

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2024-2025

Date of Board Approval

June 12, 2025

LEA Name

Saratoga Union School District

CDS Code:

43696820000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Saratoga Union School District's strategy for using federal funds (Titles 1, 2, 3, and 4) to supplement and enhance local priorities or initiatives funded with the general fund is to enhance the educational program for all students by providing high-quality, standards-aligned instruction and instructional materials, as well as relevant professional development for all staff.

Specifically:

- * Title 1 Part A funds are used to provide a portion of an FTE of an intervention/ELD designated teacher who provides reading intervention support for English learners and students who are reading below grade level (LCAP Goal 1);

- * Title 2 Part A funds are used to provide professional development and teacher support for all staff, which includes differentiated professional development, structured collaboration, and coaching focused on standards-based, data-driven instruction differentiated to meet the needs of all students (LCAP Goal 1); and

- * Title 3 (Immigrant and Limited English Proficient) funds are used to ensure that all classroom teachers provide Designated and Integrated English Language Development (ELD) instruction to English learners in their classrooms throughout the school day as required by state and federal law (LCAP Goal 1)

Title 4 Part A funds are used to provide students with a well-rounded education, including social-emotional learning, Project Cornerstone, and student technology devices.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Saratoga Union School District (SUSD) is committed to a comprehensive and strategic approach to aligning federal funding with activities funded by state and local resources across different federal grant programs. Our core philosophy for alignment is rooted in maximizing the positive impact on student outcomes through integrated resource allocation and continuous improvement.

- * Title I Part A (Improving Basic Programs Operated by Local Educational Agencies): Funds are primarily focused on ensuring all children, particularly those from low-income families, have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on challenging state academic achievement standards. SUSD aligns Title I with general fund efforts by directly integrating Title I-funded interventions (e.g., remedial instruction, academic support staff) into school-wide improvement plans, ensuring seamless support for struggling students within the regular educational program.

- * Title II Part A (Supporting Effective Instruction): These funds are dedicated to providing high-quality professional development that improves and increases teachers' knowledge of the academic subjects they teach. SUSD aligns Title II A with general fund professional development initiatives and specific instructional goals from other federal grants. For instance, professional development funded by Title II A might focus on strategies for supporting English learners in academic content, directly supporting Title III goals, or on differentiated instruction techniques that benefit all students, including those targeted by Title I.

- * Title III (Language Instruction for English Learners and Immigrant Students): Dedicated to ensuring English learners (ELs), including immigrant children and youth, attain English proficiency and high academic attainment. SUSD aligns Title III funds with the general fund's ELD (English Language Development) programs and with Title I and Title IV A.

Title IV Part A (Student Support and Academic Enrichment): Aims to improve students' academic achievement by increasing school district capacity to provide all students with access to a well-rounded education. SUSD strategically aligns Title IV A funds to complement initiatives supported by the general fund and other federal grants. For example, Title IV A might fund technology to enhance learning across subjects, thereby supporting academic goals tied to Title I, or promote mental health services that contribute to a positive school climate, benefiting all students and potentially reducing barriers to learning addressed by other programs.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Poverty criteria: students who are economically disadvantaged (low income), as determined by participation in the USDA's Free and Reduced Lunch Program

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

This is not an issue in our district because all of our teachers are fully credentialed in all subject areas and all of our teachers receive ongoing professional development, including time for collaboration and coaching, to continue to build on their extensive teaching experience. The average teaching experience of teachers in our district is over 10 years.

If any disparities became evident that resulted in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers, SUSD would provide mentors, instructional coaches, and additional professional development.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

SUSD annually develops district and site-level family engagement with appropriate parent groups and committees such as the District English Learner Advisory, site-level Parent Advisory Committees, site-level English Advisory,, and Superintendent's Advisory Committee and surveys. There are various opportunities for parents to receive important information regarding their child's academic and social-emotional programs and provide opportunities for involvement at school and district levels. The district encourages parent participation and monitors participation in committees such as DELAC, SAC, site-level PAC, ELAC meetings, and parent informational events such as the parent evening series. At these meetings, student progress, district achievement data, and programs are discussed.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans

3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Saratoga Union School District (SUSD) recognizes that a strong partnership with our parents and community members is fundamental to providing a stellar learning environment. Our parents generously contribute their valuable time, energy, and financial resources, leading to enriching learning opportunities and activities that truly set our district apart. To ensure this vital engagement is strategic and meets federal requirements, SUSD will intentionally align parent involvement activities, as required by Section 1116, with our overarching Local Control and Accountability Plan (LCAP) educational partner engagement process.

