



LCFF Budget Overview for Parents

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

CDS Code: 43696820000000

School Year: 2026-27

LEA contact information:

Dr. Ken Geisick

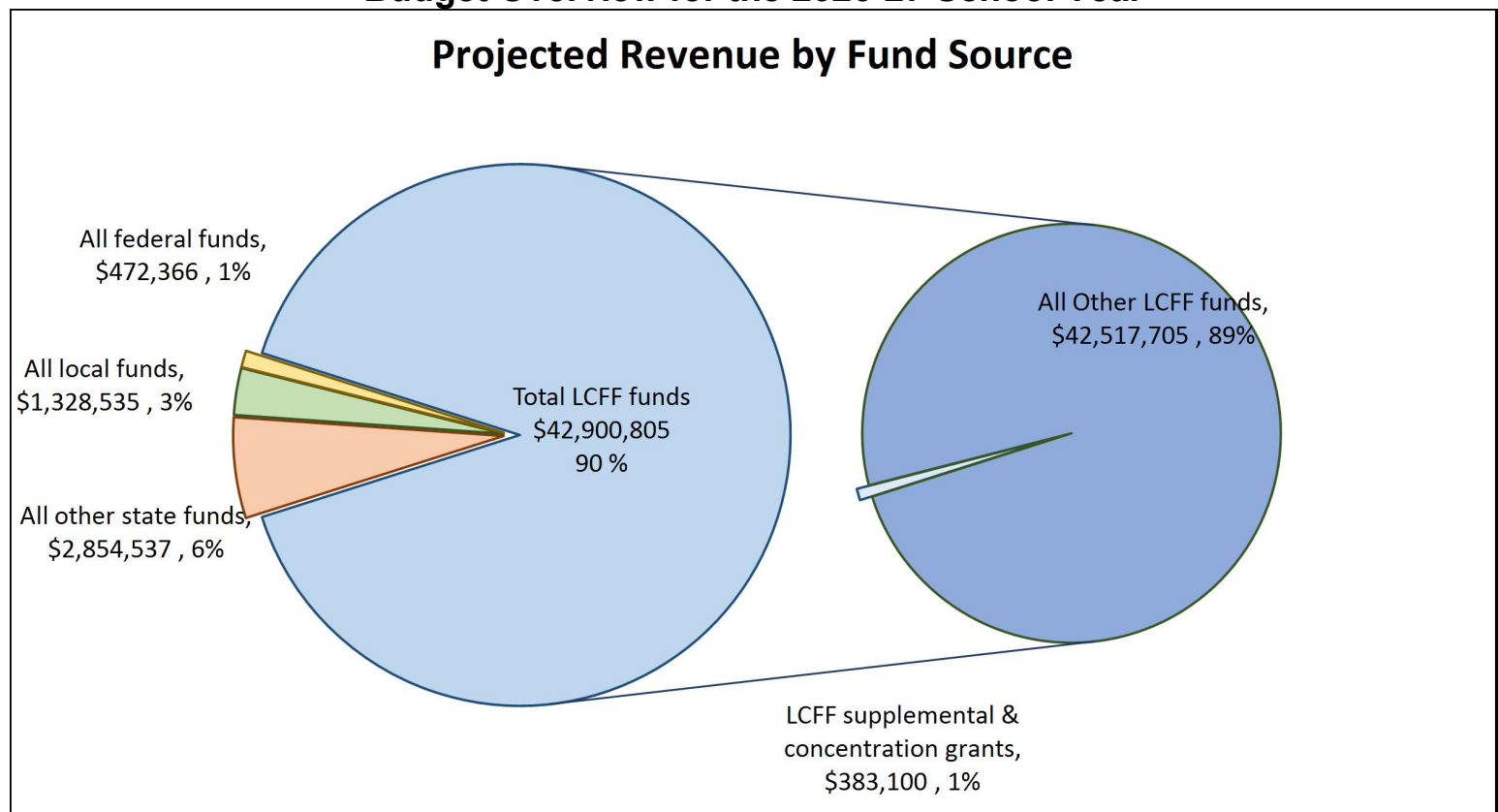
Superintendent

kgeisick@saratogausd.org

(408) 867-3424

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

Budget Overview for the 2026-27 School Year

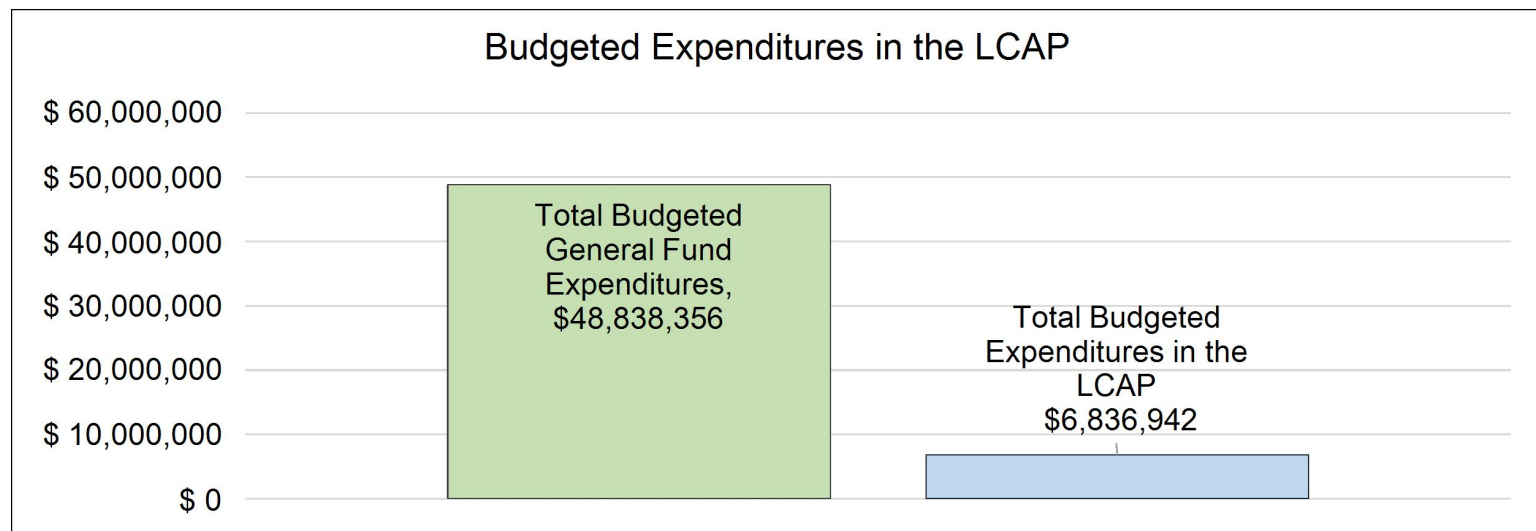


This chart shows the total general purpose revenue Saratoga Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Saratoga Union School District is \$47,556,243, of which \$42,900,805 is Local Control Funding Formula (LCFF), \$2,854,537 is other state funds, \$1,328,535 is local funds, and \$472,366 is federal funds. Of the \$42,900,805 in LCFF Funds, \$383,100 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Saratoga Union School District plans to spend \$48,838,356 for the 2026-27 school year. Of that amount, \$6,836,942 is tied to actions/services in the LCAP and \$42,001,414 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

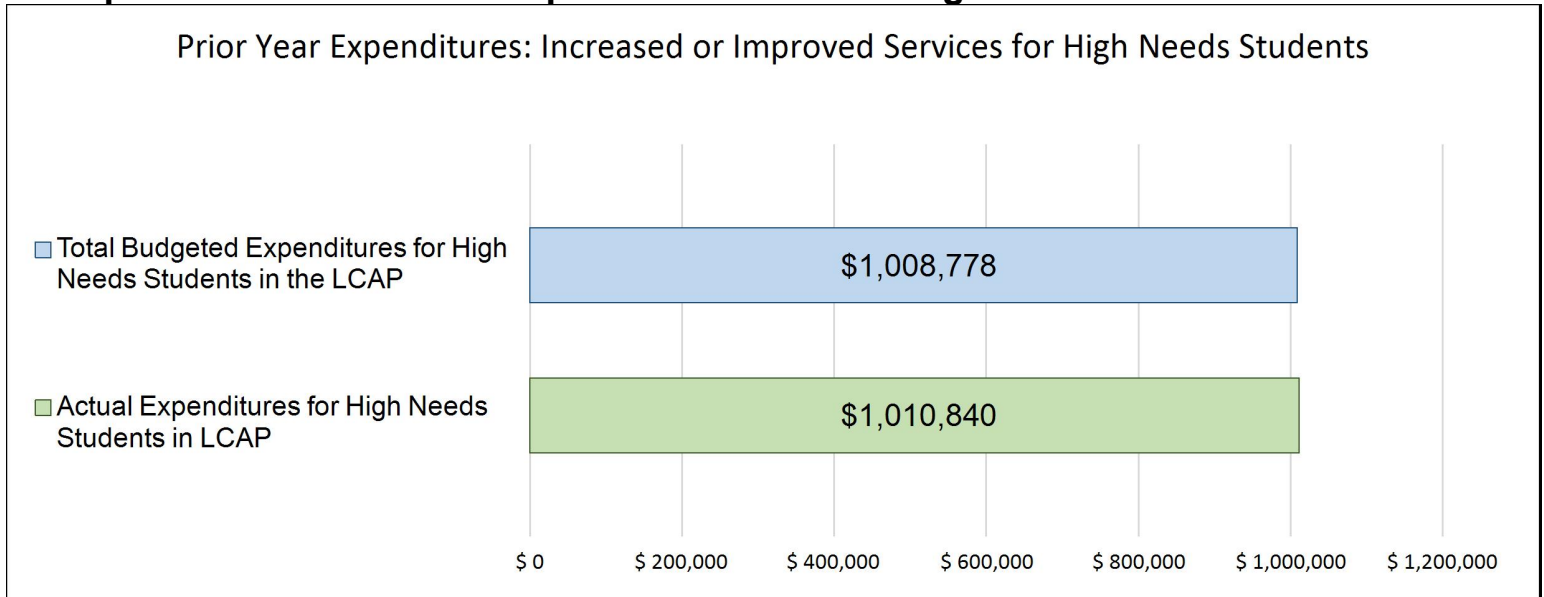
Salary and benefit costs that directly support students such as: Classroom teachers, classroom instructional aides, noon duty aides, psychologists, counselors, social workers and substitute costs including Special Education services of \$20.3 million, Special Education staffing and services of \$8.6 million, Routine Restricted Maintenance including staffing, repairs and general maintenance of district facilities of \$2.1 million, utilities for \$1.2 million, Insurance for \$302K, Custodial staff and supplies for all district facilities of \$2.7 million, Administration costs including school site administration and administrative support services, Educational and Student Support Services, District Office support services including staffing for Superintendent, District Office Administration, Business Services, Human Resources and Warehouse of \$4.97 million, professional development for teachers and classroom support staff of \$235K, technology devices for students and staff of \$393K, District support services including costs for legal, district-wide technology software, county financial software and support, audit services and other services of \$607K, a transfer to the Cafeteria fund of \$151K and \$475K to the Basic Aid Reserve Fund per board policy.

