood Middle School, RMS, made a decision on NGSS materials which were adopted in May 2022. They will implement and have professional development, PD, in the fall of 2022. TK-5 is fully implemented.</p> <p>The local Indicator for ELA is a 4 Initial Implementation. New ELA/ELD was adopted for grades TK-5 in spring 2022. Professional</p>	<p>2022-2023: The local indicator for NGSS is a 5, full Implementation and sustainability. RMS adopted new curriculum and staff participated in professional development in fall 2022. TK-5 is fully implemented.</p> <p>The local indicator for ELA is a 5, full implementation and sustainability. New ELA/ELD was adopted for grades TK-5 in spring 2022. Professional development began in</p>	<p>2023-2024: The local indicator for NGSS is a 5, full Implementation and sustainability.</p> <p>The local indicator for ELA is a 5, full implementation and sustainability. New ELA/ELD was adopted for grades TK-5 in spring 2022. Professional development began in 2022-23 and will continue through 2023-2024.</p> <p>ELA/ELD was adopted in 2016 in grades 6-8. Follow-up</p>	The Local Indicator for Instructional Materials and PD will be a 5 in all content areas. By 2023-24 all curricular subject areas will have current adoptions and 100% of teachers will have participated in professional development for each adoption.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Implementation. ELA/ELD pilot in TK-5 planned for fall of 2021-22.</p> <p>ELA/ELD adopted in 2016 in grades 6-8. Follow-up choices for novels planned in 2021-22.</p> <p>The Local Indicator for Math is a 5 Full Implementation and Sustainability. Mathematics adopted in TK-5 2015. Assessment program and online supplements to be considered in 2021-22.</p> <p>History/Social Science was adopted in 2006. A pilot and adoption will occur after the current pilots are complete (2022-23).</p>	<p>development will begin in 2022-23.</p> <p>ELA/ELD was adopted in 2016 in grades 6-8. Follow-up choices for novels were implemented in 2021-22.</p> <p>The Local Indicator for Math is a 5 Full Implementation and Sustainability. Mathematics adopted in TK-5 2015. Assessment program and online supplements to be considered in 2021-22.</p> <p>History/Social Science was adopted in 2006. A pilot and adoption will occur after the current pilots are complete (2022-23).</p>	<p>2022-23 and will continue through 2023-2024.</p> <p>ELA/ELD was adopted in 2016 in grades 6-8. Follow-up choices for novels were implemented in 2021-22.</p> <p>The Local Indicator for Math is a 5 full implementation and sustainability. Mathematics was adopted in K-8 2015. iReady local assessments are fully implemented.</p> <p>History/Social science is a 1 exploration and research phase. A TK-5 pilot for new materials took place in winter 2023. An adoption, purchase, and professional development is scheduled for fall 2023. The 6-8 grades</p>	<p>choices for novels were implemented in 2021-22.</p> <p>The Local Indicator for Math is a 5 full implementation and sustainability. Mathematics was adopted in K-8 2015. iReady local assessments are fully implemented.</p> <p>History/Social science is in 3 initial implementation phases. A TK-5 pilot for new materials took place in winter 2023. Adoption, purchase, and professional development occurred in fall 2023. The 6-8 grades were piloted in 2023-2024, and purchase and professional development will take place in fall 2024.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			are preparing to pilot in 2023-2024.		
EL access to California Standards including ELD Standards.	2020-21: The Local Indicator for ELD is a 5 Full Implementation and Sustainability	2021-22: The Local Indicator for ELD is a 5 Full Implementation and Sustainability	2022-2023: The Local Indicator for ELD is a 5 Full Implementation and Sustainability	2023-2024: The Local Indicator for ELD is a 5 Full Implementation and Sustainability	The Local Indicator for ELD will remain a 5 Full Implementation and Sustainability
Smarter Balanced assessments	<p>2018-2019 California Assessment of Student Performance and Progress, CAASPP, Data ELA: All students - 87.14% proficiency English Learners - 48.72% Low socio-economic - 62.97%</p> <p>2018-2019 California Assessment fo Student Performance and Progress, CAASPP Data Math: All students - 88.57% proficiency English Learners - 62.79</p>	<p>2020-21: California Assessment of Student Performance and Progress, CAASPP Data ELA: All students - 87.9 proficiency English Learners - 47.75% Low socio-economic - 62.5%</p> <p>2020-21 California Assessment fo Student Performance and Progress, CAASPP Data Math: All students - 87.8% English Learners 62.5</p>	<p>2021-2022: California Assessment of Student Performance and Progress, CAASPP Data ELA: All students - 87.9 proficiency English Learners - 44% Low socio-economic - NA not enough for a student group Students with Disabilities: 55.66%</p> <p>2021-22 California Assessment of Student Performance and Progress, CAASPP Data Math:</p>	<p>2022-2023: California Assessment of Student Performance and Progress, CAASPP Data ELA: All students - 85.43 proficiency English Learners - NA not enough for a student group Low socio-economic - 53% Students with Disabilities: 50.91%</p> <p>2022-2023: California Assessment of Student Performance and</p>	<p>All students will be performing in green or blue and no student group will be more than one color level below all students in ELA, math, and science.</p> <p>CAASPP Data ELA: All students - 88% proficiency English Learners - 55% Low socio-economic - 70%</p> <p>2018-2019 CAASPP Data Math: All students - 90% proficiency</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low socio-economic - 59.26%	Low socioeconomic - 37.5%, this is a 21% drop	<p>All students - 88.76%</p> <p>English Learners - 64%</p> <p>Low socioeconomic - NA not enough for a student group</p> <p>Students with Disabilities: 54.72%</p>	<p>Progress, CAASPP Data Math:</p> <p>All students - 88.78%</p> <p>English Learners - NA not enough for a student group</p> <p>Low socioeconomic - 54.72%</p> <p>Students with Disabilities: 50%</p>	<p>English Learners - 75%</p> <p>Low socio-economic - 70%</p>
English learner Reclassification Rate	<p>There was not a 2019-20 summative ELPAC given due to the cancelation of the assessment and COVID.</p> <p>Therefore the baseline is the 2020-21 reclassification rate of 35.8%</p>	<p>Students were reclassified for the 2020-21 school year in the fall of 2021 since the summative ELCAP was not given during the 2019-20 school year. The data for the 2021-22 school year will be determined after the summative English Language Proficiency Assessment of California, ELPAC, scores are reported in the summer of 2022 and the board will be updated at a future board meeting.</p>	Fall 2022: The reclassification rate is 35%.	Fall 2023: The reclassification rate is 49%.	The reclassification rate will remain above 35%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English learners who progress in English proficiency as measured by ELPAC	2018-19: 67.8%, very high on CA Dashboard	2019-20 no summative assessments were given due to COVID 2020-21 summative results were available in the fall of 2021 to begin to establish a baseline. 2021-22 data is not available yet to measure growth and will be presented at a future board meeting.	2021-22: 62.9%, high on the CA Dashboard	2022-2023: 76.3% on the CA Dashboard, Blue	To maintain 65% or higher to remain in the very high ranking on the CA Dashboard
iReady benchmark assessment data	In the fall of 2021 benchmark data will be collected and used for a local measure	2021 Fall: (All 4-8th graders were tested, some K-3 tested, it was optional for K-3) ELA 84% Math 82%	2022 Winter ELA 88% Winter Math 90%	2023 Winter ELA 89% Winter Math 86%	Winter ELA 85% Winter Math 85%
MARS assessments for grades 5-8	Mathematics Assessment Resource Service, MARS will be administered in the spring of 2022 and data will be collected	2021-2022 spring data showed Algebra students scoring a level 3 or 4 proficiency at 82%. Geometry students scored a	2022-2023 Algebra 90% Geometry 100%	2023-2024 Algebra 95.7% Geormetry 100%	Algebra 85% or higher Geometry 85% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for a baseline at that time.	level 3 or 4 proficiency at 87%.			

## 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.

There were few substantive differences in planned actions and implementation for Goal #1.

Action 1.1 Based on a discussion of best practices, the Redwood Middle School math teachers decided to score the MARs exams themselves rather than sending them out, resulting in a better understanding of the student misconceptions and a slight decrease in cost from the Silicon Valley Math Initiative, SVMI.

Action 1.7 - The intervention teacher did not participate in the annual Reading Recovery training since it does not align with the multi-tiered system of supports, MTSS, an initiative the district has been rolling out, which recommends not using a 1:1 model until tier 1 and tier 1 interventions have been attempted.

Action 1.9 - MTSS training online training through Orange County has largely been delayed as the training is time-intensive. The focus will center on fully training all administrators by the summer of 2024 and then rolling out to teachers and classified staff over the next two years.

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

The total planned expenditures for Goal #1 were \$3,107,794, and the actual estimated expenditures were \$3,029,225, for an overall goal difference of \$78,569.

Action 1.1—Expenditures for the DRA3 online implementation were higher than expected due to additional kits ordered. The RMS math teachers decided to grade the MARS tasks themselves rather than send them to the organization for grading, thus following the best

practices recommended by the Silicon Valley Math Initiative, SVMI. Therefore, the cost was reduced. The I-Ready assessment system is based on enrollment, and with declining enrollment, the program's costs were less than expected.

Action 1.2 - The costs of hiring three Makerspace Aides were higher than originally estimated, but the positions were filled at all three elementary schools. Makerspace material costs were less than expected as needs throughout the year fluctuate and materials on hand impact new purchases. Additional music instructional materials were purchased once enrollment was known and dependent on the music teacher's needs. Technology professional development was only about 25% of the budgeted costs as only two staff needed PowerSchool training this year, as many received training last year.

Action 1.3 - FOSS Science material costs were higher than originally budgeted to purchase a TK 4-year Science adoption and 4-year live materials and cards, and the costs of Science Aides were higher due to health care elections.

Action 1.4 - Actual costs for ELD teachers and aides were higher once actual staffing costs were known at the start of the school year. All positions were filled.

Action 1.5 - Eureka math material costs were lower than anticipated, based on actual needs once enrollment was known.

Action 1.6—Lower costs for summer school instructional materials by using materials on hand and not requiring them to be purchased from outside vendors.

Action 1.7 - The intervention teacher did not participate in the annual Reading Recovery training since it does not align with the multi-tiered system of supports, MTSS, an initiative the district has been rolling out, which recommends not using a 1:1 model until tier 1 and tier 1 interventions have been attempted. Orton Gillingham training was largely implemented in the prior year, so additional budgeted training was not needed this year.

Action 1.8 - Math and Reading intervention curriculum for RSP and SDC classes were purchased.

Action 1.9 - MTSS training costs have largely been delayed as the training is time-intensive. The focus will center on fully training all administrators by the summer of 2024 and then rolling out to teachers and classified staff over the next two years.

Action 1.10—Foundations training was few this year as most teachers went through it last year, and only new-to-district teachers needed to be trained. Readers/Writers workshop training costs were incurred for Momentum. Teacher's College training was estimated to be higher than realized; however, three teachers attended the training. The RMS ELA/ELD pilot cost more than anticipated as publishers were charging for materials. Library Aide costs were less than budgeted due to a partial vacancy at Argonaut Elementary. This position will be filled.

Action 1.12 - Actual costs for implementation of the History/Social Science for grades TK-5 were higher than originally budgeted.