The structure for parent involvement includes committees at both the district and site levels, comprised of a cross-section of parents representing English learners, students with disabilities, low-income families, and all students. The committees include educational partners from the certificated and classified bargaining units and site and district administrators.

Our established structure for parent involvement includes robust committees at both the district and site levels. These committees intentionally comprise a cross-section of parents, ensuring representation from English learners, students with disabilities, low-income families, and the broader student population. Crucially, these committees also include educational partners from our certificated and classified bargaining units and site and district administrators, fostering a collaborative environment for decision-making.

School Site Committees: Each school has an active Parent Advisory Committee, composed of parents and staff. The purpose of this committee is directly aligned with LCAP site-level goal development and monitoring to meet the needs of students and the school community.

English Learner Advisory Committee (ELAC): Each school also maintains an English Learner Advisory Committee (ELAC), specifically comprised of parents of English learners and staff. The ELAC plays a critical role in developing and monitoring goals to ensure English learners reach English proficiency, directly informing and supporting the district's LCAP goals related to English learner achievement.

District-Level Input: Beyond site-specific committees, SUSD provides numerous opportunities for all parents to attend informational meetings about district business and actively participate in the decision-making process by providing input and feedback that directly informs the LCAP development and revision cycle.

We are committed to promoting deeper parent involvement in their children's learning. We achieve this by providing accessible opportunities for parents to attend parent workshops and guest speaker presentations focusing on curriculum, social-emotional development, and broader parenting issues.

We will continually reach out to and encourage participation from parents representing English learners, students with disabilities, and low-income families in these critical opportunities. We will actively build on existing sessions and add new ones based on direct parent input and evolving district goals, ensuring relevance and responsiveness.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SUSD does not have any Title 1 schools - Not applicable

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Saratoga Union School District's Homeless Policy states that the district's liaison (Assistant Superintendent for Educational Services) for homeless students ensures that:

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies
2. Homeless students enroll in, and have a full and equal opportunity to succeed in, district schools
3. Homeless families and students receive educational services for which they are eligible
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children

5. Notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens. Enrollment disputes are mediated in accordance with law, Board policy, and administrative regulation

7. Parents/guardians are fully informed of all transportation services

SUSD staff informs parents about their children's opportunities by posting information in the community and on the website. The policy includes a dispute resolution process.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Saratoga Union School District (SUSD) is dedicated to ensuring smooth and successful transitions for our students at key educational junctures within our K-8 structure. Our strategies focus on preparing students for their next academic step and fostering a sense of belonging.

***Transitions to Transitional Kindergarten/Kindergarten**

SUSD provides comprehensive support for our youngest learners as they begin their educational journey:

***New Kindergarten Parent Orientation:** We host dedicated orientation sessions for parents of incoming Transitional Kindergarten and Kindergarten students to share vital information about our programs, daily routines, and how they can best support their child's learning.

Individual Student "Lunch Dates" and Assessments: To help new students feel special and gather essential information, we conduct small group "lunch dates" to perform initial assessments in a welcoming, low-stress environment. This also allows us to build early connections with each child.

Transitions from Elementary to Middle School

We recognize the significance of the move from 5th grade to middle school and provide robust support to ensure a positive and successful transition for all students:

5th Grade Middle School Visit: All 5th-grade students visit the middle school campus in the springtime. This allows them to familiarize themselves with the environment and classrooms and meet some of the staff, easing anxieties about the change.

New Student and Parent Orientations: We host dedicated orientation sessions for incoming 6th graders and their parents. These sessions provide essential information about academic programs, school procedures, expectations, and extracurricular opportunities specific to the middle school experience.

WEB (Where Everybody Belongs) Peer Mentor Program: This highly successful program pairs incoming 6th graders and new-to-District students with trained 8th-grade student leaders. WEB offers a welcoming back-to-school orientation, engaging social activities throughout the year, and academic follow-up to help new students navigate middle school successfully and feel connected.

Targeted Transitional Support: For students who may require additional support during this significant transition, we convene Student Support Team (SST) meetings. These meetings include parents and academic counselors to develop individualized plans and provide necessary interventions, ensuring every student has the necessary resources to thrive.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SUSD receives approximately \$41,000 per year in Title 1 funds. These funds partially pay for one certificated teacher to provide reading support for below grade level readers and English learners at our three elementary schools.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Professional Growth and Improvement in SUSD

Saratoga Union School District (SUSD) is dedicated to fostering continuous professional growth and improvement for all its educators and leaders. Our system is designed to build capacity, ensure effective instructional practices, and support the success of every student.