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

In 2026-27, Saratoga Union School District is projecting it will receive \$383,100 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 \$951,394 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Saratoga Union School District's LCAP budgeted \$1,008,778 for planned actions to increase or improve services for high needs students. Saratoga Union School District actually spent \$1,010,840 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Saratoga Union School District	Dr. Ken Geisick Superintendent	kgeisick@saratogausd.org (408) 867-3424

Plan Summary [2026-27]

General Information

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

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 104 FTE-certified personnel and 121 classified FTE personnel. All the schools have been recognized as California Distinguished Schools for exceptional student performance. Enrollment for 2026-27 is expected to be approximately 1,653. The three elementary schools, Argonaut, Saratoga, and Foothill, each have 250-350 students, while Redwood Middle School has approximately 650 students. The diverse population comprises 60% Asian, 19% White, 5% Hispanic, and 5% Two or More Races. There are (7.7%) English Learners, 9.6% Students with Disabilities, and 3.8% 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, leveraging relevant technology, and maintaining a strong 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.

SUSD does not have any Equity Multiplier schools.

Reflections: Annual Performance

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

SUSD remains an exceptionally high-performing district. The 2023 California Dashboard and local data, including iReady scores, were used to measure student achievement. iReady reading and math assessments were given three times a year. After each testing cycle, data talks were held at each school site according to grade level, and students were identified for intervention or enrichment. Site reading and math intervention teachers worked with the classroom teachers and administrators to determine which tier-one strategies the classroom teacher could apply and whether a student needed small group instruction with the intervention teacher. The third cycle of iReady testing was consistent with the CAASPP assessment in both ELA and math. The 2023 Smarter Balanced ELA and math test results were “blue,” very high performing, for all students, with no student groups in “red” or “orange.” The 2024 Smarter Balanced ELA was “green” and high-performing, and the Smarter Balanced math and suspension data were “blue,” which was very high-performing for all students, with no student groups in “red.” The 2025 Smarter Balanced ELA, math, suspension rate, and chronic absenteeism are all “blue,” very high-performing, with no student groups in “red” or “orange.”

In 2023, the English Learner Progress Indicator was also “blue,” very high-performing, with a 13.5% increase from 2022. In 2024, it dropped to “orange,” with a 15.3% decrease. SUSD continues to support English learners through actions in goal 1, including certificated pull-out teachers who provide designated English Language Development (ELD) instruction and ELD aides who push into classrooms to assist students with writing skills. In 2025, the English Learner Progress Indicator is “green,” high performing with a 3.3% increase.

In 2025, the expulsion rate is 0%. The suspension rate is “blue” and remains at 0.1%. In 2024, the expulsion rate remained at 0%, and the suspension rate remained at 0.1%. All students were in blue, an improvement from 2023, and no student groups were in “red” or very low-performing. SUSD continues to participate in professional development on Restorative Practices to learn more about alternative suspensions and other proactive disciplinary measures.

The 2023 California Dashboard data showed a high need related to student attendance. All students performed at a low level or “orange,” and the chronic absenteeism rate was 6%, a 1.3% increase from the previous year. In 2024, the district remained in “orange” with a chronic absenteeism rate of 8%, a 2% increase. In 2023, at the district level, two student groups—socioeconomically disadvantaged students and students with disabilities—were identified as “red.” In 2024, there was an improvement with no student groups in red. In 2025, the district's chronic absenteeism is in “blue” with a 3% decline, and no student groups are in “red” or “orange.”

The Learning Recovery Emergency Block Grant (LREGB) funds received in 2025-26 are fully spent as of June 30, 2026.

- During the 2025-2026 fiscal year, the district received additional LREGB of \$15,436. Based on a needs assessment using iReady data to identify students below proficiency in math, the monies were allocated to support action 1.5, which was measured by metric 1.13.

-In 2026-2027, the district anticipates additional LREGB funds of \$30,872. Based on the iReady needs assessment, the additional allocation will support action 1.5, which will be measured by metric 1.13.

In 2023, the elementary site, Foothill Elementary, was identified as having a high level of absenteeism. The site was 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, were described in Goal 2 and included professional development for all staff and administrators, intended to improve the school climate through restorative practices and a Multi-Tiered System of Supports (MTSS). SUSD is in its fifth year of the MTSS initiative. This goal also covers counselors, psychologists, social-emotional practices, provisions for our Foster Youth, and measures to improve school avoidance. In 2024, Foothill Elementary improved in chronic absenteeism and was “orange” overall. The student group “Asians” was no longer in “red” and had improved to “yellow.” Students with disabilities were still in “red,” as were English Learners. In 2025, Foothill Elementary is “green” for all students in chronic absenteeism, with a 7.9% decrease. FES has no student groups in “red” or “orange.”

The 2023 spring California Healthy Kids Survey was administered to the three elementary schools. Redwood Middle School and the three elementary schools will take the survey in mid-May 2025. The CHKS is administered every other year. The 2023 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 continues 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 remain a high priority, as middle school office referrals indicate. In 2025, the California Healthy Kids Survey showed that school connectedness was 76% at the elementary level and 73% at the middle school level. The KELVIN survey tool's favorable mindset was 88% for middle school and 80% for elementary school.

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:	Create coherence through system-wide 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 -Ensure consistent curriculum, grading, instructional practices, and expectations across each grade level throughout the district -Ensure content area scope and sequence, articulation between 5th-6th grades and 8th-9th grades -Principals will monitor consistent Tier 1 supports being implemented in the classroom to reach proficiency for all students Strengthen Phase 2 of the MTSS framework implementation -Elevate MTSS practices to all teachers through knowledge and coaching -Implement quarterly MTSS Grant deliverables -Integration of systems and data to monitor students longitudinally in academics, behavior, mental wellness, and social-emotional learning (iReady, Kelvin, CAASPP/SBAC, SEL/Behavior Screener) to inform MTSS and COST interventions -Ensure just-in-time training and professional development for staff Align programs with current laws and the Education Code.

Educational Partner(s)	Process for Engagement
	Continuously address, identify, and improve safety and liability through positive partnerships with the community and emergency services, including the Santa Clara County Office of the Sheriff, Fire Department, and School Resource Officer Continuous improvement to run efficient and eco-friendly schools within budgetary and staffing parameters Keep our learning community healthy Strengthen communication with the community and with the Board -Superintendent, as the leader, brings well-reasoned, clear overviews of pros and cons to the Board. The Board will endeavor to stay out of the weeds, focusing on setting strategic direction, allocating resources, and setting policy - governance instead of management. -Continuous communication and implementation of best practices to ensure that everyone has the information they need to help students succeed Identify innovative and equitable practices and share them across the district. Maintain our positive labor relations through negotiations with the Certificated and Classified bargaining units
Public Board Meetings	August 14, 2025 - Summer Conferences and Leadership Retreat (goal 1), Summer Facilities Projects, School Experience Survey results (goal 3) September 11 - Math and ELA Intervention report, Summer School Report (goal 1) October 16 - Student Assessment report, Professional Development update (goal 1), Safe Routes (goal 2) November 13 - Emergency Preparedness and Protocols (goal 2)