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

SUSD continues to make gains in the Multi-Tiered System of Supports initiative by implementing COST meetings and data talks and building out support at each tiered level. This includes the management and use of data. The district assessment and data TOSA has been in the role for nearly two years and has become more efficient at helping site teams look at data to measure growth and identify students needing intervention. The Educlimber data system contains all student data in one place rather than across many destinations, as has been done in the past. Staff is becoming more comfortable with the iReady assessment and the math intervention TOSA is assisting teachers in understanding how to use the iReady system to form small groups for reteaching in the classroom. Data talks are held three times per year at each site by grade level to examine DRA3 and iReady data and identify solid practices and students who need intervention. This has been effective in identifying students who are below proficiency for early intervention. Teacher feedback has indicated that the data talks build cohesion between specialists and grade-level teachers. By changing from paper/pencil DRAs to the new online DRA3 forum, testing has become more efficient and is fed directly into the district Educlimber data management system. RMS teachers used to send their MARS assessments out to be scored, and this year, they will follow the suggested best practices and score the tests on a rubric themselves. COST meetings are held twice monthly at each site with the site principal, support staff, classroom teacher, and assistant superintendent of educational services. As the year progressed, there was a regular meeting to determine where the sites were doing well and where improvements could be made. Consistency is occurring across the district in these forums.

This is the first year the district has not hired a credentialed teacher for Makerspace due to Saratoga Educational Foundation's declining donations; instead, it hired three classified aides. The aides collaborate across sites monthly, and the teacher feedback from a survey shows a favorable rating of 4.56 out of 5. In the same survey, teachers ranked their satisfaction with the music program as 97% excellent and good, while parents ranked it as their highest priority. The science aides were marked 4.53 out of 5 by teachers and as the second highest priority by parents.

The reclassification rate is strong at 49%, and the California Dashboard has a 76.3% and blue rating for English learners who progressed in English proficiency as measured by the ELPAC due to the actions of having designated ELD teachers and aides. Last year, SUSD went from having one designated ELD/reading intervention teacher per site to two who shared three schools. The teachers' feedback was that this made it difficult to service students in the upper grades. The academic summer school was well attended, and pre/post tests showed growth in students' reading.

A TK-5 pilot for new ELA materials took place in winter 2023. Adoption, purchase, and professional development occurred in fall 2023. The 6-8 grades piloted ELA/ELD in 2023-2024, and purchase and professional development will take place in fall 2024.

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.

Action 1.1 MARS testing will be scored by teachers in the math department, reducing the SVMl cost for scoring. Action 1.2 Funds will be added to the budget for elementary instrument repair since the Music Boosters donated instruments that will need to be maintained. Action 1.4 The number of Designated ELD/Reading Intervention teachers at the elementary schools will be increased from two to three, so there will be one at each site. Reading Recovery training will be removed since it does not align with the MTSS initiative. Action 1.9 The MTSS budget will be reduced since the district is the recipient of a grant. Action 1.10 New Readers Workshop kits will need to be purchased for grades 3-5 since they were unavailable this year. Momentum professional development will not be renewed since teachers feel they have had adequate time with the trainers over the past two years. New ELA/ELD materials will be purchased for the middle school since their pilot will be complete this year. Action 1.12 will change since the History Social-science materials have been purchased.

**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	SUSD will support all students with social-emotional and physical well-being in order to create safe, inclusive, and positive learning environments. (1, 3, 5, 6, 7)

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of teachers with appropriately assigned credentials. School Accountability Report Card, SARC	2020-21: 100% of SUSD teachers are appropriately assigned.	2021-22: 100% of SUSD teachers are appropriately assigned.	2022-2023: 100% of SUSD teachers are appropriately assigned.	2023-24; 100% of SUSD teachers are appropriately assigned.	Continue to maintain 100% appropriately assigned teachers.
Student access to standards-aligned instructional materials. School Accountability Report Card, SARC/local tech department check-out system	<p>2020-21: All SUSD students have access to standards-aligned instructional materials in all subject areas.</p> <p>2020-21: 100% of TK-8 students have 1:1 Chromebooks and hotspot devices are provided for all staff and students who need additional assistance with internet connectivity.</p>	<p>2021-22: All SUSD students have access to standards-aligned instructional materials in all subject areas.</p> <p>2021-22: 100% of TK-8 students have 1:1 Chromebooks and hotspot devices are provided for all staff and students who need additional assistance with internet connectivity.</p>	<p>2022-23: All SUSD students have access to standards-aligned instructional materials in all subject areas</p> <p>2022-23: 100% of 1-8 grade students have 1:1 Chromebooks and hotspot devices are provided for all staff and students who need additional assistance with internet connectivity. TK-Kindergarten students share 15</p>	<p>2023-2024: All SUSD students have access to standards-aligned instructional materials in all subject areas</p> <p>100% of 1-8 grade students have 1:1 Chromebooks and hotspot devices are provided for all staff and students who need additional assistance with internet connectivity. TK-Kindergarten students share 15</p>	<p>All SUSD students have access to standards-aligned instructional materials in all subject areas</p> <p>100% of TK-8 students will continue to have 1:1 access to a digital device</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			iPads per class. Post distance learning the desired focus of parents and teachers is to limit screen time.	iPads per class. Post distance learning the desired focus of parents and teachers is to limit screen time.	
Facilities in Good Repair: Facility Inspection Tool, FIT	2020-21: All schools have a good rating in all areas of the Facility Inspection Tool, FIT report and an overall rating of exemplary.	2021-22: All schools have a good rating in all areas of the Facility Inspection Tool, FIT report and an overall rating of exemplary.	2022-23: All schools have a good rating in all areas of the Facility Inspection Tool, FIT report and an overall rating of exemplary.	2023-2024: All schools have a good rating in all areas of the Facility Inspection Tool, FIT report and an overall rating of exemplary.	To continue having a good rating in all areas of the FIT report and an overall rating of exemplary.
Suspension rate	In the 2019 California Dashboard SUSD, 0.5% of students were suspended.	For the 2020-21 school year the suspension rate was 0.06%. The drop is likely due to students being in distance learning. The 2021-22 data will be calculated after school is released and the board will be updated.	2022: The California Dashboard shows a suspension rate of 0.9% which is considered low.	2023-2024: SUSD continues to have less than 1% of students suspended.	To continue to have less than 1% of students suspended.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate	0% of students were expelled in 2020-21.	0% of students were expelled in 2021-22.	0% of students were expelled in 2022-23.	0% of students were expelled in 2023-24.	To continue to have 0% students expelled.
Dropout rate	0% of students dropped out of RMS in 2020-2021.	0% of students dropped out of RMS in 2021-2022	0% of students dropped out of RMS in 2022-2023	0% of students dropped out of RMS in 2023-2024	To continue to have 0% students dropout.
California Healthy Kids Survey, CHKS	2021 spring data expected last week of May	California Healthy Kids Survey, CHKS was administered in the spring of 2021. This survey is offered every other year.  School Engagement and Supports:  School connectedness 79%	2023 spring data expected last week of June.	2023 spring: School Engagement and Supports:  School connectedness 82%	School Engagement and Supports:  School connectedness 80%
Kelvin Survey Tool	Spring 2021: Favorable Growth Mindset 62%	Fall 2021 Favorable Growth Mindset 78% at RMS  Favorable Growth Mindset 77% at Elementary  Winter/Spring 2022 Favorable Growth Mindset 74% at RMS	Fall 2022 Favorable Growth Mindset 78% at RMS  Favorable Growth Mindset 79% at Elementary  Winter/Spring 2023 Favorable Growth Mindset 81% at RMS	Fall 2023 Favorable Growth Mindset 70% at RMS  Favorable Growth Mindset 79% at Elementary  Winter 2024 Favorable Growth Mindset 76% at RMS	85% of students will have Favorable Growth Mindset.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Favorable Growth Mindset 75% at Elementary	Favorable Growth Mindset 78% at Elementary	Favorable Growth Mindset 77% at Elementary	
Acknowledge Alliance survey tool	to be administered in fall 2021	<p>2021-22 Results: Resilience Consultations for Staff:</p> <p>26 Individual staff consultations</p> <p>39 instances of staff outreach (resources sent to individual, small group, or all staff)</p> <p>18 classroom observations</p> <p>1 small group staff consultation</p> <p>Project Resilience SEL lessons with students:</p> <p>121 Project Resilience lessons delivered so far</p> <p>All 8th grade and 7th-grade lessons completed (approx. 480 students)</p>	<p>2022-23: All 6-8 grade lessons were completed in the school year.</p> <p>Resilience Consultations for Staff:</p> <p>40 Individual staff consultations</p> <p>51 instances of staff outreach (resources sent to individual, small group, or all staff)</p> <p>29 classroom observations</p> <p>6 small group staff consultation</p> <p>Project Resilience SEL lessons with students:</p> <p>198 Project Resilience lessons delivered so far</p>	2023-24: All 6-8 grade lessons have been completed this year.	To complete all 6-8 grade lessons annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		7 lessons with 7th grade; 7 lessons with 8th grade  6th-grade lessons conclude in May			
Parent workshops	Attendance measured at 10-15 participants.  During the summer of 2020, SUSD held three parent workshops centered around mental health and well-being.	2021-22: A parent series is offered one time per month highlighting school programs. Parent attendance ranged from 12-70 participants, with the average being 38 parents.	2022-23: A parent series was offered quarterly highlighting digital citizenship, comprehensive sexual education, and concerns with safety and inclusion. Attendance varied from 15-210 parents.	2023-24: The parent series is offered quarterly highlighting digital citizenship, comprehensive sexual education, and social-emotional strategies. Attendance varies from 37-150. At other in-person district meetings, attendance is closer to 5-65.	Parent workshops will be attended by 50 or more attendees.
Broad Course of Study, Powerschool, elementary schedules	2020-21: Based on class schedules 100% of elementary students participate in a broad course of study including math, ELA/ELD, science, history, art, music, PE, and Makerspace. 5th-grade students participate in comprehensive sexuality education.	2021-22: 99.9% or more students in grades TK-8 participate in all core subjects and have additional highly engaging activities such as Makerspace, theatre, and Social-emotional learning, SEL.	2022-23: 99.9% or more students in grades TK-8, including low socioeconomic and foster youth students participate in all core subjects and have additional highly engaging activities such as Makerspace, theatre, and Social-emotional learning, SEL.	2022-23: 99.9% or more students in grades TK-8, including low socioeconomic and foster youth students participate in all core subjects and have additional highly engaging activities such as Makerspace and Social-emotional learning, SEL.	To continue to have 99.9% or more students in grades TK-8 participate in all core subjects and have additional highly engaging activities such as Makerspace, theatre, and SEL.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	99.9% of middle school students participate in a broad course of study including math, ELA/ELD, science, history, art, music, PE, and electives which include Spanish, Makerspace, technology, and comprehensive sexuality education based on schedules from Powerschool.		English Language Development (ELD) is provided to all English learners. Students with Disabilities (SWD) have access to core subjects and other services as determined in their IEP.	English Language Development (ELD) is provided to all English learners. Students with Disabilities (SWD) have access to core subjects and other services as determined in their IEP.	
Counseling and Support Services for Youth, CASSY counseling	2020-21: Counseling and Support Services for Youth, CASSY counseling services held 549 individual sessions with students, 55 classroom workshops, and 0 group sessions due to COVID.	2021-22: Individual Sessions: 867 Group Sessions: 19 Presentations: 1	2022-23: Individual Sessions 815 Group Sessions 105 Presentations 9 Unique Students seen for individual sessions 93	2023-24: Individual Sessions 756 Group Sessions 214 Presentations 0	The desired outcome would be to have less need and therefore more group and classroom workshops as preventative measures and less need for individual tier 3 sessions.
Digital citizenship lessons	2020-21: All classes TK-8 participated in a minimum of three	2021-22: 100% of classes participated in at least three digital	2022-23: 100% of classes participated in at least three digital	2023-24: All classes are on target for completing at least	To have all classes participate in 3-5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	digital citizenship lessons.	citizenship lessons in TK-8.	citizenship lessons in TK-8.	three digital citizenship lessons in TK-8.	digital citizenship lessons in TK-8
Social-emotional learning, SEL professional development	10 SUSD staff have participated in SEL training in 2020-21.	2021-22: All staff has participated in SEL, Equity, and Positive Behavior professional development this year.	2022-23: All staff participated in Trauma-informed professional development. New staff was trained in the social-emotional learning curriculum used in the district.	All staff have participated in various types of SEL, Equity, and Positive Behavior PD. This process is scheduled to continue through 2024-25.	211 (all) SUSD staff will have participated in SEL, Equity, and Positive Behavior professional development

## 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 majority of planned actions were implemented.

Action 2.1 There was a slight impact on the CASSY Counseling Services on two occasions when providers went on leave and a temporary substitute provider filled in. The SUSD social worker also helped to fill in during these times. Elementary teachers asked not to hold the My Digital Tat2 assemblies virtually as they felt it was not an effective mode of delivery, and the company did not offer in-person assemblies.