Systems for Professional Growth and Improvement

SUSD's professional growth system is built on collaborative learning, data-driven decision-making, and targeted support. It includes:

Collaborative Work Time: SUSD teachers, instructional coaches, administrators, and other staff have dedicated opportunities, both during the school day and on weekly professional learning days, to collaborate. This collaboration is instrumental in maintaining the consistency of curriculum design and implementation and sharing best practices to improve student learning.

District-Wide Professional Development (PD) Days: Each year, we hold three dedicated staff development days for targeted training and skill-building.

Individualized Coaching and Mentorship: Support is provided by instructional coaches and experienced colleagues.

Formal Evaluation Processes: These processes are aligned with professional standards and designed to provide constructive feedback for growth.

Leadership Development Opportunities: We provide pathways for educators to take on leadership roles.

The District Leadership Team (DLT) meets monthly to review district professional learning opportunities and make recommendations, ensuring alignment with district goals and emerging needs.

Differentiated Support for Teachers, Principals, and Other School Leaders

SUSD tailors its professional growth opportunities to meet the distinct needs of each professional group:

For Teachers:

***Induction and Mentorship:** New teachers participate in an induction program with dedicated mentors, regular check-ins, and focused professional development on foundational skills. This supports teachers from the beginning of their careers.

***Weekly Professional Learning Time:** Teachers utilize this time for collaborative work, lesson design, and sharing best practices.

***Targeted PD Days:** District PD days focus on priorities like new curriculum adoption, strategies for diverse learners, or technology integration.

*Instructional Coaching: Teachers can access instructional coaches who provide individualized support, model lessons, and offer targeted feedback.

*Teacher Leadership: Teachers are encouraged to develop leadership skills as department leads, curriculum developers, new teacher mentors, or members of district-wide committees, fostering a culture of shared responsibility.

For Principals:

*Leadership Coaching and Mentorship: New principals receive mentorship from experienced SUSD administrators. Ongoing coaching focuses on instructional leadership, school culture, and human resources.

*Administrator Professional Learning: Principals participate in regular meetings to collaborate on district initiatives, share leadership challenges, and engage in peer learning.

*Strategic Planning: Principals are central to the LCAP's development and implementation, which involves continuous learning about district goals and community engagement.

Promoting Growth and Ensuring Improvement

SUSD's systems promote professional growth and ensure improvement through a continuous cycle of learning, application, and feedback:

*Alignment with District Goals: All professional growth opportunities are explicitly linked to the district's LCAP goals and strategic priorities, ensuring learning translates directly into improved student outcomes.

*Data-Driven Focus: Professional learning often begins with analyzing student performance data to identify needs, then developing and monitoring strategies for impact.

*Structured Feedback: Formal evaluations provide structured feedback.

*Student Learning Outcomes: The ultimate measure of professional growth is its positive impact on student learning and well-being.

Supporting Professionals Throughout Their Careers

SUSD supports professionals from the beginning of their careers, throughout, and through advancement:

*Beginning of Careers: New teachers benefit from a formal induction program and intensive mentoring. New administrators also receive targeted onboarding and mentorship.

*Throughout Careers: Ongoing professional learning through collaborative time, PD days, and coaching ensures continuous skill development, adaptation to new practices, and expertise refinement.

Evaluation and Continuous Improvement of the Systems

SUSD continually evaluates its professional growth systems to ensure continuous improvement:

*Educational Partners: Teachers, principals, and other leaders provide input through surveys and feedback forms, and in discussions about professional learning needs.

*Student Outcome Data Review: We analyze student performance data to determine if professional development is leading to improved student learning.

*Adaptation to Needs: The district remains agile, adapting its professional learning offerings based on evolving research, new requirements, and needs identified through our LCAP process.

By engaging in this continuous cycle, SUSD ensures its professional growth and improvement systems remain dynamic, relevant, and effective in supporting all its educators and leaders.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Saratoga Union School District (SUSD) utilizes a robust data analysis system and ongoing, meaningful consultation with educational partners to continually update and improve all activities supported under Title II, Part A. Our approach ensures these investments are strategic, effective, and aligned with district-wide goals for professional growth and student success.

1. Coordination of Title II, Part A Activities with Other Strategies

SUSD strategically coordinates its Title II, Part A activities with all related district strategies, programs, and activities to maximize impact. Title II, Part A funds are primarily allocated to provide high-quality professional development that enhances teacher and leader effectiveness. This professional development directly supports:

*LCAP Goals: All Title II, Part A-funded professional learning is aligned with and designed to achieve the district's Local Control and Accountability Plan (LCAP) goals, particularly academic achievement and English learner proficiency.

*Curriculum Implementation: PD supports implementing Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) across all content areas.

*Instructional Coaching: Title II, Part A funds may support instructional coaching to deepen teachers' pedagogical skills, directly impacting classroom instruction.