Educational Partner(s)	Process for Engagement
	December 11 - Redwood Middle School Electives, CA Dashboard report (goal 1) January 15, 2026 - School Accountability Report Cards, Professional Development updates and Curriculum updates (goal 1), Facilities Workshop preview (goal 2-3) February 12 - Summer Program Planning, Midyear Progress Update of the Annual Local Control Accountability Plan (goal 1), Comprehensive School Safety Plans (goal 2) March 12 - Midyear Leadership Retreat, AI Conference (goal 1), Key Access Project (goal 2) April 16 - Update on Restorative Practice, Social-emotional Learning, and Professional Development (goal 1), Cross Grade Level 5-6, 8-9 Articulation (goal 3) May 14 - Proposition 28 Presentations, Earth Day (goal 1) June 3 - Public hearing to review and discuss draft LCAP June 8 - Board votes to approve LCAP
Superintendent's Advisory Council (Superintendent, Assistant Superintendent, PTA Presidents, Music and Sports Booster Presidents, Saratoga Education Foundation President, District Communications Coordinator)	September 2, 2025: Summer Programs review (Jumpstart, Academic Summer School, TreeHouse, ESY), Summer Conferences update, New Dyslexia Screener (goal 1), Summer Facilities update, New Social Worker, Chronic Absenteeism update (goal 2), Fundraising and Volunteer goals to consider fewer students and families, Share-out by four PTAs and SEF (goal 3) November 4, 2025: Presentation and Q&A by the two Social Workers, Share-out by four PTAs and SEF (goal 2&3) February 3, 2026: Summer School Planning, ESY, Treehouse, and Jumpstart Updates (goal 1), Facilities Planning Updates (goal 2), Share out from all four PTAs, SEF, and Sports Boosters, Discussion around sharing a CPA (goal 3)

Educational Partner(s)	Process for Engagement
	May 12, 2026: Discussion on Governing Board observations at Booster meetings, Introduction of new Communications person (goal 3).
District English Language Advisory Committee, DELAC	October 14, 2025: An explanation of DELAC, ELPAC, RFEP, and EL Programs and Services (goal 1), Local Control and Accountability Plan and Feedback (goal 3) January 20, 2026: English Learner updates (Summative ELPAC, RFEP Monitoring, Current EL numbers), Summer School and Summer Programs available (goal 1) March 17, 2026: Transition from 8th to 9th, representatives from Saratoga High School shared offerings at the high school, middle school teachers shared offerings at RMS, Summer School was discussed (goal 1)
Saratoga Educational Foundation, SEF (Parents and Community Members)	September 25, 2025: Information shared about Struggling Readers Screener, science aides jobs (setting up and helping to facilitate labs (goal 1), Upcoming SEF events (5k Fun Run) (goal 3). November 20, 2025: Update on professional development, math pilot timeline and working with the SCCOE (goal 1). March 26, 2026: Professional Development plans including AI, Universal Design Learning, and ADHD strategies. (goal 1)
Special Education Advisory Committee (Director of Special Education, Occupational Therapists, Assistant to Director of Special Education, Psychologists, Parents, Instructional Aide, Principals)	November 20, 2025: Modeling of restorative circle (goal 1), Website review of Special Education updates, SELPA CAC Updates, and Parent Information Nights (goal 3) February 5, 2026: Updates on Changing Perspectives work (goal 1), Use of Alternative and Augmented Communication (AAC) use, Review Special Education website to bookmark for families and teachers, Upcoming Parent Information Nights, SELPA CAC Update (goal 3) May 14, 2026: High Quality IEP Website: Procedural Safeguard Parent Companion Guide (goal 1), Spotlight on Therapy Dog Visits

Educational Partner(s)	Process for Engagement
	FES Special Education SDCs (goal 2), Review Seeds of Partnership Parent Survey, Upcoming Parent Information Nights (goal 3)
SELPA	May 22, 2026: 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 CIM. (Goal 1). Discussed progress on actions for SWD for chronic absenteeism. (Goal 3)
Elementary District Leadership Team (Assistant Superintendent, Principals, Teachers, Tech Director, Superintendent)	September 23, 2025: District Collaboration planning (goal 1), KELVIN survey review (goal 2), BTSN planning (goal 3). October 21, 2025: MTSS High-Level Practices Walkthrough Baseline Tool & Uses (goal 1) January 6, 2027: Math Adoption process discussion, Calendar timing for assessments next year (goal 1), AI Board Policy, Common Sense Media and New AI TOSA, Anti-bullying curriculum review and possible pilot (goal 2) February 24, 2027: English Learner Updates, RFEP Ceremony plans, Walkthrough Data Results and Goal Setting discussion, Santa Clara County Math Week, Math Adoption (goal 1), AI Conference and App overview (goal 2) March 24, 2026: Writing Calibration plans, Santa Clara County Math Week, Instructional Materials, grades 3-5 Units of Study feedback, PD Calendar discussion, District Collaboration topics (goal 1) April 21, 2026: Professional Development Calendar planning, Math Pilot Updates, SEL Pilot planning, AI Consultant and TOSA, (goal 1) May 19, 2026: Summer School updates, PD Calendar finalization (goal 1).
Redwood Middle School Leadership Team (Principal, Assistant Principal, Teachers)	September 17, 2025: Discussed safety concerns, drills, cell phones, SRO visit (goal 2) October 24 & 29, 2025: Job-alike team discussions, professional development day planning (goal 1)

Educational Partner(s)	Process for Engagement
	November 5, 2025: Restorative Practices Professional Development (goal 2) December 4, 2025: Department communication and consistency plans (goal 3) January 7, 2026: Restorative practices PD continued (goal 2) March/April, 2026: Equity Training (Sam Drazin), Student Empathy Interviews, MTSS re-visit (Tier one supports) (goal 1) May, 2026: Re-visiting collaborative model (job alike), Teacher Tracker (COST/504 students) (goal 2)
Parent Workshops	October 7, 2025: Family Math Night (goals 1, 3) October 29, 2025: A Parent's Guide, How to Understand Your Child's IEP (goals 1, 3) November 12, 2025: Comprehensive Sexual Education 8th-Grade Parent Night (goals 2, 3) January 14, 2026: Project Cornerstone, Kidsincommon) (goal 3) January 20, 2026: Comprehensive Sexual Education 5th-Grade Parent Night (goals 2, 3) February 20, 2026: TK-8 Human Sexuality and How to Talk with Your Kids, Ivy Chen (goals 2, 3) February 26, 2026: Math Pathways Informational Night (goal 1) March 12, 2026: Reclassification Ceremony (goals 1, 3) April 15, 2026: RMS Club & Sports 5th-grade and new-to-district Night (goal 3)

Educational Partner(s)	Process for Engagement
Principal Meetings / Principal Plus Meetings	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.
District Grade Level Collaboration (grade levels meet from across the district together with principals and assistant superintendent visiting groups)	September 24, 2025: Reading instruction, Tier 1 strategies (goal 1), Sam Drazin, and Changing Perspectives in the classroom (goal 2). October 22, 2025: Report Card consistency practices, Rubrics, Packing check-in, ELA 5th-6th collaboration, Homework consistency, and gradual progression expectations (goal 1) January 28, 2026: Professional Development feedback, Grade-level cut points for data talks, DIBELS pilot for 3-5, SEL Committee (goals 1, 2). April 29, 2026: 5th-6th Collaboration for math, Writing Calibration plans (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)	The superintendent and assistant superintendent met two times per month with the Union president (RMS) and an elementary representative. The Superintendent met several times throughout the year with the classified Union president. The Certificated and Classified Union Leadership received an early copy of the draft LCAP to provide feedback.
Surveys	An LCAP survey was sent to parents and staff in February 2026 to gather input on state priorities and ideas for how SUSD can address them. There were 130 responses. Of these responses, 77.7% were parents/guardians, and 20.8% were staff members. The KELVIN Social-emotional survey was administered to students three times throughout the school year. The California Healthy Kids Survey was given to RMS and elementary students in May 2025. It is administered once every two years.

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 sure the district is hiring the most qualified teachers and keeping areas clean.
- *Priority 2: Academic supports for students (e.g., summer school, before/after academic support programs) ranked highest. - Suggestions for after-school support classes in math and writing
- *Priority 3: School-Family communication (e.g, school eNews, Parent Square, website, parent-teacher email, automated phone calls) ranked highest. There were comments about liking the parent education evenings and wanting 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: Increase extra-curricular activities (e.g., clubs, sports, visual and performing arts, etc.) ranked highest - requests for continued SEL instruction and finding ways to assist students late to school or missing school
- *Priority 6: Social and Emotional Learning (recognizing and managing emotions, caring about others, making good decisions, and developing positive relationships) ranked highest - concerns about school safety and strategies to combat bullying

Staff feedback included:

- * Need for remedies to behavior concerns (SEL, social worker, restorative practices)
- * professional development for AI, workshop method, and UDL
- *wanting to have alignment with other teachers at the 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 and strengthen academic enrichment, such as Makerspace and elementary hands-on science
- *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.
- *Professional development for Universal Design Learning (UDL) and Artificial Intelligence (AI) (Goal 1). 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 a consistent curriculum vetted by teachers.
- *Enrichment opportunities, music TK-8, Makerspace, elementary science aides, garden opportunities, STEM, art classes. Most of these actions are continuing.

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.