Action 2.3 The purchase of a vision screener was postponed until next year because a replacement was not yet deemed necessary.

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

The total planned expenditures for Goal #2 were \$2,450,320, and the actual estimated expenditures were \$2,215,193, for an overall goal difference of \$235,127.

Action 2.1 - Actual salary and benefits costs for district counselors, psychologists, behavior specialists, the social worker, and itinerant behavior aides were \$187,952 less than anticipated once actual mandatory employer costs are known and health benefit elections are made. One psychologist was on a temporary leave of absence, which lowered staffing costs, and the other psychologists covered services to avoid disrupting services to students. The social worker was hired, so the actual costs were adjusted. Cassy counseling services were less than expected as services were delivered based on needs. My Digital Tat2 assemblies were not held at the elementary schools this year, so actual costs were lower.

Action 2.2 - The Kelvin survey was offered free to schools this year. SEL professional development was not used this year as the SEL TOSA had already received training and administered SEL lessons at the middle school, so additional outside services were unnecessary.

Action 2.3—The vision screener was not purchased this year but is expected to be replaced in 2024-25. Additional emergency radios were purchased for the after-school program and instructional aides. Hearing test costs were lower than anticipated as tests are administered based on needs. The cost of Gaggle(an online safety monitoring tool) and GoGuardian (a Chromebook management system) was higher due to an increase in contract prices.

Action 2.4 - The district did not have any foster youth this year. Actual costs for Restorative Justice were less than budgeted, but training occurred in Spring 2024.

Action 2.5—Costs increased for parent workshops, which were hosted by teachers on various nights throughout the year and featured Math games for parents and students.

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

All metrics remain at a high success rate. The suspension rate was maintained at 1%. SUSD is participating in restorative practices for the next couple of years, so even though the goal of 1% was met, it will likely decrease with alternatives to suspension available. For the KELVIN survey data, the goal of an 85% Favorable Growth Mindset still needs to be met. The district levels remain about 76-77% Favorable, which is considered high. This lets us know that the actions in place, including Acknowledge Alliance, Toolbox, counseling services, social worker, and behavior aides, are effective. Attendance at parent workshops varied from 37-150 for online sessions and 5-65 for in-person sessions. Some sessions are specific to grade levels, so attendance may be lower but considered substantial.

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

The metrics for goal 2 indicate that the actions are well aligned with SUSD's needs; therefore, most will remain the same. A few points will be adjusted. In Action 2.1, SUSD is considering having one school-based full-time counselor at RMS and sharing one CASSY counselor between RMS and Argonaut Elementary since enrollment has declined. The current social worker would then be assigned to the remaining two elementary schools and available when a bridge is needed to connect with outside resources. Also, in Action 2.1, SUSD will likely not contract with MyDigitalTat2 for the upcoming school year. Feedback from teachers indicated that an in-person platform is preferred to the online platform that is currently available. SUSD has had a positive experience with the school resource officer performing these duties so that avenue will be explored.

**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	SUSD district and school sites will maintain and encourage meaningful family, student, and community engagement that supports student learning. (3, 5)

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and staff Local Control and Accountability Plan, LCAP survey	2021-22: The LCAP survey had 16% or 263 responses with 261 written responses to specific priorities.	2021-22: The LCAP survey had 8% or 144 responses with 121 written responses to specific priorities.	2022-23: The LCAP survey had 6% or 100 responses with 107 written responses to specific priorities.	2023-2024: The LCAP survey had 10% or 169 responses.	55% response from all parents in the district on the LCAP survey
Comprehensive Sexual Education, CSE, parent survey	2020-21: The 5th-grade CSE parent survey had 20% or 35 responses, and the 8th-grade parent survey had 19% or 46 responses	2021-22: The 5th-grade CSE parent survey had 20% or 39 responses, and the 8th-grade had 5% or 13 responses	2022-23: The 5th-grade CSE parent survey had 14% or 27 responses, and the 8th-grade had 6% or 17 responses.	2023-2024: The 5th-grade CSE parent survey had 8% or 18 responses, and the 8th-grade had 3% or eight responses.	55% response from all parents in the district on the CSE survey
Committees: Superintendent's Advisory Council District English Learner Advisory Committee Math Task Force	2021-22: *Superintendent's Advisory Council had nearly 100% attendance of members monthly *District English Learner Advisory Committee had	2021-22: *Superintendent's Advisory Council has nearly 100% attendance of members monthly *District English Learner Advisory Committee has had	2022-23: *Superintendent's Advisory Council has approximately 90% attendance of members monthly *District English Learner Advisory Committee has had 6-	2023-2024: *Superintendent's Advisory Council has approximately 90% attendance of members monthly *The District English Learner Advisory Committee has had 4-	Maintain nearly 100% of committee members regularly attending meetings.  Increase DELAC parent attendance to 50% attendance from

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Saratoga Education Foundation</p> <p>Elementary Re-opening Committee</p> <p>RMS Re-opening Committee</p>	<p>approximately 5 parent participants per meeting</p> <p>*Math Task Force had approximately 80% attendance of members at meetings</p> <p>*Saratoga Education Foundation had approximately 15-20 members per meeting</p> <p>*Elementary Re-opening Committee had nearly 100% attendance of members</p> <p>*RMS Re-opening Committee had 100% of members attending with one member dropping out of the last two meetings.</p>	<p>20, 5, 3, and 6 parent participants per meeting. The January meeting with 3 participants was virtual.</p> <p>*Math Task Force had approximately 80% attendance of members at the meeting</p> <p>*Saratoga Education Foundation had approximately 15-20 members per meeting</p> <p>* The re-opening committee did not meet because schools are re-opened.</p>	<p>13 parent participants per meeting.</p> <p>*Math Task Force did not meet as the final version of pathways in 2021-22 has remained.</p> <p>*Saratoga Education Foundation had approximately 15-20 members per meeting. Members attended both in person and virtually.</p>	<p>11 parent participants per meeting.</p> <p>*Saratoga Education Foundation had approximately 8-20 members per meeting. Members attended both in person and virtually.</p> <p>*SUSD held its first Reclassification Ceremony at a public board meeting with over 50% of the families represented.</p>	English learner families.
Translation services	2021-22: All District English Language Advisory Committee, DELAC, and Comprehensive Sexual Educations, CSE had Mandarin	<p>2021-22: All DELAC and CSE had Mandarin translation services available.</p> <p>At DELAC a Spanish speaking person</p>	2022-2023: All DELAC meetings and parent conferences had Mandarin and Spanish translation available.	2023-2024: All DELAC meetings and parent conferences had Mandarin and Spanish translations available.	To increase translation services to all open forum groups and parent workshops in both Mandarin and Spanish

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>translation services available.</p> <p>2021-22: The website has a translation option</p>	<p>translated for 2 meetings</p> <p>2021-22:2021-22: The website has a translation option</p>	<p>CSE had Mandarin translation available.</p> <p>Math Pathway meetings had Mandarin follow-up phone calls available.</p> <p>The website has a translation option.</p> <p>DTS translates all major reports into Mandarin.</p>	<p>CSE had a Mandarin translation available.</p> <p>Math Pathway meeting offered services, and some families used the services in follow-up conversations.</p> <p>The website has a translation option.</p> <p>DTS translates all major reports into Mandarin.</p>	
Chronic absenteeism	Chronic absenteeism in 2019 California Dashboard shows 4.1% chronically absent with all students in yellow and no student group more than one color band below.	<p>Chronic absenteeism in 2019 California Dashboard shows 4.1% chronically absent while local data showed 3.9% with 69 students. This was the year schools closed in March.</p> <p>2020-2021 the California Dashboard did not record chronic absenteeism. Local data showed a 0.4% rate and 7 students. This year was</p>	Chronic absenteeism in 2021-22 California Dashboard shows 4.7% with All Students, four out of five purple cell phone bars, and no students in low. SUSD shows three student groups in low: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.	Chronic absenteeism in 2022-23 California Dashboard shows 6.0% with All Students in Orange. SUSD shows two student groups in Red: socioeconomically disadvantaged and Students with Disabilities. There are four student groups in Orange: English Learners, Hispanic, Two or More Races, and White.	California Dashboard showing all students in the blue color band for chronic absenteeism.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		primarily distance learning until the spring.			
Attendance rate	<p>The baseline for 2019-20 was 96.1%</p> <p>In 2020-21 the attendance rate was 99.6%.</p> <p>March 2020 to June was distance learning.</p>	The baseline for 2019-20 was 96.1%. In 2020-21 the attendance rate was 99.6%	The 2021-22 attendance rate was 94.6%.	2022-23 attendance rate was 96.5%.	97% attendance rate
Parent participation for student with disabilities			100% of parents of a student with a disability will indicate on the IEP that the school district facilitated parent involvement to improve services and results for their child.	To date 100% of parents of a student with a disability have indicated on the IEP that the school district facilitated parent involvement to improve services and results for their child.	100% of parents of a student with a disability will indicate on the IEP that the school district facilitated parent involvement to improve services and results for their child.

## 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.

There were no substantive differences in planned actions and actual implementation of the actions for Goal #3.

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

The total planned expenditures for Goal #3 were \$162,108, and the actual estimated expenditures were \$142,301, for an overall goal difference of \$19,807.

Action 3.1 - Translation services needed were less than budgeted but did occur.

Action 3.2—The budget overestimated the cost of district leadership team meetings held throughout the year. Staff were paid an hourly rate to attend, which was lower than originally anticipated. Due to class enrollments, the leadership teacher offered two sections of leadership classes at the middle school rather than three sections as budgeted.

Action 3.3 - CSE parent night and curriculum costs for outside services and supplies were lower than anticipated; however, all services did occur.

Action 3.4 - Contract costs increased for Parentsquare and PowerSchool over the original budgeted amounts. Finalsight (website host) costs were less than anticipated, but the conversion was fully implemented.

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

The focus of goal three is communication. SUSD continuously looks for ways to enhance its communication with all educational partners. This year's success included the Elementary District Leadership Team and RMS Leadership Teams, which almost always had nearly 100% attendance and lively conversations. These meetings are held in person, which helps for break-out time for teachers and administrators to have small group conversations and then share with the greater group. All parent meetings included an offering of Spanish and Mandarin translations, although most parents did not request this service. Larger parent meetings and presentations, such as Ivy Chen's "Having Healthy Conversations" and Parent Information Math Pathways Presentation, were held via Zoom, which seemed successful, with high participation of 80-200. Smaller parent committees were held in person, such as Superintendent's Advisory Counsel and Board Office hours. The site-level English Learner Advisory Committees had reasonable participation and lots of conversations, partly due to personal invitations from the teacher on special assignment (TOSA) for English language development (ELD). However, the District English Language Advisory Committee did not have high participation numbers at most of the meetings. Next year, the TOSAs also plan to do more personal outreach for these meetings. SUSD also uses surveys to gather parent feedback.