Saratoga Union School District is high-performing in both academics and extracurricular activities. The community values best practices in instructional strategies and highly engaging lessons focusing on STEM, music, and the arts. The Smarter Balanced proficiency levels are 89% for mathematics, 86% for ELA, and 80% for science. However, there are success gaps for student groups in ELA, including students with disabilities, 54%. In mathematics, these student groups include students with disabilities (57%), English learners (50%), and Hispanic students (73%).

The district will enter the fifth year of Multi-tiered Systems of Supports and has received a grant from Orange County. During the first year, administrators and staff learned the MTSS process and conducted an inventory analysis of academic, social-emotional, and behavioral strategies and programs in place for tiers 1-3. Year two was focused on refining tier-one practices. Year 4 focused on refining a Coordination of Services Team (COST) system, interventions, and systems for English learners, socio-economically disadvantaged, and foster youth. This year, we are focusing on refining the data we pull and analyze. Therefore, having assessment systems in place to identify struggling students, along with data talks in which intervention teachers and specialists can determine which course of action will help a student make greater progress, is essential.

The actions in goal one focus on maintaining the current Common Core State Standards (CCSS), an aligned academic curriculum, 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 district social workers to help connect families with resources and to focus on our foster youth and socioeconomically disadvantaged students has been advantageous. SUSD added actions for students with disabilities in the first year of the LCAP and saw 30% gains in CAASPP ELA and 26% in CAASPP mathematics. These actions will remain in place, along with professional development for all teachers and staff with Sam Drezin

on inclusion and best practices. This past year, SUSD saw a 25% increase in ELA proficiency among Hispanic students, so the actions for EL students will remain.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Teachers in the LEA are appropriately assigned and fully credentialed. Source: School Accountability Report Card, SARC	2023-24: 96.2% of SUSD teachers are fully credentialed.	2024-25: 100% of SUSD teachers are appropriately assigned and fully credentialed.	2025-26: 100% of SUSD teachers are appropriately assigned and fully credentialed.	2026-27: 100% of SUSD teachers are fully credentialed.	+3.8%
1.2	Priority 1: Basic Every student in the school district has sufficient access to the standards-aligned instructional materials Source: School Accountability Report Card, SARC, local library and technology check-out system	2023-24: 100% of SUSD students have access to standards-aligned instructional materials in all subjects.	2024-25: 100% of SUSD students have access to standards-aligned materials in all subject areas.	2025-26: 100% of SUSD students have access to standards-aligned materials in all subject areas.	2026-27: 100% of SUSD students have access to standards-aligned instructional materials in all subjects.	no change
1.3	Priority 2: Implementation of State Standards Implementation of state board adopted academic content and performance standards for all students	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	2024-25: 23 of 23 - 100% of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool	2025-26: 23 of 23 - 100% of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool	2026-27: 20 of 23 - 86% of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4	+22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard	(Full Implementation and Sustainability)	were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	(Full Implementation) or 5 (Full Implementation and Sustainability)	
1.4	Priority 2: Implementation of State Standards 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 Source: Local English learner data base and local summer school roster	2023-24: 28 - (31%) English learner students enrolled in an intense ELD summer support program	Summer 2024: 22 - (38%) English learner students enrolled in an intense ELD summer support program	Summer 2025: 20 - (22.9%) English learner students enrolled in an intense ELD summer support program	2026: 33% English learner students enrolled in an intense ELD summer support program	-8.1%
1.5	Priority 2: Implementation of State Standards 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	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	2024-25: 70% of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessment for English Language Arts/Literacy	2025-26: 90% of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessment for English Language Arts/Literacy	2026-27: 66% of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessment for English Language Arts/Literacy	+28.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	knowledge and English language proficiency Source: Educlimber, local data base, and SBAC					
1.6	Priority 4: Student Achievement Student performance on statewide standardized assessments Source: SmarterBalance Assessment	2022-23: All Students meeting or exceeding standard 85% ELA 88% Math 79% Science	2023-24 results: All Students meeting or exceeding standard 86% ELA 89% Math 80% Science	2024-25 results: All Students meeting or exceeding standard 86% ELA 90% Math 80% Science	2025-26: All Students meeting or exceeding standard 88% ELA 90% Math 82% Science	+1% ELA +2% Math +1% Science
1.7	Priority 4: Student Achievement Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California Source: CA Dashboard	2022-23: 76.3% of current EL students who progressed at least one ELPI level, or maintained ELPI level 4	2023-24 results: 61% of current EL students progressed at least one ELPI level, or maintained ELPI level 4	2024-25 results: 64.3% of current EL students progressed at least one ELPI level, or maintained ELPI level 4	2025-26: 78% of current EL students who progressed at least one ELPI level, or maintained ELPI level 4	-12%
1.8	Priority 4: Student Achievement English learner reclassification rate Source: Local data base	2022-2023: 49% of English Learner students reclassified to Fluent English Proficient during the school year	2023-24: 27% of English Learner students reclassified to Fluent English Proficient during the school year as of May 1, 2025.	2024-25: 34% of English Learner students reclassified to Fluent English Proficient during the school year as of May 1, 2026.	2025-26: 35% of English Learner students reclassified to Fluent English Proficient during the school year	-15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Priority 7: Course Access Extent to which pupils have access to and are enrolled in: a broad course of study Source: Local School Schedules	2023-24: All RMS Students Visual Arts/Media Production 38% Performing Arts/Music 57% STEM/Digital Design 33% Foreign Language: 28.85% 2023-24: All TK-5 Students Music 100% Makerspace 100%	2024-25: All RMS Student Visual Arts/Media Production 35% Performing Arts/Music 65% STEM/Digital Design/Makerspace 30% Foreign Language 34% 2024-25: All TK-5 Students Music 100% Makerspace 100%	2025-26: All RMS Students Visual Arts/Media Production 41% Performing Arts/Music 60% STEM/Digital Design/Makerspace 32% Foreign Language 40% 2025-26: All TK-5 Students Music 100% Makerspace 100%	2026-27: All RMS Students Visual Arts/Media Production: 45% Performing Arts/Music 60% STEM/Digital Design: 40% Foreign Language: 30% 2026-27: All TK-5 Students Music 100% Makerspace 100%	RMS Students: Visual Arts/Media Production +3% Performing Arts/Music +3% STEM/Digital Design/Makerspace -1% Foreign Language +11.15% TK-5 Students: Music 0% Makerspace 0%
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	2024-25: 27% of English learners, Foster Youth, and Socioeconomically disadvantaged students in advanced math classes in grades 6-8	2025-26: 44% 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	+20%
1.11	Priority 7: Course Access Extent to which pupils have access to and are enrolled in, programs and services developed	2023-24: 72% of students with disabilities who are in general education classes 80% or more of the time	2024-25: 72% of students with disabilities who are in general education classes 80% or more of the time	2025-26: 75.9% 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	+3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and provided to students with disabilities Source: Local Special Education Rosters					
1.12	Priority 7: Course Access Extent to which pupils have access to and are enrolled in, programs and services developed and provided to students with disabilities Source: Middle School Schedule	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	2024-25: 100% of middle school English learners, Students with Disabilities, and students in reading/math intervention who are able to access an elective without a requirement to enroll in zero period	2025-26: 99.69% of middle school English learners, Students with Disabilities, and students in reading/math intervention who are able to access an elective. Zero period is not currently offered.	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	-0.31%
1.13	Priority 8: Student Outcomes Student outcomes, if available, for the course described under EC 51210 and 51220 as applicable Source: iReady and MARS	2023-24: iReady meeting or exceeding standard Winter Math 89% Winter Reading 86% 2023-24: MARS meeting or exceeding standard Algebra 95.7% proficient Geometry 100% proficient	2024-2024: iReady meeting or exceeding standard Winter Math 87% Winter Reading 87% 2024-25: MARS meeting or exceeding standard Math Department and District decided to discontinue the MARS assessment	2025-26: iReady meeting or exceeding standard Winter Math: 89% Winter Reading: 86% 2025-26: MARS meeting or exceeding standard Math Department and District decided to discontinue the MARS assessment	2026-27: iReady meeting or exceeding standard Winter Math 90% Winter Reading 88% 2026: MARS meeting or exceeding standard Algebra 95% proficient Geometry 95% proficient	iReady meeting or exceeding standard: Winter Math 0% Winter Reading 0% MARS meeting or exceeding standard: Math Department and District decided to discontinue the MARS assessment

Goal Analysis [2025-26]

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

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

SUSD successfully implemented the planned actions.

Action 1.1 Assessments—The assessment coordinator oversaw the implementation of i-Ready, SBAC, CAST, ELPAC, DIBELS, and ESGI, and assisted administrators and teachers in successfully viewing and analyzing the data in Educlimber for use in COST and data talks to provide acceleration and intervention for students.

Action 1.2 Innovation—Students experienced Makerspace, Music, STEM, Visual Arts, and garden experiences to offer a well-rounded education.

Action 1.3 Science—Three elementary science aides assisted to ensure students had robust hands-on experiences. The Twig and FOSS curriculum was successfully used in science.

Action 1.4 ELD—An ELD/Reading intervention teacher and an aide at each site ensured the English learning students' needs were met.

Action 1.5 Mathematics—Eureka Math was fully implemented at the elementary level. Math was enhanced through the use of i-Ready (Mypathways), after-school tutoring, and a membership in the Silicon Valley Mathematics Initiative (SVMI). An elementary math TOSA provided intervention to struggling math students.

Action 1.6 Extended Time—Students in need received after-school tutoring, Academic Summer School, and an intensive ELD summer program.

Action 1.7 Interventions—Three designated ELD and reading intervention teachers successfully supported students at the elementary level. At RMS, a Read 180 program was provided to identified students.

Action 1.8 ELA/ELD- Professional Development through Momentum was successfully implemented. The district library teams collaborated several times throughout the school year and successfully used the systems provided.

1.9 New Teacher Induction - Two teachers participated in the New Teacher Project as planned.

Modified Implementation:

Action 1.1 Assessments - The DRA assessment was implemented this year due to difficulties with the company the previous year. The DIBELS struggling readers assessment was implemented in kindergarten, 1st, and 2nd grades.

Action 1.5 Mathematics - Math 180 was eliminated at RMS by the teacher's decision.

Action 1.6 Extended Time - In previous years, all EL students were invited to participate in academic summer school. During the summer 2025 program, only EL students who were performing below grade level were invited to participate.

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.

Total planned expenditures for Goal #1 were \$3,945,172, and actual estimated expenditures were \$3,834,763 for an overall goal difference of (\$110,409).

Action 1.1 Differences mainly due to the elimination of the DRA assessment, so assessment proctors were not needed.

Action 1.2 Mainly due to lower costs for employee benefits for Makerspace Aides and Visual Art Aide, lower costs for the actual PE teacher hired, and turnover of Garden Aides, resulting in lower overall expenditures. Lower costs for music and makerspace materials and supplies than originally budgeted.

Action 1.5 Eureka Math & IXL Learning - Eureka Math supplies and IXL Learning licenses based on needs, which were slightly lower than anticipated. Math 180 licenses were eliminated in favor of other math materials. Due to midyear LREGB funding of \$15,436, we shifted the allocation for this action.

Action 1.6 Less after-school tutoring due to fewer needs assessed by the COST team. Lower summer school costs, as fewer students qualified for summer school, which was lower than originally projected.

Action 1.8 Grades 3-5 Writer's Workshop Kits and Supplemental Materials - Originally thought to buy Grades 3-5 Writer's Workshop replacement kits only, and ended up purchasing all new kits, increasing costs. One Library Aide replaced with lower-cost employee benefits. Added an AI component to Follett Destiny. Less professional development for Momentum trainings needed this year compared to the prior year.

Action 1.9 New Teacher Training - Originally planned for four teachers, but only needed 1 1/2 teachers for training.

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

SUSD continues to make significant progress in all academic areas, in part due to a robust Coordination of Services Team (COST) system that uses assessment data (i-Ready, SBAC, ESGI, DIBELS) gathered and organized by the DATA TOSA via the Educlimber system (Action 1.1). The COST teams meet at each school two times per month. All students needing intervention receive services from certified intervention teachers and aides using research-based curriculum (Action 1.7, 1.8). Students needing intervention may attend summer school or ESY (Action 1.8), where SUSD has tracked significant summer growth due to high-quality teachers and low class sizes. Grades K-8 showed growth ranging from 40% to 100% on summer school pre- and post-assessments. Students are given a wide variety of enrichment classes at the elementary level, including Makerspace, music, art, and rhythm-based P.E., which ranked high on the parent desire LCAP survey (Action 1.2). At RMS, students enjoy STEM, music, art, foreign language, clubs, and after-school sports (Action 1.2). CAST science scores continue to remain at very high levels and are supported by science aides, Twig, and the FOSS curriculum (Action 1.3). English-learning students are successfully supported by designated ELD teachers and an EL summer program (Action 1.4). 64.3% of current EL students progressed at least one ELPI level or maintained ELPI level 4, and 34% were reclassified as Fluent English Proficient.

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.

Action 1.1 The DRA assessment tool was discontinued after discussions about the accuracy and consistency, and the assessment team was therefore no longer needed. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment was administered to grades K, 1, and 2 by the reading intervention team, along with classroom teachers.

Action 1.5 Math 180 did not yield the expected results, so a team-teaching model using the school's adopted curriculum was implemented instead for struggling students. In anticipation of additional LREGB funds of \$30,872 in 2026-2027, we will split the funds to fund the math intervention TOSA, which will be measured by metric 1.13.

Action 1.8 The Writer's Workshop pilot is complete, and materials will be purchased for grades 3-5. In addition, decodable libraries will be purchased for grades K, 1, and 2. Momentum in Teaching will work with the administration team only this year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Use assessments to measure and analyze student progress and drive instruction	*1.0 FTE district assessment coordinator will continue to assist with implementing iReady benchmark assessments three times yearly to measure student growth. The coordinator will also assist teachers and principals in COST and data talks. *A data management system, Educlimber, will store data and records to measure growth over the years (SBAC, iReady, 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. *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. *The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), ESGI, will be administered at the TK-2 grade levels. The Intervention teachers and aides will assist teachers in administering classroom assessments three times per school year. *The Formative software will be used to administer the math placement tests at Redwood Middle School. 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).	\$286,735.00	No
1.2	Provide opportunities to students for innovation in	*Three Makerspace aides at the elementary level, professional development, and materials will be available to create a space for guided student creativity and exploration.	\$2,053,681.00	No

Action #	Title	Description	Total Funds	Contributing
	technology, music, garden, and arts.	*Music teachers in TK-8 and materials will be available to all students as research shows music can improve social skills, expression, and confidence. *A STEM teacher at Redwood Middle School will create a space for guided student creativity and exploration. *Two elementary P.E. teachers will offer a unique music-based physical fitness program to TK-5 students. *Technology tools will increase students' active participation and technological abilities. (Typing Club 3-5, Seesaw TK-2, RazKids K-5, Newsela, Handwriting without Tears, Keyboarding without Tears). *Visual Arts elementary aide will assist classroom teachers with preparation and materials. *Visual Arts teacher and aide at Redwood Middle School will be available to all students to encourage exploration and creativity. *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. 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)		
1.3	Science - full implementation of NGSS TK-8	*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) *Next Generation Science Standards (Twig and FOSS) consumable materials will ensure all students receive high-quality and engaging instruction.	\$179,576.00	No

Action #	Title	Description	Total Funds	Contributing
		*Gizmos online NGSS at RMS. Action 1.3 will be monitored with Metric 1.2 (fully credentialed teachers) and Metric 1.3 (implementation of CCSS),		
1.4	ELA/ELD focused services for English learner students	*Three Additional ELD/Reading Intervention teachers (one at each elementary site) for focused instruction. (supplemental, LCFF, and federal funds) *English language development, ELD, aides at each elementary site to push into classrooms to assist English learner students with writing skills. (LCFF funds and federal funds) *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. (supplemental funds) Action 1.4 will be monitored with Metric 1.1 (fully credentialed teachers), Metric 1.7 (growth on ELPI), and Metric 1.8 (reclassification).	\$763,526.00	Yes
1.5	Mathematics - full implementation CCSS TK-8	*Eureka Math consumables are for full implementation in grades TK-5. *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. *One elementary math intervention teacher will serve students performing below proficiency level in grades 2-5. This is a split-funded LREBG action utilizing anticipated LREGB funds of \$30,872 and the remainder from LCFF funds. *Team teaching in a general education mathematics class with one Resource teacher and one general education mathematics teacher to	\$261,055.00	No

Action #	Title	Description	Total Funds	Contributing
		enable students who would benefit from smaller class sizes and additional instruction to access the general education on-grade-level course. *After-school math tutoring for students identified through the Coordination of Services Team, COST. (cost in 1.6) Membership in the Silicon Valley Mathematics Initiative (SVMI) will provide access to a variety of resources and services designed to enhance math education, including professional learning and instructional resources for educators. 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)		
1.6	Extended time for students performing below grade level and English learners	*After-school tutoring will be offered to students who need additional support in either math or reading *Academic Summer School will be offered to all students barely at or below grade level in reading, writing, and math. (teachers, aides, supplies) *An Intensive Academic Summer School with specific courses for English language development (ELD) will be offered to English-learning students who are below grade level. *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. Action 1.6 will be monitored with Metric 1.4 (English learners in summer school) and Metric 1.11 (SWD mainstreaming opportunities)	\$199,876.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	ELA/ELD Interventions	*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) *Read 180 at RMS (licenses, materials, professional development) Action 1.7 will be monitored with Metric 1.13 (iReady)	\$4,000.00	No
1.8	ELA/ELD full implementation CCSS TK-8	*3-5 Readers Workshop Kits (updated) and supplemental libraries will be purchased to ensure SUSD students receive a high-quality, engaging education. *Decodable libraries will be purchased in grades K, 1, and for the intervention teacher. *Momentum in Teaching will work with the administrators' team. *The district library team, supplies, Follett system, online library program, and library books for each school site will ensure all students can access optimal reading materials. Additionally, Makin Publishing will assist library clerks in making informed decisions about purchasing additional non-fiction books. Action 1.8 will be monitored with Metric 1.1 (fully credentialed teachers), Metric 1.2 (sufficient materials), and Metric 1.3 (implementation of CCSS)	\$287,648.00	No
1.9	New Teacher Induction	*New teacher induction training will be continued for new teachers, discussing progress and induction support. Action 1.9 will be monitored with Metric 1.1 (fully credentialed teachers)	\$11,400.00	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 composed of teachers, parents, administrators, and classified staff to assess students' social-emotional needs. The committee's outcome was to determine the survey assessment tools (CHKS and KELVIN) and possible curricula (Toolbox, RULER, Acknowledge Alliance). As time has passed, the district continues to reevaluate students' social-emotional and behavioral needs. When students returned to school after the COVID-19 shutdown, parents and students voiced more emotional concerns. 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 decided to employ one social worker in 2023, in addition to CASSY counseling services, behavioral aides, middle school counselors, and psychologists. Last year, the district added one more social worker to replace CASSY's counseling services. 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. SUSD has contracted Sam Drazin of Changing Perspectives to assist the district in reviewing inclusive practices and professional development. As our understanding and implementation of MTSS progresses, teachers and administrators want more training in Universal Design Learning (UDL), Executive Functioning, and strategies and understanding of Attention-deficit/hyperactivity disorder (ADHD), so a consultant will work with staff on 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)	2024-25: 100% of sites passing the Williams Compliance review (i.e. the facilities are in good repair -	2025-26: 100% of sites passing the Williams Compliance review (i.e. the facilities are in good repair -	2026-27: 100% of sites passing the Williams Compliance review (i.e. the facilities are in good repair -	0%