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 few changes will be made to the metrics and actions for goal #3, with most of the actions and metrics remaining. SUSD gets a low survey response rate for all surveys even though several reminders were sent. Surveys will continue to be used since this is a format that some parents use when they cannot participate in person. The metric for the desired number of responses will be adjusted, and the number of reminders will increase slightly. The action for personal outreach for District English Language Advisory Committee, DELAC, meetings will be added to increase parent participation. SUSD is currently "orange" or low performance for chronic absenteeism on the California Dashboard, so specific metrics and actions will be added for all students, specifically for socio-economically disadvantaged students and students with disabilities, district-wide who scored particularly low in this area. Metrics and actions will be added for Foothill Elementary and specifically for the student groups Asian and students with disabilities who showed to be "red" on the California Dashboard for chronic absenteeism. Actions will be added to increase professional development for restorative practices and multi-tiered support systems to help lower the suspension rate from 6%.

**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](mailto: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
Saratoga Union School District	Dr. Ken Geisick Superintendent	kgeisick@saratogausd.org (408) 867-3424

## 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.

Saratoga Union School District is located at the foot of the Santa Cruz Mountains on the western edge of Silicon Valley in Santa Clara County. The district encompasses parts of Saratoga, Monte Sereno, and Los Gatos. Its three elementary schools and one middle school are ranked among the top public schools in California. SUSD employs 110 FTE-certified personnel and 129 classified FTE personnel. All the schools have been recognized as California Distinguished Schools for exceptional student performance. Enrollment for 2024-25 is expected to be approximately 1,575. The three elementary schools, Argonaut, Saratoga, and Foothill, each have between 275-360 students, while Redwood Middle School has approximately 650 students. The diverse population has various ethnicities, including 60% Asian, 20% White, 4.6% Hispanic, and 5.4% Two or More Races. There are (6.8%) English Learners, 9.8% Students with Disabilities, and 3.3% Socioeconomically Disadvantaged.

The district’s mission is to create an innovative public school system that stimulates intellectual curiosity, provides academic rigor for every learner, and instills leadership, responsibility, and global citizenship in a safe, nurturing environment where learners thrive. This is accomplished by hiring highly qualified teachers, investing in effective professional development, collaborating with our community and parent groups, using relevant technology, and having a solid commitment to continuous improvement.

The Saratoga Union School District has a long tradition of active involvement from parents, community members, and employees. These educational partners are engaged throughout the year to create our LCAP.

## Reflections: Annual Performance

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

SUSD is an exceptionally high-performing district. The 2023 California Dashboard and local data, including iReady scores, have been used to measure student achievement. iReady reading and math assessments are given three times a year. After each testing cycle, data talks are held at each school site according to grade level, and students are identified for intervention or enrichment. Site reading and math intervention teachers work with the classroom teachers and administrator to determine which tier-one strategies the classroom teacher can apply and whether a student needs small group instruction with the intervention teacher. The third cycle of iReady testing has shown to be consistent with the CAASPP assessment in both ELA and math for the past two years. The 2023 Smarter Balanced ELA and math test results were “blue”, very high performing, for all students, with no student groups in “red”, very low performing, or “orange”, low performing.

The English Learner Progress Indicator was also “blue,” very high-performing, with a 13.5% increase from 2022. SUSD will continue to support English learners with actions in goal 1, including pull-out certificated teachers who provide designated English Language Development instruction, ELD, and ELD aides who push into classrooms to assist students with writing skills.

The expulsion rate remains at 0%, and the suspension rate remains at 0.1%, with all students in green and no student groups in “red”, or very low performing. SUSD will participate in professional development for Restorative Practices to learn more about alternative suspensions and other proactive disciplinary measures.

The 2023 California Dashboard data shows a high need related to student attendance. All students are performing low or “orange,” and the chronic absenteeism rate is 6%, a 1.3% increase from the previous year. At the district level, two student groups, socioeconomically disadvantaged students and students with disabilities, are identified as “red” or very low-performing. One elementary site, Foothill Elementary, has been identified as having a high level of absenteeism as the site is rated “red” and very low performing. Specifically, two student groups, Asian and students with disabilities, received a “red” performance rating. Actions targeting chronic absenteeism, specifically Foothill, are described in Goal 2 and include professional development for all staff and administrators, which is intended to improve the school climate through restorative practices and a Multi-Tiered System of Supports, MTSS. SUSD will be in year four of the MTSS initiative. This goal also covers counselors, psychologists, Social-emotional practices, provisions for our Foster Youth, and measures to improve school avoidance.

The 2023 spring California Healthy Kids Survey was administered to the three elementary schools. Redwood Middle School is scheduled to take the survey in spring 2024. The CHKS is administered every other year. The report showed student school connectedness at 82%. A

KELVIN survey tool is administered three times yearly to students in grades 2-8 to measure a favorable growth mindset. Students rate a favorable mindset on the KELVIN survey at 76-77%. SUSD will continue to use Acknowledge Alliance at the middle school and Project Cornerstone at the elementary schools in addition to Toolbox curriculum and training for new teachers and staff. Digital citizenship lessons will continue to be a high priority as office referrals at the middle school show this is a concern.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
The Governing Board created a list of priorities during the fall of 2021. Each year, the priorities are updated and continue to drive the work that is being done:	<p>Create coherence system-wide through processes, procedures, and common experiences for parents, teachers, staff, and students across all grade levels in SUSD while respecting that there is some uniqueness between the different school sites.</p> <ul style="list-style-type: none"><li>• Ensure consistent curriculum, instructional practices, and expectations across each grade level TK-8</li><li>• Assess academic and social-emotional learning based on data, develop and implement a multi-year effort to address</li></ul> <p>Strengthen Phase 2 of the MTSS framework.</p> <ul style="list-style-type: none"><li>• Elevate MTSS practices to all teachers through knowledge and coaching</li><li>• Implement quarterly MTSS Grant deliverables</li><li>• Set the 2023-24 action plan with the district leadership team based on the Spring 2023 baseline data from the LEA self-assessment.</li><li>• Integrate systems and data to monitor and follow students longitudinally in academics, behavior, mental wellness, and social-emotional learning (DRA, iReady, Kelvin, CAASPP/SBAC, SEL/Behavior Screener) to inform MTSS and COST interventions.</li><li>• Ensure professional development for staff.</li></ul> <p>Align programs with current laws and the Education Code.</p>

Educational Partner(s)	Process for Engagement
	<p>Continuously address, identify, and improve safety.</p> <ul style="list-style-type: none"> <li>• Continue positive partnerships with emergency services, including the Santa Clara County Office of the Sheriff, Fire Department, and School Resource Officer.</li> <li>• Annual completion of required safety training for students/staff</li> </ul> <p>Strengthen communication with the community.</p> <ul style="list-style-type: none"> <li>• Continuous communication and implementation of best practices to ensure that everyone has the information they need to help students succeed</li> </ul> <p>Identify innovative and equitable practices and share them across the district.</p>
Public Board Meetings	<p>August 24, 2023: CASSY (counseling) and Mary Donnelly Crocker (Trauma-informed care) contracts submitted; goal 2, Transitional Kindergarten board policy; goal 1, Facility repairs and COVID safety; goal 3</p> <p>September 21, 2023: focus on review of 2023 summer school, first read of board policies, Artificial Intelligence (AI) (Goal 1)</p> <p>October 19, 2023: focus on assessment data, including Smarter Balance, SBAC, English Language Proficiency Assessments for California, ELPAC, and iReady (Goal 1)</p> <p>November 9, 2023: 5th-grade science camp, Proposition 28 plans, parent workshop (MyDigitalTat2) (Goal 1, 3)</p> <p>December 14, 2023: focus on California Dashboard presentation with chronic absenteeism concern, SPSA presentation (Goal 1)</p> <p>January 18, 2024: focus on Comprehensive School Safety Plans, Mid-year LCAP report discussed (Goal 2, 3)</p>

Educational Partner(s)	Process for Engagement
	<p>February 15, 2024: focus on planning for summer school 2024, district operations, Mid-year progress Update of the Annual LCAP and Local Control Funding Formula Budget Overview (BOP), approval of CSSP (Goal 1, 2)</p> <p>March 14, 2024: focus on English learner reclassification ceremony, Restorative Practices and Social-emotional learning update, second interim budget report, bids for roofing and asphalt at school sites (Goal 1, 2)</p> <p>April 25, 2024: focus on professional development plan review, 2023, and upcoming 2024 Proposition 28 plans (Goal 1)</p> <p>May 23, 2024: TBD</p> <p>June 5, 2024: Public hearing to review and discuss draft LCAP</p> <p>June 13, 2024: Board votes to approve LCAP</p>
<p>Superintendent's Advisory Council (Superintendent, Assistant Superintendent, PTA Presidents, Music and Sports Booster Presidents, Saratoga Education Foundation President, District Communications Coordinator)</p>	<p>September 12, 2023: professional development plans, Writer's Workshop presentation, district assessments including SBAC, ELPAC, and iReady, Restorative Practices, Equity/anti-racism inquiry (Goal 1, 2)</p> <p>November 7, 2023: Discussion on Proposition 28, declining enrollment, school enrichment programs, Professional Services Agreements, share outs from each school site highlighting fundraisers, celebrations, and enrichment opportunities (Goal 1, 2,3)</p> <p>February 27, 2024: Facilities Report, summer school, RMS ELA pilot, data talks, share outs from various community groups (Goal 1, 2, 3)</p> <p>May 21, 2024: TBD</p>



Educational Partner(s)	Process for Engagement
District English Language Advisory Committee, DELAC	<p>October 10, 2023: English learner designated curriculum new at RMS, explanation of initial and summative ELPAC, translation services explained (Goal 1, 3)</p> <p>January 23, 2024: Summative ELPAC, reclassification, monitoring, LLI curriculum overview, middle school sessions, LCAP feedback (Goals 1, 3)</p> <p>March 19, 2024: Transitions from 5th to 6th grade and 8th to 9th, representatives from Saratoga High School shared offerings at the high school, middle school teacher shared offerings at RMS, summative ELPAC assessment was discussed</p>
Saratoga Educational Foundation, SEF (Parents and Community Members)	<p>October 12, 2024: Updates on Makerspace, science aids, Rhythm &amp; Moves (Goal 1)</p> <p>March 15, 2024: Discussion on Proposition 28, survey results (Goal1, 3)</p>
Special Education Advisory Committee (Director of Special Education, Occupational Therapists, Assistant to Director of Special Education, Psychologists, Parents, Instructional Aide, Principals)	<p>October 26, 2023: MTSS review, Disability Awareness Program for each site, Brainstormed critical components of inclusion (Goal 1, 2)</p> <p>January 15, 2024: Overview of Attendance Chronic Absenteeism in SUSD, Brainstorm possible root causes for Chronic Absenteeism for Students with Disabilities in SUSD (Goal 2, 3)</p>
SELPA	<p>April 25, 2024: Shared district LCAP actions for students with disabilities, including MTSS, professional development focused on inclusion and targeted interventions, and alignment to the Special Education Plan, SEP, and CCEIS. (Goal 1). Discussed actions for SWD for chronic absenteeism. (Goal 3)</p> <p>May 2, 2024: Clarified committee roles and finalized LCAP suggestions.</p>