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)	as measured by the FIT tool)	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%	2024-25: District average daily attendance rate as of May 10, 2025 is 96.34%	2025-26: District average daily attendance rate as of May 10, 2026 is 96.6%	2026-27: District average daily attendance rate as of May 31st: 97%	+0.4%
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	2024-25: 0% of middle school school students dropped out of school as of May 1, 2025.	2025-26: 0% of middle school school students dropped out of school as of May 1, 2025.	2026-27: 0% of middle school school students	0%
2.4	Priority 6: School Climate Student Suspension Rate Source: CA Dashboard	2022-23: 1% of students suspended one or more times	2023-24: 0.7% of students suspended one or more times	2024-25: 0.1% of students suspended one or more times	2025-26: 0.5% of students suspended one or more times	-0.9%
2.5	Priority 6: School Climate Student Expulsion Rate Source: Local data	2023-24: 0% of students were expelled	2024-25: 0% of students were expelled as of May 1, 2025.	2025-26: 0% of students were expelled as of May 1, 2025.	2026-27: 0% of students expelled	0%
2.6	Priority 6: School Climate Other local measures, including surveys of pupils, parents, and teachers on the sense of	2023-24: KELVIN Survey positivity rating for school connectedness and sense of safety: Winter Elementary 77%	2024-25: KELVIN Survey positivity rating for school connectedness and sense of safety:	2025-26: KELVIN Survey positivity rating for school connectedness and sense of safety:	2026-27: KELVIN Survey positivity rating for school connectedness and sense of safety:	KELVIN Survey connectedness / sense of safety: Winter Elementary +7.5% Winter Middle School +12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	safety and school connectedness Source: KELVIN and CHKS survey tools	Winter Middle School 76% CHKS positivity rating for School Connectedness: 2023 spring Elementary 82% 2022 winter RMS 71% COVID Year Perceived school safety: 2023 spring Elementary 90% 2022 winter RMS 81% COVID Year	Winter Elementary 82% Winter Middle School 82% CHKS positivity rating for school connectedness: 2025 spring Elementary 77% 2025 spring RMS 73% sense of safety: 2025 spring Elementary 88% 2025 spring RMS 83%	Winter Elementary 84.5% Winter Middle School 88% CHKS positivity rating for school connectedness: 2025 spring Elementary 77% 2025 spring RMS 73% sense of safety: 2025 spring Elementary 88% 2025 spring RMS 83%	Winter Elementary 79% Winter Middle School 78% CHKS positivity rating for school connectedness and sense of safety: 2026-27 spring Elementary 85% 2026-27 spring RMS 83%	CHKS Survey connectedness: Spring Elementary -5 Spring Middle School +2 Sense of Safety: Spring Elementary -2 Spring Middle School +2
2.7	Priority 6: School Climate Acknowledge Alliance lesson completion (grades 6-8) and Digital citizenship lessons (TK-5) Source: Acknowledge Alliance roster data and Elementary Digital Citizenship Roster	2023-24: All 6-8 grade Acknowledge Alliance lessons were completed. All TK-5 digital citizenship lessons were completed.	2024-25: All 6-8 grade Acknowledge Alliance lessons are in progress and predicted to be completed on time. All TK-5 digital citizenship lessons are on schedule and predicted to be completed on time.	2025-26: All 6-8 grade Acknowledge Alliance lessons are in progress and predicted to be completed on time. All TK-5 digital citizenship lessons are on schedule and predicted to be completed on time.	To complete all TK-8 grade lessons annually	0%

Goal Analysis [2025-26]

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

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

SUSD made significant progress in implementing planned actions.

Successful Implementation:

2.1 Counseling Services—The RMS counselor, psychologists, behavior aides, Inclusion Program Specialist, and social workers successfully implemented services.

2.2 Social-emotional Learning—The Project Cornerstone ABC Readers, Toolbox curriculum at the elementary level, and Acknowledge Alliance at the middle school were all successful, as measured by survey data (KELVIN and CHKS).

2.3 Safety—The CPR/AED/First Aid training was successfully implemented. Programs such as Gaggle and Speak-up successfully monitored student behavior.

2.4 Foster Youth Services—All Foster Youth were enrolled immediately and closely monitored by the site principal and school social worker.

2.5 Inclusive Practices - Professional development offered to all staff in the area of inclusivity was successfully implemented by Sam Drazin.

2.6 Restorative Practices - A consultant who was well-received by staff provided staff development throughout the year.

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.

Total planned expenditures for Goal #2 were \$2,579,289, and actual estimated expenditures were \$2,267,546 for an overall goal difference of (\$311,743).

2.1 Differences mainly due to the new psychologist's salary and benefits being lower than originally budgeted, and the Itinerant Behavior Aide staffing was reduced from 2.4FTE to 0.8FTE based on enrollment and need for services.

2.2 Additional hours needed for professional development by the SEL TODA were less than originally budgeted to provide Toolbox training.

2.3 Fewer CPR trainings are needed based on the number of employees with expired certifications, which was offset by the added costs for the purchase of new trauma kits for all sites.

2.3 Vision Screener - Vision screening costs were free instead of an additional cost as planned.

2.5 School site library aides purchased fewer culturally relevant books than anticipated.

2.6 Decision to have the restorative justice consultant work individually with each school and administrative team, which significantly increased costs.

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

All metrics show a high success rate. The KELVIN and CHKS show high success that students feel connected and safe. The FIT report is 100% compliant at all schools. There have been zero drop-outs or expulsions. The suspension rate continues to decline to 0.1%, meeting the 0.5% goal. The attendance metric improved by 0.26%, but remains 0.4% short of the 97% goal. Many strategies have been implemented, including monthly reviews of chronically absent students in both COST and Principal meetings, followed by phone calls, and the formation of

a committee led by the district social workers to review school refusal, established last year. It has been discovered that some SUSD families with relatives abroad take extended vacations, adversely affecting the attendance rate.

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.

Goal 2 metrics indicate the actions are well aligned with SUSD's needs; therefore, most will remain the same.

2.2 The SEL teacher will continue to assist in instructing new-to-district personnel in the Toolbox curriculum, but the remaining responsibilities will be taken on by the increased time with the social worker.

2.6 The Restorative Justice consultant will not offer professional development to all staff as the workshop series is complete. Instead, the consultant will work with the mental health team.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Promote positive behaviors	*Provide Redwood Middle School counselor, district psychologists, itinerant behavior aides, an Inclusion Program Specialist, to support students in engaging in socially positive behavior. *Provide counseling services in-classroom workshops, group sessions, and individual sessions as tier 1, 2, and 3 supports. *Provide two 0.90 FTE social workers with a Pupil Personnel Services, PPS degree to adequately support high-needs students. Action 2.1 will be monitored with Metric 2.4 (suspension rate), Metric 2.5 (expulsion rate), Metric 2.6 (safety survey)	\$2,365,142.00	No
2.2	Social-emotional learning for a positive foundation	*Use Project Cornerstone ABC Readers to encourage empathy through literature and discussion. *Implement online classroom citizenship lessons for students through (Common Sense Media), assemblies, and parent workshops.	\$132,515.00	No