Educational Partner(s)	Process for Engagement
<p>Elementary District Leadership Team (Assistant Superintendent, Principals, Teachers, Tech Director, Superintendent)</p>	<p>September 19, 2023: Multiple-Tiered System of Supports update and new website, October 2nd professional development, DRA3 assessment check-in (Goal 1, 2)</p> <p>October 17, 2023: Report card clarification, Multiple-Tiered System of Supports update, SBAC and ELPAC data reviewed, TCM cultural libraries discussed (Goal 1, 2, 3)</p> <p>January 9, 2024: New Writer's Workshop kits 3-5, professional development introducing Ruby Bridges book, The Antiracist Kid, and Not Quite Snow White, summer school updates, TCM libraries, and restorative practices discussion, California Assembly Bill 446 cursive, Senate Bill 291 mandatory 30-minute recess (Goal 1, 2)</p> <p>February 27, 2024: Units of Study update, restorative practices consultant and walk-throughs, professional development planning discussion, academic summer school update (Goal 1, 2)</p> <p>March 26, 2024: IT discussion about report card timelines, restorative practices and MTSS presentation/discussion, draft of professional development calendar discussion (Goal 1, 2, 3)</p> <p>April 23, 2024: Professional development calendar discussion, summer school updates (Goal 1)</p>
<p>Redwood Middle School Leadership Team (Principal, Assistant Principal, Teachers, Assistant Superintendent)</p>	<p>November 2, 2023: purpose, field trips, School Site Council, behavioral referrals and contacting parents, social-emotional concerns for students, MTSS and COST processes, supporting 6th-graders (Goal 1, 2, 3)</p> <p>December 6, 2023: summer school updates, SB291 recess, California Dashboard data shared and chronic absenteeism concern, MyDigitalTat2 review after implementation, MTSS FIA, Holiday card activity for students' SEL, Academic honestly discussion (Goal 1, 2)</p>

Educational Partner(s)	Process for Engagement
	<p>January 10, 2024: report card comments review, FIA for MTSS, review COST process, look at district priorities, staff wellness survey (Goal 1, 2)</p> <p>March 6, 2024: Initiative inventory for MTSS, report card comments review - more positive needed, next steps for staff wellness survey, in-lieu policies (Goal 1, 2)</p> <p>April 3, 2024: Review academic honesty proposed policy, review late work policies for consistency (Goal 1, 3)</p>
Parent Workshops	<p>November 18, 2023: Digital Citizenship (Goal 2, 3)</p> <p>January 6, 2024: TK-8 Human Sexuality and How to Talk with Your Kids, Ivy Chen (Goal 2, 3)</p> <p>February 13, 2024: Math Pathways Informational Night (Goal 1)</p> <p>April 17, 2024: Promoting Healthy Emotional Development and Self-Regulation in Children (Goal 2, 3)</p>
Principal Meetings / Principal Plus Meetings	<p>Principals met weekly for two hours with Superintendent, Assistant Superintendent, and a Principals' Plus meeting occurred once a month. This meeting included all district leadership that attended the Principal meeting and the Director of Human Resources, Director of Technology, Director of Special Education, Director of Facilities, and the CBO. LCAP goals, services, and actions were discussed.</p>
District Grade Level Collaboration (grade levels meet from across the district together with principals and assistant superintendent visiting groups)	<p>September 13, 2023: Readers/Writers workshop alignment across sites, new phonics program - successes and concerns, new report card format (Goal 1, 3)</p> <p>November 29, 2023: Run, Hide, Defend (Goal 2)</p> <p>January 31, 2024: Tie Ruby Bridges lessons to the current SEL curriculum, reading/writing check-in, and math assessments - have a common calendar or Google folder for district alignment (Goal 1)</p>

Educational Partner(s)	Process for Engagement
	May 29, 2024: Planning across sites for 2024-2025 alignment (Goal 1)
Redwood Middle School Student Leadership	RMS Principal met with two leadership classes throughout the year to gather input on Redwood Middle School and general feedback.
Union Leadership (Classified and Certificated)	<p>The superintendent and assistant superintendent met two times per month with the Union president (RMS) and an elementary representative.</p> <p>The Certificated and Classified Union Leadership received an early copy of the draft LCAP to provide feedback.</p>
Surveys	<p>An LCAP survey was sent to parents and staff in March 2024 to gather input on state priorities and ideas for ways SUSD can address the priorities. There were 168 responses. Of these responses, 86.9% were parent/guardians, and 12.5% were staff. members.</p> <p>KELVIN Social-emotional survey was administered three times throughout the school year to students.</p> <p>California Healthy kids Survey scheduled to be given to RMS students in May 2024. Elementary students took the CHKS in spring 2023.</p>

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

Educational Partner feedback was collected from each group and organized by priority and then by educational partner group.

Survey feedback included:

- \*Priority 1: Teacher recruitment, selection, and support ranked the highest - general theme of concerns about wanting to make the district is hiring the most qualified teachers
- \*Priority 2: Academic supports for students (e.g. summer school, before/after academic support programs) ranked highest. - suggestions for after school support classes
- \*Priority 3: School-Family communication (e.g. school eNews, Parent Square, website, parent-teacher email, automated phone calls) ranked highest. There were requests for more counseling services and opportunities for volunteers
- \*Priority 4, 7, 8: More student enrichment offerings (music, computer programming, robotics, theatre, etc.) ranked the highest - requests for enrichment activities to continue and be enhanced
- \*Priority 5: More academic supports that meet individual student needs (e.g. differentiated instruction) ranked highest - requests for more counseling due to behaviors and academic support
- \*Priority 6: Social and Emotional Learning (recognizing and managing emotions, caring about others, making good decisions) ranked highest - concerns about school safety and possibly security cameras, strategies to combat bullying

Staff feedback included:

- \* Need for remedies to behavior concerns (SEL, counselors, restorative practices)
- \* class size reduction
- \* more prep time
- \*wanting to have alignment with other teachers at same grade level and subject

DELAC feedback included:

- \*continued high-quality program during the school year and EL summer school

SAC/SEF feedback included:

- \*interest in arts and garden education during the school day
- \*wanting to maintain academic enrichment such as Makerspace and music

\*wanting community events for families to share and meet each other

Actions that are included in the LCAP based on feedback from educational partners:

\*Continued academic support for students, intervention teachers, Read 180 at RMS, after-school tutoring, designated ELD teachers and aides, and academic summer school (Goal 1). These actions are continuing.

\*Continued support for students' social-emotional well-being, Acknowledge Alliance, Toolbox, digital citizenship, Common Sense Media lessons, counseling services, and social worker (Goal 2). These actions are continuing.

\*Professional development for restorative practices (Goal 2) This is a new action.

\*Clear communication between parents and SUSD staff, eNews, parent conferences, website, Parent Square, and parent informational series (Goal 3) These actions are continuing.

\*Desire for consistency across sites and transitions from elementary to middle school and middle school to high school, transition conferences, spring DELAC, district collaboration, adoption, and professional development of consistent curriculum vetted by teachers.

\*Enrichment opportunities, music tk-8, Makerspace, garden opportunities, STEM, art classes. Most of these actions are continuing, garden opportunities are new.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All Saratoga Union School District students will reach high academic achievement and experience continued growth by receiving high-quality curriculum and instruction aligned to Common Core State and Next Generation Science Standards, and assessments.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>Saratoga Union School District is high-performing in academics and extracurricular areas. The community values best practices in instructional strategies and highly engaging lessons focusing on STEM, music, and the arts. The Smarter Balanced proficiency for mathematics is 88.78%, for ELA, 85.43%, and for science, 78.58%. However, there are success gaps for student groups in ELA, including students with disabilities 50.91%, economically disadvantaged 53.13%, and Hispanic students 58.7%. In mathematics, these student groups include students with disabilities 50%, economically disadvantaged students 54.72%, English learners 30.77%, and Hispanic students 58.69%.</p> <p>The district will enter the fourth year of Multitiered Systems of Supports and has received a grant from Orange County. During the first year, administrators and staff learned the process of MTSS and did an inventory analysis of academic, social-emotional, and behavior strategies and programs in place for tier 1-3. Year two was focused on refining tier-one practices. This past year has been focused on refining a Coordination of Services Team (COST) system, interventions, and systems for English learners, socio-economically disadvantaged, and foster youth. Therefore, having assessment systems in place to identify struggling students, along with data talks where intervention teachers and specialists can determine which course of action will assist a student in making greater progress, is essential.</p> <p>The actions in goal one focus on maintaining the current Common Core State Standards, CCSS, aligned academic curriculum and professional development, and high-quality enrichment such as music, Makerspace, art, and STEM. In addition, actions such as designated ELD teachers, aides, and specialized instruction are focused on maintaining a high level of service to English learners. Hiring a district social worker to help connect families with resources and to focus on our foster youth and socioeconomically disadvantaged students has been</p>
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advantageous. SUSD will add actions for students with disabilities, including professional development for all teachers and staff with Sam Drezin for inclusion and best practices.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Priority 1: Basic</p> <p>Teachers in the LEA are appropriately assigned and fully credentialed.</p> <p>Source: School Accountability Report Card, SARC</p>	2023-24: 96.2% of SUSD teachers are fully credentialed.			2026-27: 100% of SUSD teachers are fully credentialed.	
1.2	<p>Priority 1: Basic</p> <p>Every student in the school district has sufficient access to the standards-aligned instructional materials</p> <p>Source: School Accountability Report Card, SARC, local library and technology check-out system</p>	2023-24: 100% of SUSD students have access to standards-aligned instructional materials in all subjects.			2026-27: 100% of SUSD students have access to standards-aligned instructional materials in all subjects.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	<p>Priority 2: Implementation of State Standards</p> <p>Implementation of state board adopted academic content and performance standards for all students</p> <p>Source: CA Dashboard</p>	<p>2023-24: 18 of 23 - 78% of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)</p>			<p>2026-27: 20 of 23 - 86% of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)</p>	
1.4	<p>Priority 2: Implementation of State Standards</p> <p>How the programs and services will enable English learners to access the Common Core State Standards and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>Source: Local English learner data base and local summer school roster</p>	<p>2023-24: 28 - (31%) English learner students enrolled in an intense ELD summer support program</p>			<p>2026: 33% English learner students enrolled in an intense ELD summer support program</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	<p>Priority 2: Implementation of State Standards</p> <p>How the programs and services will enable English learners to access the Common Core State Standards and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>Source: Educlimber, local data base, and SBAC</p>	<p>2023-24: 61.4% of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessment for English Language Arts/Literacy</p>			<p>2026-27: 66% of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessment for English Language Arts/Literacy</p>	
1.6	<p>Priority 4: Student Achievement</p> <p>Student performance on statewide standardized assessments</p> <p>Source: SmarterBalance Assessment</p>	<p>2022-23: All Students meeting or exceeding standard</p> <p>85% ELA 88% Math 79% Science</p>			<p>2025-26: All Students meeting or exceeding standard</p> <p>88% ELA 90% Math 82% Science</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	<p>Priority 4: Student Achievement</p> <p>Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California</p> <p>Source: CA Dashboard</p>	<p>2022-23: 76.3% of current EL students who progressed at least one ELPI level, or maintained ELPI level 4</p>			<p>2025-26: 78% of current EL students who progressed at least one ELPI level, or maintained ELPI level 4</p>	
1.8	<p>Priority 4: Student Achievement</p> <p>English learner reclassification rate</p> <p>Source: Local data base</p>	<p>2022-2023: 49% of English Learner students reclassified to Fluent English Proficient during the school year</p>			<p>2025-26: 35% of English Learner students reclassified to Fluent English Proficient during the school year</p>	
1.9	<p>Priority 7: Course Access</p> <p>Extent to which pupils have access to and are enrolled in: a broad course of study</p>	<p>2023-24: All RMS Students</p> <p>Visual Arts/Media Production 38%</p> <p>Performing Arts/Music 57%</p>			<p>2026-27: All RMS Students</p> <p>Visual Arts/Media Production: 45%</p> <p>Performing Arts/Music 60%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local School Schedules	STEM/Digital Design 33% Foreign Language: 28.85%  2023-24: All TK-5 Students Music 100% Makerspace 100%			STEM/Digital Design: 40% Foreign Language: 30%  2026-27: All TK-5 Students Music 100% Makerspace 100%	
1.10	Priority 7: Course Access  The extent to which pupils have access to and are enrolled in: programs and services developed and provided to unduplicated pupils  Source: Middle School Rosters, Powerschool	2023-24: 24% of English learners, Foster Youth, and Socioeconomically disadvantaged students in advanced math classes in grades 6-8			2026-27: 31% of English learners, Foster Youth, and Socioeconomically disadvantaged students in advanced math classes in grades 6-8	
1.11	Priority 7: Course Access  Extent to which pupils have access to and are enrolled in, programs	2023-24: 72% of students with disabilities who are in general education classes 80% or more of the time			2026-27: 74% of students with disabilities who are in general education classes 80% or more of the time	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>and services developed and provided to students with disabilities</p> <p>Source: Local Special Education Rosters</p>					
1.12	<p>Priority 7: Course Access</p> <p>Extent to which pupils have access to and are enrolled in, programs and services developed and provided to students with disabilities</p> <p>Source: Middle School Schedule</p>	<p>2023-24: 100% of middle school English learners and Students with Disabilities and students in reading/math intervention who are able to access an elective without a requirement to enroll in zero period</p>			<p>2026-27: 100% of middle school English learners and Students with Disabilities and students in reading/math intervention who are able to access an elective without a requirement to enroll in zero period</p>	
1.13	<p>Priority 8: Student Outcomes</p> <p>Student outcomes, if available, for the course described under EC 51210 and 51220 as applicable</p>	<p>2023-24: iReady meeting or exceeding standard</p> <p>Winter Math 89%</p> <p>Winter Reading 86%</p> <p>2023-24: MARS meeting or exceeding standard</p>			<p>2026-27: iReady meeting or exceeding standard</p> <p>Winter Math 90%</p> <p>Winter Reading 88%</p> <p>2026: MARS meeting or</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: iReady and MARS	Algebra 95.7% proficient Geometry 100% proficient			exceeding standard Algebra 95% proficient Geometry 95% proficient	

## 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	Use assessments to measure and analyze	*1.0 FTE district assessment coordinator will continue to assist with implementing iReady benchmark assessments three times yearly to	\$287,001.00	No

Action #	Title	Description	Total Funds	Contributing
	student progress and drive instruction	<p>measure student growth. The coordinator will also assist teachers and principals in COST and data talks.</p> <p>*A data management system, Educlimber, will store data and records to measure growth over the years (SBAC, iReady, DRA, Report Cards, 504s, ELPAC, Reclassification). The system will assure consistency in practice and record. Teachers and administrators can access individual detailed records for intervention purposes.</p> <p>*The iReady assessment tool will be administered three times throughout the school year in reading and math in grades K-8 so teachers can measure growth in small increments to serve students who are not meeting standards.</p> <p>*The Developmental Reading Assessment, DRA3, and Educational Software for Guiding Instruction, ESGI, will be administered at the TK-5 grade levels. A DRA Team will assist teachers in administering the DRA3 in classrooms three times per school year.</p> <p>*The Mathematics Assessment Resource Service, MARS, Silicon Valley Math Initiative membership and proctors for testing will be used to measure student mathematics growth in algebra and geometry (iReady does not cover these levels) to guide teacher instruction.</p> <p>*The Formative software will be used to administer the math placement tests at Redwood Middle School.</p> <p>Action 1.1 will be monitored with Metric 1.1 (fully credentialed teachers), Metric 1.6 (student performance on standardized tests), and Metric 1.13 (student outcomes on local assessments).</p>		

Action #	Title	Description	Total Funds	Contributing
1.2	Provide opportunities to students for innovation in technology, music, garden, and arts.	<p>*Three Makerspace aides at the elementary level, professional development, and materials will be available to create a space for guided student creativity and exploration.</p> <p>*Music teachers in TK-8 and materials will be available to all students as research shows music can improve social skills, expression, and confidence.</p> <p>*A Project Lead the Way, PLTW/STEM teacher at Redwood Middle School, PD, and materials will be available to create a space for guided student creativity and exploration.</p> <p>*Rhythm and Moves offers a unique music-based physical fitness program to TK-5 students.</p> <p>*Technology tools will increase students' active participation and technology abilities. (Typing Club 3-5, Seesaw TK-2, RazKids K-5, Newsela, Handwriting without Tears, Keyboarding without Tears).</p> <p>*Visual Arts elementary aide will assist classroom teachers with preparation and materials.</p> <p>*Visual Arts teacher and aide at Redwood Middle School will be available to all students to encourage exploration and creativity.</p> <p>*Visual arts materials at the elementary level will be purchased so elementary students have a rich experience.</p>	\$1,615,635.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>*Garden aides at the elementary level will assist students with developing an understanding of the natural world when actively engaging in scientific theory, a healthy lifestyle, a sense of community, and creativity.</p> <p>Action 1.2 will be monitored with Metric 1.1 (fully credentialed teachers), Metric 1.2 (access to standards-aligned materials), Metric 1.3 (implementation of CCSS), Metric 1.9 (students enrolled in a broad course of study), Metric 1.12 (middle school access to electives for EL, SWD, interventions)</p>		
<b>1.3</b>	Science - full implementation of NGSS TK-8	<p>*Three elementary science aides will be available (one at each site) to prep hands-on experiments from the adopted Twig curriculum and help teachers during lessons. (materials and consumables)</p> <p>*Next Generation Science Standards (Twig and FOSS) consumable materials will ensure all students receive high-quality and engaging instruction.</p> <p>*Gizmos online NGSS at RMS.</p> <p>Action 1.3 will be monitored with Metric 1.2 (fully credentialed teachers) and Metric 1.3 (implementation of CCSS),</p>	\$144,267.00	No
<b>1.4</b>	ELA/ELD focused services for English learner students	<p>*Three Additional ELD/Reading Intervention teachers (one at each elementary site) for focused instruction. (supplemental)</p> <p>*English language development, ELD, aides at each elementary site to push into classrooms to assist English learner students with writing skills. (supplemental)</p>	\$774,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*One Designated ELD/ELA teacher at the middle school to work with newcomer students during one period and English learners and reclassified students who need additional assistance during a second period. (partially funded from the general fund and partially funded from supplemental)</p> <p>Action 1.4 will be monitored with Metric 1.1 (fully credentialed teachers), Metric 1.7 (growth on ELPI), and Metric 1.8 (reclassification).</p>		
1.5	Mathematics - full implementation CCSS TK-8	<p>*Eureka math consumables are for full implementation in grades TK-5.</p> <p>*The iReady (Mypathways) mathematics program will be used, and progress will be monitored at all sites. IXL Learning will be used for Algebra and geometry where the iReady levels are unavailable.</p> <p>*One elementary math intervention teacher will serve students performing below proficiency level in grades 2-5.</p> <p>*Math 180 will be used instead of Math 6 for students far below grade level, including Students with Disabilities and unduplicated students when applicable.</p> <p>*Team teaching in a general education mathematics class with one Resource teacher and one general education mathematics teacher to enable students who would benefit from smaller class sizes and additional instruction to access the general education on-grade-level course.</p> <p>*After-school math tutoring for students identified through the Coordination of Services Team, COST. (cost in 1.6)</p>	\$255,489.00	No

Action #	Title	Description	Total Funds	Contributing
		Action 1.5 will be monitored with Metric 1.1 (fully credentialed teachers), Metric 1.2 (sufficient materials), Metric 1.3 (access to CCSS), Metric 1.10 (access provided to unduplicated population), Metric 1.11 (SWD in general education), Metric 1.12 (middle school access to electives for EL, SWD, interventions), Metric 1.13 (iReady results)		
<b>1.6</b>	Extended time for students performing below grade level and English learners	<p>*After-school tutoring will be offered to students who need additional support in either math or reading</p> <p>*Academic Summer School will be offered to all students barely at or below grade level in reading, writing, and math. (teachers, aides, supplies)</p> <p>*An Intensive Academic Summer School with specific courses for English language development (ELD) will be offered to English-learning students.</p> <p>*Extended School Year with the opportunity to mainstream into the general education academic summer school will be offered to all students with this service indicated on their IEP.</p> <p>Action 1.6 will be monitored with Metric 1.4 (English learners in summer school) and Metric 1.11 (SWD mainstreaming opportunities)</p>	\$209,216.00	Yes
<b>1.7</b>	ELA/ELD Interventions	<p>*Three Designated ELD and reading intervention teachers (one at each elementary site) (also shared in goal 1.4) will be available to support students performing below grade level. (Cost in 1.4)</p> <p>*Read 180 at RMS (licenses, materials, professional development)</p>	\$4,899.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>*Professional development for specific intense ELA/ELD for the reading intervention teachers will be available, may include Orton Gillingham.</p> <p>Action 1.7 will be monitored with Metric 1.13 (iReady)</p>		
<b>1.8</b>	ELA/ELD full implementation CCSS TK-8	<p>*3-5 Writers Workshop Kits (updated) and supplemental materials will be purchased to ensure SUSD students receive a high-quality, engaging education. Primary kits were purchased the previous year.</p> <p>*Momentum in Teaching professional development (Reader/Writers Workshop will return for one multiple-day session).</p> <p>*Professional development and release time for the 2023-24 adoption of the new ELA/ELD middle school.</p> <p>*The district library team, supplies, Follet system, online library program, and library books for each school site will ensure that all students have access to optimal reading materials. Additionally, Makin Publishing will assist library clerks in making informed decisions about purchasing additional non-fiction books.</p> <p>Action 1.8 will be monitored with Metric 1.1 (fully credentialed teachers), Metric 1.2 (sufficient materials), Metric 1.3 (implementation of CCSS)</p>	\$210,772.00	No
<b>1.9</b>	New Teacher Induction	<p>*New teacher induction training will be continued for new teachers, discussing progress and induction support.</p> <p>Action 1.9 will be monitored with Metric 1.1 (fully credentialed teachers)</p>	\$10,400.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	SUSD will support all students with social-emotional and physical well-being in order to create safe, inclusive, and positive learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As early as 2019, SUSD formed a community committee comprised of teachers, parents, administrators, and classified staff to assess the social-emotional needs of students. The outcome of this committee was to determine survey assessment tools (CHKS and KELVIN) and possible curriculum (Toolbox, RULER, Acknowledge Alliance). As time has passed, the district continues to reevaluate the social-emotional and behavioral needs of the students. When students returned to school from the COVID-19 shutdown, there were more emotional concerns voiced by parents and students. SUSD began a journey to learn about the umbrella of Multi-Tiered Systems of Support in 2021. Through this process, tiers 1, 2, and 3 support have been identified for academic, social-emotional, and behavioral needs. As a result, SUSD has employed a social worker, CASSY counseling services, behavioral aides, middle school counselors, and psychologists. Most recently, parent groups and Project Cornerstone parents have expressed concerns about inclusion. The district leadership teams, Elementary DLT and RMS Leadership have looked into inclusion strategies, library resources, and professional development.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1: Basic  School facilities are maintained in good repair	2023-24: 100% of sites passing the Williams Compliance review (i.e. the facilities are in good repair - as measured by the FIT tool)			2026-27: 100% of sites passing the Williams Compliance review (i.e. the facilities are in good repair -	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Facility Inspection Tool, FIT				as measured by the FIT tool)	
2.2	Priority 5: School Engagement  School attendance rates  Source: Local attendance rates	2023-24: District average daily attendance rate as of May 31st: 96.15%			2026-27: District average daily attendance rate as of May 31st: 97%	
2.3	Priority 5: School Engagement  Middle school dropout rates  Source: Local data	2023-24: 0% of middle school school students dropped out of school			2026-27: 0% of middle school school students	
2.4	Priority 6: School Climate  Student Suspension Rate  Source: CA Dashboard	2022-23: 1% of students suspended one or more times			2025-26: 0.5% of students suspended one or more times	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	<p>Priority 6: School Climate</p> <p>Student Expulsion Rate</p> <p>Source: Local data</p>	2023-24: 0% of students were expelled			2026-27: 0% of students expelled	
2.6	<p>Priority 6: School Climate</p> <p>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p> <p>Source: KELVIN and CHKS survey tools</p>	<p>2023-24: KELVIN Survey positivity rating for school connectedness and sense of safety:</p> <p>Winter Elementary 77%</p> <p>Winter Middle School 76%</p> <p>CHKS positivity rating for school connectedness and sense of safety:</p> <p>2023 spring Elementary 82%</p> <p>2022 spring RMS 80%</p>			<p>2026-27: KELVIN Survey positivity rating for school connectedness and sense of safety:</p> <p>Winter Elementary 79%</p> <p>Winter Middle School 78%</p> <p>CHKS positivity rating for school connectedness and sense of safety:</p> <p>2026 spring Elementary 85%</p> <p>2025 spring RMS 83%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	<p>Priority 6: School Climate</p> <p>Acknowledge Alliance lesson completion (grades 6-8) and Digital citizenship lessons (TK-5)</p> <p>Source: Acknowledge Alliance roster data and Elementary Digital Citizenship Roster</p>	2023-24: All 6-8 grade Acknowledge Alliance lessons were completed. All TK-5 digital citizenship lessons were completed.			To complete all TK-8 grade lessons annually	