Action #	Title	Description	Total Funds	Contributing
		*Provide social-emotional curriculum for TK-5 (Toolbox) and professional development for new-to-district teachers. *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. *Social-emotional Teacher to assist in instructing new-to-district personnel in the Toolbox curriculum. (approximately 3hours) *KELVIN survey tool and CHKS to monitor student social-emotional needs. 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)		
2.3	Ensure safety and good health practices	*CPR/AED/First Aid training for all staff will be offered to keep certification current. *Emergency service radios will be maintained. *Programs (Gaggle with Speak-Up and Securly) will be used to monitor online student behavior and safety. *Professional development for the school nurse and health and emergency supplies. *Vision screener and contracted hearing test nurse. *Safe facilities maintained by the facilities department Action 2.3 will be monitored with Metric 2.1 (facilities in good repair)	\$49,541.00	No
2.4	Foster Youth Services	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	\$48,137.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SEL classes/counseling. Collecting Foster Youth parent/guardian information is part of the enrollment process, and Foster Youth parent/guardians are involved in our parent engagement activities. To serve foster youth students better and provide relevant, trauma-informed care practices and professional development to all staff. Action 2.4 will be monitored through monthly check-ins among the Assistant Superintendent, Social Worker, and Principal to assess any Foster Youth focused on academic success/needs, social needs, and attendance.		
2.5	Inclusive Practices	*Provide professional development to all staff in the area of inclusivity (Sam Drazin) *Inclusive library books will be purchased at each site to update reading options and assist students in finding books that represent themselves. Action 2.5 will be monitored by Metric 2.6 (school climate surveys)	\$52,000.00	No
2.6	Restorative Practices	*SUSD will continue to partner with the restorative justice consultant to work with the mental health team. Action 2.6 will be monitored by Metric 2.6 (school climate surveys)	\$10,000.00	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 opportunities for partnership, including community input groups, task forces, community foundations (SEF), boosters, 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	Priority 3: Parental Involvement and Family Engagement Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site Source: LCAP Survey	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)	2024-25: 62.4% 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)	2025-26: 69.6% 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. (20% 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.	+7.3%
3.2	Priority 3: Parental Involvement and Family Engagement	2023-24: 79% Parent satisfaction with Expanded Learning	2024-25: 87% Parent satisfaction with Expanded	2025-26: 100% Parent satisfaction with Expanded	2026-27: 85% Parent satisfaction with Expanded	+21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	How the LEA will promote parental participation in programs for low income, English learner and foster youth students Source: ELOP Survey	Opportunities Program (ELOP) for low-income, English Learner, and Foster Youth students	Learning Opportunities Program (ELOP) for low-income, English Learner, and Foster Youth students.	Learning Opportunities Program (ELOP) for low-income, English Learner, and Foster Youth students.	Learning Opportunities Program (ELOP) for Low Income, English Learner, and Foster Youth students	
3.3	Priority 3: Parental Involvement and Family Engagement Percent of parents of students with a disability who indicated full participation in the IEP process Source: Special Education online data system for IEPs	2023-24: 99% of parents of students with a disability indicated full participation in the IEP process	2024-25: 100% of parents of students with a disability indicated full participation in the IEP process as of February 2025.	2025-26: 100% of parents of students with a disability indicated full participation in the IEP process as of February 2025.	2026-27: 100% of parents of students with a disability indicate full participation in the IEP process	+1%
3.4	Priority 5: Student Engagement Chronic Absenteeism Rate Source:CA Dashboard	2023-24: All students: 6.0 % Socioeconomically Disadvantaged: 28.1% Students with Disabilities: 16.5% Foothill Elementary: All students 13.7% Asian 11.8% Students with Disabilities 22.0%	2024-25: All students: 8.0 % Socioeconomically Disadvantaged: 21.7% Students with Disabilities: 18.7% Foothill Elementary: All students 14.9% Asian 11.2% Students with Disabilities 23.3%	2025-26: All students: 5% Socioeconomically Disadvantaged: 11.7%% Students with Disabilities: 12.4%% Foothill Elementary: All students 7% Asian 3.5% Students with Disabilities 18.2%	2026-27: All students: 4.0 % Socioeconomically Disadvantaged: 10.0% Students with Disabilities: 10.0% Foothill Elementary: All students 4.0 % Asian 4.0 % Students with Disabilities 10.0%	All students: -1.0% Socioeconomically Disadvantaged: -16.4% Students with Disabilities:-4.1% Foothill Elementary: All students -6.7% Asian: -8.3% Students with Disabilities: -3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Priority 3: Parental Involvement and Family Engagement How the LEA will determine the translation needs of English learner parents Source: DELAC meetings, parent/teacher conferences	2023-24: Maintain 100% of translation services available at parent/teacher conferences and DELAC meetings. (Mandarin, Spanish)	2024-25: As of May 1, 2025 100% of translation services have been available at parent/teacher conferences and DELAC meetings. (Mandarin, Spanish)	2025-26: As of May 1st 100% of translation services have been available at parent/teacher conferences and DELAC meetings. (Mandarin, Spanish)	2026-27: 100% of translation services available at parent/teacher conferences and DELAC meetings (Mandarin, Spanish)	0%
3.6	Priority 3: Parent involvement and Family Engagement How the LEA will determine the translation needs of English learner parents Source: School Experience Survey question: If you would benefit from translation services, do you find them easy to access?	2024-25: Baseline School Experience Surveys were conducted at each site. 100% of parents who marked they use translation services also marker that they agreed or strongly agreed the services were easy to access.	2024-25: The results of the School Experience Surveys were 100% of parents who marked they use translation services also marker they agreed or strongly agreed the services were easy to access.	2025-26: 73% satisfaction rate of parents who would benefit from translation services find it easy to access.	2026-27: 85% satisfaction rate of parents who would benefit from translation services find it easy to access.	-27%

Goal Analysis [2025-26]

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

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

SUSD made significant progress in implementing the planned actions.

Successful Implementation:

3.1 Translation Services—Translation services were successful in parent conferences and parent meetings. They were also used to translate documents.

3.2 Staff/Student Voices—SUSD has a robust system for sharing ideas and gathering input, including district leadership teams, site teams, and Special Education teams.

3.3 Parent Workshops - SUSD held several informational parent workshops throughout the year, which were well attended.

3.4 Parent Committees and Communication—The Superintendent's Advisory Committee, DELAC, CSE parent night, and Math Pathways evening were held with excellent attendance. Some offerings use Zoom.

3.5 Digital Communication—Messages and communication were made possible through Parent Square, Finals site (website), and Powerschool tools.

3.7 School Refusal Teams—Each school site carefully tracked students who were not attending school regularly and created plans for them with overwhelming success.

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.

Total planned expenditures for Goal #1 were \$165,475, and actual estimated expenditures were \$126,332 for an overall goal difference of (\$39,143).

Action 3.1 Fewer translation services were needed throughout the year, including translation for IEPs through DTS.

Action 3.2 Fewer costs for DLT meetings were needed. Site Leadership stipends were reduced from \$2,000 to \$1,000, and Department Chairs were reduced from \$2,000 to \$500, resulting in lower costs.

Action 3.5 The LCAP budget was too low for the PowerSchool license, and the actual costs were higher.

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

Goal three focused on communicating and sharing district initiatives with the community.

Action 3.1: There was steady use of translation services, including for essential documents such as IEPs.

Action 3.2 District leaders met regularly with administrators and teachers to work together on data, school systems, and professional development.

Action 3.3: There were many parent workshops to share information about district programs, including Inclusion Workshops, Math Pathways, DELAC, and the Comprehensive Sexuality Curriculum.

Action 3.4 A variety of parent committees are offered throughout the school year for parents to engage in. This year, the Saratoga Educational Foundation handled social-emotional parent education.

Action 3.6 was mostly completed. Absenteeism protocols were built and are being followed with positive feedback. The support system (MTSS) for absenteeism was addressed, and the tiers are completed. Continual review will continue next school year. Absenteeism articles were not shared with the community this year, but are planned for 2026-27. There were excellent results on the Dashboard for chronic absenteeism. All students declined 3%, bringing the overall rate to 5%. The greatest progress is in the student groups. The Socio-economically disadvantaged students went from a baseline of 28.1% to 11.7%, and students with Disabilities went from a baseline of 16.5% to 12.4%. Foothill Elementary, which had a baseline of 13.7% for all students, dropped to 7%.

Action 3.7: Attendance data was reviewed regularly in COST and Principal meetings, and plans were routinely updated as we learned what worked. At Foothill Elementary, attendance for Asian students improved from red "very low" on the CA Dashboard to blue "very high". Students with Disabilities improved from red "very low" to yellow "medium".

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.

There are very few changes that will be made to goal three. Action 3.3 will change from Parent Workshops (My Digital Tat2) to generalized workshops not covered in other actions. For Metric 3.6 a baseline was established with data from the School Experience Survey rather than the LCAP Survey.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Translation Services	*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. *Document Tracking Services/translations will be used to share district plans with the community. 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)	\$4,000.00	Yes
3.2	Staff and Student Voices	*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. *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. Action 3.2 will be monitored with Metric 3.4 (absenteeism rate)	\$53,301.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Parent Adult Education	*Workshops for parents will be offered to share current SUSD programs and initiatives and better inform parents of services and how to access them. (Cost included in 3.4) Action 3.3 will be monitored by Metric 3.1 (parent satisfaction on survey)	\$0.00	No
3.4	Parent Committees	*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) *Ivy Chen's "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. *DELAC, SAC will be held regularly so parents can understand the district offerings and initiatives, ask questions, and share ideas. *Site-level parent meetings will be held regularly, including Parent Advocacy Committee, PTAs, and Principal Coffees. *Zoom will be used for many community meetings to increase attendance. *A parent informational series offered by Saratoga Educational Foundation (SEF), highlighting support for parents, will be held routinely. Action 3.4 will be monitored with Metric 3.1 (parent satisfaction survey)	\$8,550.00	No
3.5	Digital Communication	*Parent Square will be used to message the staff and parents about school and community events. *District communication coordinator will continually update the district website (Finalsite).	\$66,259.00	No