# 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	Promote positive behaviors	<p>*Provide Redwood Middle School counselor, district psychologists, itinerant behavior aides, an Inclusion Program Specialist, to support students in engaging in socially positive behavior.</p> <p>*Provide counseling services in-classroom workshops, group sessions, and individual sessions as tier 1, 2, and 3 supports.</p> <p>*Provide a 0.90 FTE social worker with a Pupil Personnel Services, PPS degree to adequately support high-needs students.</p>	\$2,268,572.00	No

Action #	Title	Description	Total Funds	Contributing
		Action 2.1 will be monitored with Metric 2.4 (suspension rate), Metric 2.5 (expulsion rate), Metric 2.6 (safety survey)		
<b>2.2</b>	Social-emotional learning for a positive foundation	<p>*Use Project Cornerstone ABC Readers to encourage empathy through literature and discussion.</p> <p>*Implement online classroom citizenship lessons for students through (Common Sense Media), assemblies, and parent workshops.</p> <p>*Provide social-emotional curriculum for TK-5 (Toolbox) and professional development for new-to-district teachers.</p> <p>*Acknowledge Alliance for SEL at RMS to create positive learning environments where all students feel they have the tools to self-regulate and respond when unsafe.</p> <p>*Social-emotional Teacher to assist in instructing new-to-district personnel in Toolbox curriculum, update SEL website, book study for teachers/staff, serve as a liaison across elementary and middle school, and provide parent education evening. (approximately 20 hours)</p> <p>*KELVIN survey tool and CHKS to monitor student social-emotional needs.</p> <p>Action 2.2 will be monitored with Metric 2.2 (attendance), Metric 2.3 (dropout rate), Metric 2.6 (Acknowledge Alliance/KELVIN survey), and Metric 2.7 (Rosters for Acknowledge Alliance and Digital Citizenship)</p>	\$107,136.00	No
<b>2.3</b>	Ensure safety and good health practices	*CPR/AED/First Aid training for all staff will be offered to keep certification current.	\$34,135.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>*Emergency service radios will be maintained.</p> <p>*Programs (Gaggle with Speak-Up and Securly) will be used to monitor online student behavior and safety.</p> <p>*Professional development for the school nurse and health and emergency supplies.</p> <p>*Vision screener and contracted hearing test nurse.</p> <p>*Safe facilities maintained by the facilities department</p> <p>Action 2.3 will be monitored with Metric 2.1 (facilities in good repair)</p>		
<b>2.4</b>	Foster Youth Services	<p>The site principal and 0.10 FTE social worker will act as the Foster Youth liaison to ensure all FY are enrolled in one day, monitored for academic and social needs, and have priority access to tutoring, summer school, and SEL classes/counseling. Collecting Foster Youth parent/guardian information is included in the enrollment process, and Foster Youth parent/guardians are included in our parent engagement activities.</p> <p>To serve foster youth students better and provide relevant, trauma-informed care practices and professional development to all staff.</p> <p>Action 2.4 will be monitored by a monthly check-in between the Assistant Superintendent, Social Worker, and Principal to monitor any Foster Youth focused on academic success/needs, social needs, and attendance.</p>	\$19,597.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.5</b>	Inclusive Practices	<p>*Provide professional development to all staff in the area of inclusivity (Sam Drezin)</p> <p>*Provide professional development (part 2) for inclusive classroom libraries grades TK-5.</p> <p>*Inclusive library books will be purchased at each site to update reading options and assist students in finding books that represent themselves.</p> <p>*Disability Awareness assemblies will be available for all sites annually.</p> <p>Action 2.5 will be monitored by Metric 2.6 (school climate surveys)</p>	\$58,337.00	No
<b>2.6</b>	Restorative Practices	<p>*SUSD will partner with a consultant to bring restorative practices to all staff for building relationships and creating positive classroom environments.</p> <p>Action 2.6 will be monitored by Metric 2.6 (school climate surveys)</p>	\$4,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	SUSD district and school sites will maintain and encourage meaningful family, student, and community engagement that supports student learning.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Saratoga is an exceptional community that values the whole child's development, including rigorous academics, social-emotional well-being, cultural diversity, and artistic endeavors. Our parents and community members see themselves as part of the school community and enjoy many partnership opportunities, including community input groups, task forces, community foundations, and PTAs. SUSD believes involving educational partners, including parents, students, teachers, and staff, creates trust, buy-in, and increased engagement. We are committed to improving communication methods to make everyone feel welcomed, valued, and heard.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>Priority 3: Parental Involvement and Family Engagement</p> <p>Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site</p>	2023-24: 62.3% of parents responded Strongly Agree or Agree to the parent survey item: Parents have opportunities to give input into the decision-making process at school. (25.7% marking Don't know)			2026-27: 70% of parents respond Strongly Agree or Agree to the parent survey item: Parents have opportunities to give input into the decision making process at school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: LCAP Survey					
3.2	<p>Priority 3: Parental Involvement and Family Engagement</p> <p>How the LEA will promote parental participation in programs for low income, English learner and foster youth students</p> <p>Source: ELOP Survey</p>	2023-24: 79% Parent satisfaction with Expanded Learning Opportunities Program (ELOP) for low-income, English Learner, and Foster Youth students			2026-27: 85% Parent satisfaction with Expanded Learning Opportunities Program (ELOP) for Low Income, English Learner, and Foster Youth students	
3.3	<p>Priority 3: Parental Involvement and Family Engagement</p> <p>Percent of parents of students with a disability who indicated full participation in the IEP process</p> <p>Source: Special Education online data system for IEPs</p>	2023-24: 99% of parents of students with a disability indicated full participation in the IEP process			2026-27: 100% of parents of students with a disability indicate full participation in the IEP process	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	<p>Priority 5: Student Engagement</p> <p>Chronic Absenteeism Rate</p> <p>Source:CA Dashboard</p>	<p>2023-24: All students: 6.0 %</p> <p>Socioeconomically Disadvantaged: 28.1%</p> <p>Students with Disabilities: 16.5%</p> <p>Foothill Elementary: All students 13.7%</p> <p>Asian 11.8%</p> <p>Students with Disabilities 22.0%</p>			<p>2026-27: All students: 4.0 %</p> <p>Socioeconomically Disadvantaged: 10.0%</p> <p>Students with Disabilities: 10.0%</p> <p>Foothill Elementary: All students 4.0 %</p> <p>Asian 4.0 %</p> <p>Students with Disabilities 10.0%</p>	
3.5	<p>Priority 3: Parental Involvement and Family Engagement</p> <p>How the LEA will determine the translation needs of English learner parents</p> <p>Source: DELAC meetings, parent/teacher conferences</p>	<p>2023-24: Maintain 100% of translation services available at parent/teacher conferences and DELAC meetings. (Mandarin, Spanish)</p>			<p>2026-27: 100% of translation services available at parent/teacher conferences and DELAC meetings (Mandarin, Spanish)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	<p>Priority 3: Parent involvement and Family Engagement</p> <p>How the LEA will determine the translation needs of English learner parents</p> <p>Source: LCAP Survey question: If you would benefit from translation services, do you find them easy to access?</p>	2023-24: Baseline will be established with the 2024-25 LCAP Survey administration.			2026-27: 85% satisfaction rate of parents who would benefit from translation services find it easy to access.	

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	Translation Services	<p>*The translator will be present for parent input meetings, including DELAC, CSE, IEPs, SST, 504s, and parent conferences, to welcome as many voices from our diverse population as possible.</p> <p>*Document Tracking Services/translations will be used to share district plans with the community.</p> <p>Action 3.1 will be monitored with Metric 3.5 and 3.6 (translations services available at parent/teacher conferences and DELAC, parent satisfaction with availability LCAP survey)</p>	\$3,250.00	Yes
3.2	Staff and Student Voices	<p>*District Leadership Teams will meet monthly with representatives from all sites, grade levels, and departments, and Special Education teachers to discuss district initiatives, professional development, students with disabilities, and other concerns.</p> <p>*RMS Leadership class will be offered as an elective so students can find ways to shape the culture and climate at RMS and to give input to site leadership.</p> <p>Action 3.2 will be monitored with Metric 3.4 (absenteeism rate)</p>	\$108,818.00	No
3.3	Parent Adult Education	<p>*A quarterly workshop series sharing current SUSD programs and ideas for how parents may work with their children for social-emotional learning will be offered to better inform parents of services and how to access them.</p>	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Action 3.3 will be monitored by Metric 3.1 (parent satisfaction on survey)		
3.4	Parent Committees	<p>*Comprehensive Sexual Education parent night will be offered so parents understand the curriculum that will be taught in grades 5 and 8 and have an opportunity to ask questions (Cardea)</p> <p>*Ivy Chen "How to Talk to Your Children About Their Bodies TK-8" evening will encourage parents to have healthy conversations about growth and body image with their children.</p> <p>*DELAC, SAC will be held regularly so parents can understand the district offerings and initiatives, ask questions, and share ideas.</p> <p>*Zoom will be used for many community meetings to increase attendance.</p> <p>*An informational series highlighting programs in the district will be held quarterly to better inform parents about offering that exist in the district. Some areas that have been highlighted in the past are CASSY counseling, Toolbox, Reader/Writers Workshop.</p> <p>Action 3.4 will be monitored with Metric 3.1 (parent satisfaction survey)</p>	\$8,965.00	No
3.5	Digital Communication	<p>*Parent Square will be used to message the staff and parents about school and community events.</p> <p>*District communication coordinator will continually update the district website (Finalsite).</p>	\$60,200.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>*PowerSchool will be used for parents and students to access information, schedules, and grades.</p> <p>Action 3.5 will be monitored by Metric 3.1 (parent satisfaction survey)</p>		
<b>3.6</b>	<p>A district Attendance Committee with representatives from each school will be formed to create district protocols and build strategies at each MTSS tier.</p> <p>District CA Dashboard data shows LEA student groups (Socioeconomically Disadvantaged 28.1% chronically absent and Students with Disabilities 16.5% chronically absent)</p>	<p>*Develop School Refusal/Avoidance protocols, one for middle school site and one for elementary school sites.</p> <p>*Create a chronic absenteeism protocol for use district-wide, including family meetings and steps of the SARB process.</p> <p>*Build a document with various strategies for absenteeism at each MTSS tier:</p> <p>Tier 1 strategies aim to encourage better attendance for all students and prevent absenteeism before it affects achievement, e.g., recognition of good and improved attendance and connection to caring adults in the school.</p> <p>Tier 2 interventions are designed to remove barriers to attendance for students at a greater risk of chronic absenteeism. These students and families receive personalized attention as part of the engagement strategy (10% absenteeism), e.g., an Individualized student success plan that includes attention to attendance, family visits, check-in/Check-out, and restorative alternatives to discipline and suspension.</p> <p>Tier 3 interventions provide intensive support to students who miss the most school, often involving not just schools but other agencies such as health and social services (20%), e.g., Student attendance review board,</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>individualized learning and success plan, and interagency case management.</p> <p>*An attendance awareness article will be shared with families monthly to raise awareness.</p> <p>Action 3.6 will be monitored by Metric 3.4 (chronic absenteeism)</p> <p>There are no costs for these actions as they are included in the scope of duties for staff.</p>		
<b>3.7</b>	<p>School Refusal/Avoidance Teams at each school site to address Chronic Absenteeism due to School Refusal</p> <p>CA Dashboard shows Foothill Elementary School as overall 13.7% chronically absent and specifically Asian students as 11.8% chronically absent, and Students with Disabilities 22% chronically absent</p>	<p>*Each school team will determine which steps need to be taken for individual students and assign a caring adult; monthly reporting at Principals' meeting</p> <p>Specifically, at Foothill, a team will focus on supporting school-wide attendance and providing additional support to Asian students and Students with Disabilities groups.</p> <p>Action 3.7 will be monitored by Metric 3.6 (chronic absenteeism) and local attendance data.</p> <p>There are no costs for these actions as they are included in the scope of duties for staff.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Relationship are key to school attendance and success as shown by research.	<p>*Attendance will be monitored closely and reviewed monthly at a district principal's meeting, where students with concerns about attendance will be identified, and a caring adult will be assigned.</p> <p>This collaborative district monitoring step oversees the progress at each school site.</p> <p>Action 3.8 will be monitored by Metric 3.6 (chronic absenteeism) and local attendance data.</p> <p>There are no costs for these actions as they are included in the scope of duties for staff.</p>	\$0.00	No