Action #	Title	Description	Total Funds	Contributing
		*PowerSchool will be used for parents and students to access information, schedules, and grades. Action 3.5 will be monitored by Metric 3.1 (parent satisfaction survey)		
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% chronically absent and Students with Disabilities 16.5% chronically absent)	*Follow the recently created School Refusal/Avoidance protocols, one for the middle school site and one for the elementary school sites. *Follow and continually review the chronic absenteeism protocol for use district-wide, including family meetings and steps of the SARB process. *Follow and continually review the document with various strategies for absenteeism at each MTSS tier: Tier 1 strategies aim to encourage better attendance for all students and prevent absenteeism before it affects achievement, e.g., by recognizing good and improved attendance and by connecting students to caring adults in the school. 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. Tier 3 interventions provide intensive support to students who miss the most school, often involving not just schools but also other agencies, such as health and social services (e.g., the Student Attendance Review Board), individualized learning and success plans, and interagency case management. *An attendance awareness article will be shared with families monthly to raise awareness. Action 3.6 will be monitored by Metric 3.4 (chronic absenteeism)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		There are no costs for these actions, as they are included in staff's scope of duties.		
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% and specifically Asian students as 11.8%, and Students with Disabilities 22%.	*Each school team will determine which steps need to be taken for individual students and assign a caring adult; monthly reporting at Principals' meeting Specifically, at Foothill, a team will focus on supporting school-wide attendance and providing additional support to Asian students and Students with Disabilities groups. Action 3.7 will be monitored by Metric 3.4 (chronic absenteeism) and local attendance data. There are no costs for these actions as they are included in the scope of duties for staff.	\$0.00	No
3.8	Relationship are key to school attendance and success as shown by research.	*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. This collaborative district monitoring step oversees the progress at each school site. Action 3.8 will be monitored by Metric 3.4 (chronic absenteeism) and local attendance data. There are no costs for these actions as they are included in the scope of duties for staff.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$383,100.00	\$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
2.091%	0.000%	\$0.00	2.091%

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	Action: Extended time for students performing below grade level and English learners Need: Students performing below proficiency in English language arts and math Scope:	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
	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
1.4	Action: ELA/ELD focused services for English learner students Need: 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. Scope: 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)
2.4	Action: Foster Youth Services Need: Foster Youth students need consistency of program and supports without delay. Possible data includes academic (iReady, DRA), suspension data, and attendance. Scope:	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.1	Action: Translation Services Need: Families who need translation services to fully participate per Home Language Survey and DELAC meeting input. Scope: Limited to Unduplicated Student Group(s)	There are families throughout the district who require translation services per the home language survey, responses to conference translation offerings, 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 ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	18,319,042	\$383,100.00	2.091%	0.000%	2.091%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,482,265.00	\$646,505.00	\$335,938.00	\$372,234.00	\$6,836,942.00	\$6,154,757.00	\$682,185.00

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	\$194,295.00	\$92,440.00	\$286,735.00				\$286,735.00	
1	1.2	Provide opportunities to students for innovation in technology, music, garden, and arts.	All	No			All Schools	Ongoing, 3 years	\$1,980,756.00	\$72,925.00	\$1,692,472.00	\$198,622.00	\$162,587.00		\$2,053,681.00	
1	1.3	Science - full implementation of NGSS TK-8	All	No			All Schools	Ongoing, 3 years	\$161,126.00	\$18,450.00	\$6,500.00	\$11,950.00	\$161,126.00		\$179,576.00	
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	\$763,526.00	\$0.00	\$705,333.00			\$58,193.00	\$763,526.00	
1	1.5	Mathematics - full implementation CCSS TK-8	All	No			All Schools	Ongoing, 3 years	\$228,205.00	\$32,850.00	\$200,683.00	\$60,372.00			\$261,055.00	
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	\$151,239.00	\$48,637.00	\$193,924.00			\$5,952.00	\$199,876.00	
1	1.7	ELA/ELD Interventions	All	No			All Schools	Ongoing, 3 years	\$0.00	\$4,000.00	\$2,500.00	\$1,500.00			\$4,000.00	
1	1.8	ELA/ELD full implementation CCSS TK-8	All	No			All Schools	one year	\$208,823.00	\$78,825.00	\$247,648.00	\$40,000.00			\$287,648.00	
1	1.9	New Teacher Induction	All	No			All Schools	one year	\$0.00	\$11,400.00	\$11,400.00				\$11,400.00	
2	2.1	Promote positive behaviors	All	No			All Schools	Ongoing, 3 years	\$2,365,142.00	\$0.00	\$1,741,392.00	\$332,061.00		\$291,689.00	\$2,365,142.00	
2	2.2	Social-emotional learning for a positive foundation	All	No			All Schools	Ongoing, 3 years	\$207.00	\$132,308.00	\$124,115.00	\$2,000.00		\$6,400.00	\$132,515.00	

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	2.3	Ensure safety and good health practices	All	No			All Schools	Ongoing, 3 years	\$0.00	\$49,541.00	\$49,541.00				\$49,541.00	
2	2.4	Foster Youth Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing, 3 years	\$48,137.00	\$0.00	\$48,137.00				\$48,137.00	
2	2.5	Inclusive Practices	All	No			All Schools	one year	\$0.00	\$52,000.00	\$52,000.00				\$52,000.00	
2	2.6	Restorative Practices	All	No			All Schools	one year	\$0.00	\$10,000.00				\$10,000.00	\$10,000.00	
3	3.1	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing, 3 years	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
3	3.2	Staff and Student Voices	All	No			All Schools	Ongoing, 3 years	\$53,301.00	\$0.00	\$41,076.00		\$12,225.00		\$53,301.00	
3	3.3	Parent Adult Education	All	No			All Schools	Ongoing, 3 years	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Parent Committees	All	No			All Schools	Ongoing, 3 years	\$0.00	\$8,550.00	\$8,550.00				\$8,550.00	
3	3.5	Digital Communication	All	No			All Schools	Ongoing, 3 years	\$0.00	\$66,259.00	\$66,259.00				\$66,259.00	
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% chronically absent and Students with Disabilities 16.5% chronically absent)	All	No			All Schools	One year and revisited	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
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% and specifically Asian students	All Students with Disabilities	No			All Schools	one year	\$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
		as 11.8%, and Students with Disabilities 22%.														
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	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
18,319,042	\$383,100.00	2.091%	0.000%	2.091%	\$951,394.00	0.000%	5.193 %	Total:	\$951,394.00
								LEA-wide Total:	\$193,924.00
								Limited Total:	\$757,470.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	ELA/ELD focused services for English learner students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$705,333.00	
1	1.6	Extended time for students performing below grade level and English learners	Yes	LEA-wide	English Learners	All Schools	\$193,924.00	
2	2.4	Foster Youth Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$48,137.00	
3	3.1	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$4,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,689,936.00	\$6,228,640.00

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	\$298,988.00	\$269,560.00
1	1.2	Provide opportunities to students for innovation in technology, music, garden, and arts.	No	\$1,943,343.00	\$1,876,124.00
1	1.3	Science - full implementation of NGSS TK-8	No	\$153,631.00	\$153,067.00
1	1.4	ELA/ELD focused services for English learner students	Yes	\$839,561.00	\$840,580.00
1	1.5	Mathematics - full implementation CCSS TK-8	No	\$269,326.00	\$259,325.00
1	1.6	Extended time for students performing below grade level and English learners	Yes	\$174,832.00	\$164,849.00
1	1.7	ELA/ELD Interventions	No	\$5,000.00	\$3,659.00
1	1.8	ELA/ELD full implementation CCSS TK-8	No	\$238,091.00	\$259,049.00
1	1.9	New Teacher Induction	No	\$22,400.00	\$8,550.00
2	2.1	Promote positive behaviors	No	\$2,315,953.00	\$2,004,477.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Social-emotional learning for a positive foundation	No	\$121,405.00	\$120,611.00
2	2.3	Ensure safety and good health practices	No	\$31,011.00	\$30,630.00
2	2.4	Foster Youth Services	Yes	\$44,920.00	\$44,356.00
2	2.5	Inclusive Practices	No	\$58,000.00	\$50,297.00
2	2.6	Restorative Practices	No	\$8,000.00	\$17,175.00
3	3.1	Translation Services	Yes	\$4,400.00	\$3,344.00
3	3.2	Staff and Student Voices	No	\$116,673.00	\$52,132.00
3	3.3	Parent Adult Education	No	\$0.00	\$0.00
3	3.4	Parent Committees	No	\$8,100.00	\$8,080.00
3	3.5	Digital Communication	No	\$36,302.00	\$62,775.00
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% chronically absent and	No	\$0.00	\$0.00

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)
		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	No	\$0.00	\$0.00
3	3.8	Relationship are key to school attendance and success as shown by research.	No	\$0.00	\$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$361,213.00	\$1,008,778.00	\$1,010,840.00	(\$2,062.00)	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	\$784,626.00	\$798,291.00		
1	1.6	Extended time for students performing below grade level and English learners	Yes	\$174,832.00	\$164,849.00		
2	2.4	Foster Youth Services	Yes	\$44,920.00	\$44,356.00		
3	3.1	Translation Services	Yes	\$4,400.00	\$3,344.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$17,892,231.00	\$361,213.00	0.00	2.019%	\$1,010,840.00	0.000%	5.650%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2024