# 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
\$321,201	\$0

## 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
1.903%	0.000%	\$0.00	1.903%

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
1.6	<p><b>Action:</b></p> <p>Extended time for students performing below grade level and English learners</p> <p><b>Need:</b></p> <p>Students performing below proficiency in English language arts and math</p>	Intensive academic summer school in small groups will give students who are performing below proficiency levels a boost in the summer months	Metric 1.4 and Metric 1.11

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
	<b>Scope:</b> LEA-wide		

### **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
<b>1.4</b>	<b>Action:</b> ELA/ELD focused services for English learner students  <b>Need:</b> supplemental supports for English learning for students not proficient in English - based on analysis of ELPAC scores and grades we determined that we needed to provide supplemental services.  <b>Scope:</b> Limited to Unduplicated Student Group(s)	Specially trained teachers will work in small group or individually with students who are not yet proficient in English.	Metric 1.1 (fully credentialed teachers), Metric 1.7 (growth on ELPI), and Metric 1.8 (reclassification)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>2.4</b>	<p><b>Action:</b> Foster Youth Services</p> <p><b>Need:</b> Foster Youth students need consistency of program and supports without delay. Possible data includes academic (iReady, DRA), suspension data, and attendance.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	The social worker and principal will ensure no delay in support and consistency of school time. The social worker dedicates additional time and resources to Foster Youth.	A monthly meeting will be held between the Assistant Superintendent, Social Worker, and Principal to monitor academics (iReady, DRA) and social needs (attendance, counseling services) of any enrolled Foster Youth
<b>3.1</b>	<p><b>Action:</b> Translation Services</p> <p><b>Need:</b> families who need translation services to fully participate per Home Language Survey and DELAC meeting input.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	There are families throughout the district who require translation services per the home language survey and DELAC meeting input	Metric 3.5 and 3.6



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.

Not applicable to SUSD.

**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 district does not receive concentration grant funding as our unduplicated population is less than 55%.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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	\$16,881,420	321,201	1.903%	0.000%	1.903%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,395,820.00	\$711,429.00	\$735,203.00	\$344,287.00	\$6,186,739.00	\$5,357,230.00	\$829,509.00

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	Use assessments to measure and analyze student progress and drive instruction	All	No			All Schools	Ongoing, 3 years	\$197,138.00	\$89,863.00	\$287,001.00				\$287,001.00	
1	1.2	Provide opportunities to students for innovation in technology, music, garden, and arts.	All	No			All Schools	Ongoing, 3 years	\$1,401,435.00	\$214,200.00	\$846,574.00	\$203,396.00	\$565,665.00		\$1,615,635.00	
1	1.3	Science - full implementation of NGSS TK-8	All	No			All Schools	Ongoing, 3 years	\$127,901.00	\$16,366.00	\$3,000.00	\$13,366.00	\$127,901.00		\$144,267.00	
1	1.4	ELA/ELD focused services for English learner students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing, 3 years	\$774,050.00	\$0.00	\$712,339.00			\$61,711.00	\$774,050.00	
1	1.5	Mathematics - full implementation CCSS TK-8	All	No			All Schools	Ongoing, 3 years	\$200,731.00	\$54,758.00	\$200,731.00	\$54,758.00			\$255,489.00	
1	1.6	Extended time for students performing below grade level and English learners	English Learners	Yes	LEA-wide	English Learners	All Schools	June-July, yearly	\$190,116.00	\$19,100.00	\$209,216.00				\$209,216.00	
1	1.7	ELA/ELD Interventions	All	No			All Schools	Ongoing, 3 years	\$4,899.00	\$0.00	\$4,899.00				\$4,899.00	
1	1.8	ELA/ELD full implementation CCSS TK-8	All	No			All Schools	one year	\$156,487.00	\$54,285.00	\$177,572.00	\$33,200.00			\$210,772.00	
1	1.9	New Teacher Induction	All	No			All Schools	one year	\$0.00	\$10,400.00	\$10,400.00				\$10,400.00	
2	2.1	Promote positive behaviors	All	No			All Schools	Ongoing, 3 years	\$2,166,345.00	\$102,227.00	\$1,702,423.00	\$289,348.00		\$276,801.00	\$2,268,572.00	

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
2	2.2	Social-emotional learning for a positive foundation	All	No			All Schools	Ongoing, 3 years	\$1,661.00	\$105,475.00		\$101,361.00		\$5,775.00	\$107,136.00	
2	2.3	Ensure safety and good health practices	All	No			All Schools	Ongoing, 3 years	\$4,215.00	\$29,920.00	\$34,135.00				\$34,135.00	
2	2.4	Foster Youth Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing, 3 years	\$19,597.00	\$0.00	\$19,597.00				\$19,597.00	
2	2.5	Inclusive Practices	All	No			All Schools	one year	\$1,837.00	\$56,500.00	\$46,337.00	\$12,000.00			\$58,337.00	
2	2.6	Restorative Practices	All	No			All Schools	one year	\$0.00	\$4,000.00		\$4,000.00			\$4,000.00	
3	3.1	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing, 3 years	\$0.00	\$3,250.00	\$3,250.00				\$3,250.00	
3	3.2	Staff and Student Voices	All	No			All Schools	Ongoing, 3 years	\$108,818.00	\$0.00	\$67,181.00		\$41,637.00		\$108,818.00	
3	3.3	Parent Adult Education	All	No			All Schools	Ongoing, 3 years	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
3	3.4	Parent Committees	All	No			All Schools	Ongoing, 3 years	\$0.00	\$8,965.00	\$8,965.00				\$8,965.00	
3	3.5	Digital Communication	All	No			All Schools	Ongoing, 3 years	\$0.00	\$60,200.00	\$60,200.00				\$60,200.00	
3	3.6	A district Attendance Committee with representatives from each school will be formed to create district protocols and build strategies at each MTSS tier.  District CA Dashboard data shows LEA student groups (Socioeconomically Disadvantaged 28.1%	All	No			All Schools	One year and revisited	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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
		chronically absent and Students with Disabilities 16.5% chronically absent)														
3	3.7	School Refusal/Avoidance Teams at each school site to address Chronic Absenteeism due to School Refusal  CA Dashboard shows Foothill Elementary School as overall 13.7% chronically absent and specifically Asian students as 11.8% chronically absent, and Students with Disabilities 22% chronically absent	All Students with Disabilities	No			All Schools	one year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.8	Relationship are key to school attendance and success as shown by research.	All	No			All Schools	one year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

# 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
\$16,881,420	321,201	1.903%	0.000%	1.903%	\$944,402.00	0.000%	5.594 %	<b>Total:</b>	\$944,402.00
								<b>LEA-wide Total:</b>	\$209,216.00
								<b>Limited Total:</b>	\$735,186.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	ELA/ELD focused services for English learner students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$712,339.00	
1	1.6	Extended time for students performing below grade level and English learners	Yes	LEA-wide	English Learners	All Schools	\$209,216.00	
2	2.4	Foster Youth Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$19,597.00	
3	3.1	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,250.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,720,222.00	\$5,386,719.00

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	Use assessments to measure and analyze student progress and drive instruction	No	\$304,548.00	\$297,271.00
1	1.2	Provide opportunities to students for innovation in technology, music, and the arts	No	\$1,253,114.00	\$1,278,128
1	1.3	Science - full implementation of NGSS TK-8	No	\$112,683.00	\$126,004
1	1.4	ELA/ELD focused services for English learner students	Yes	\$507,210.00	\$544,377.00
1	1.5	Mathematics full implementation CCSS TK-8	No	\$269,433.00	\$240,891.00
1	1.6	Extended time for students performing below grade level	No	\$71,299.00	\$66,302.00
1	1.7	ELA/ELD Interventions	No	\$13,113.00	\$2,310.00
1	1.8	Professional Development for Teachers of Students with Disabilities and Screener	No	\$10,000.00	\$15,637.00
1	1.9	Multiple Tiers of Student Supports Committee	No	\$113,100.00	\$44,423.00
1	1.10	ELA/ELD full implementation CCSS TK-8.	No	\$337,694.00	\$269,967.00

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	1.11	New Teacher Induction	No	\$15,600.00	\$15,600.00
1	1.12	History Social Science full implementation CCSS TK-8	No	\$100,000.00	\$128,314.00
2	2.1	Promote positive behaviors	No	\$2,293,150.00	\$2,066,174.00
2	2.2	Social-emotional learning for a positive foundation	No	\$107,273.00	\$102,787
2	2.3	Ensure safety and good health practices	No	\$38,697.00	\$38,168.00
2	2.4	Foster Youth Services	No Yes	\$10,500.00	\$4,000.00
2	2.5	Parent Adult Education	No	\$700.00	\$4,064.00
3	3.1	Translation Services	Yes	\$4,250.00	\$2,858.00
3	3.2	Staff and Student Voices	No	\$84,999.00	\$69,020.00
3	3.3	Parent Committees	No	\$14,820.00	\$9,215.00
3	3.4	Digital Communication	No	\$58,039.00	\$61,209.00

## 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)
\$320,755.00	\$449,753.00	\$547,235.00	(\$97,482.00)	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	1.4	ELA/ELD focused services for English learner students	Yes	\$445,003.00	\$544,377.00		
2	2.4	Foster Youth Services	Yes	\$500.00	\$0.00		
3	3.1	Translation Services	Yes	\$4,250.00	\$2,858.00		



## 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)
17,135,747	\$320,755.00	0.00	1.872%	\$547,235.00	0.000%	3.194%	\$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](mailto: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 #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

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

## Target for Year 3 Outcome

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

## Current Difference from Baseline

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

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

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