*Intervention Programs: Professional learning for staff working in Title I, Title III, or Special Education programs ensures they have the skills to serve diverse student populations effectively.

*Technology Integration: PD on effective use of technology is integrated to enhance teaching and learning district-wide.

2. Using Data to Update and Improve Title II, Part A Activities

SUSD employs a rigorous data analysis to continually update and improve activities supported under Title II, Part A. This involves:

*Identifying Professional Learning Needs: Data analysis informs the specific areas for professional development. For example, if iReady data indicates a trend in math performance, Title II, Part A resources may be directed toward PD for math instruction or differentiated support strategies.

*Measuring Impact: We analyze changes in classroom practice (e.g., through observations) and, most importantly, student outcome data to determine the effectiveness of Title II, Part A-funded professional development.

*Refining Offerings: Based on data insights, SUSD adjusts the content, format, and delivery of professional learning opportunities to ensure they are responsive, relevant, and impactful.

3. Using Ongoing Consultation to Update and Improve Title II, Part A Activities

SUSD uses ongoing, meaningful consultation described in ESSA Section 2102(b)(3) to update and improve Title II, Part A activities continually. This ensures that professional development efforts are relevant to the needs of those they serve. This iterative consultation process informs the selection of PD topics, methods, and evaluation criteria.

4. Data Sources and Analysis Frequency

SUSD monitors a variety of data sources to evaluate Title II, Part A activities, analyzing this data on a trimester and annual basis to ensure responsiveness and continuous improvement:

*Student Achievement Data:

- California Assessment of Student Performance and Progress (CAASPP) results (CAST, CAA, SBAC)
- California English Language Proficiency Assessments for California (ELPAC) data
- iReady for math and reading (diagnostic and progress monitoring)
- District-level curriculum-based assessments (e.g., pre/post tests, writing, reading, and math performance assessments)
- English Learner (EL) reclassification trends

*Operational Data: Suspension and expulsion data.

*Perceptual Data:

- Parent/student/staff survey results
- Feedback from District Leadership Team (DLT) and site Teacher Leaders.

5. Meaningful Consultation with Educational Partners (and Frequency)

SUSD meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities, generally on an annual cycle with ongoing informal feedback loops:

Teachers:

*Frequency: Ongoing (e.g., monthly during collaborative time, after PD sessions, DLT meetings)

*Method: Participation in collaborative work sessions, direct feedback to instructional coaches and principals, input via Teacher Leaders (who comprise part of the DLT).

Principals and other school leaders:

*Frequency: Weekly (Principal meetings), Monthly (District Leadership Team meetings), ongoing (one-on-one and site-level discussions).

*Method: Active participation in the District Leadership Team (DLT) where professional development needs and effectiveness are discussed, site-based needs assessments, and direct input on curriculum and instructional priorities.

Paraprofessionals:

*Frequency: Annually (targeted meetings), as needed.

*Method: Direct feedback to supervising teachers and administrators and specific professional development offerings relevant to their roles.

Specialized Instructional Support Personnel (e.g., Counselors, Psychologists, Nurses):

*Frequency: Weekly (needs assessments, input meetings), as needed.

*Method: Input into professional development planning for support services, and feedback on training effectiveness.

Parents:

*Frequency: Annually (LCAP input process and survey), Monthly (Parent Advisory Committees, DELAC)

*Method: Input provided through the Local Control and Accountability Plan (LCAP) development process, Parent Advisory Committee (PAC) meetings, District English Learner Advisory Committee (DELAC) meetings, and school-level English Learner Advisory Committee (ELAC) meetings. Parents' perspectives on student needs inform the professional development priorities.

Community Partners:

*Frequency: Annually (LCAP consultation), as needed (specific program collaborations).

*Method: Consultation during the LCAP development cycle and discussions on broader student and community needs that may inform professional learning focuses.

Organizations/Partners with Demonstrated Expertise:

*Frequency: As needed (e.g., when selecting external PD providers).

*Method: SUSD consults with external experts, university partners, and reputable educational organizations when identifying and selecting professional development providers, seeking their demonstrated expertise to ensure high-quality and research-based training.

By integrating robust data analysis with consistent, meaningful consultation across all educational partners, SUSD ensures that its Title II, Part A-funded activities are continuously updated and improved to enhance the effectiveness of our educators and, ultimately, student outcomes.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All SUSD teachers are CLAD certified, providing a strong foundation for EL instruction. Our Title III PD builds on this foundation, ensuring comprehensive support for ELs.

Our Title III-funded professional development is designed to be:

1. Improved Instruction and Assessment: PD focuses on research-based strategies for teaching and assessing ELs. This includes training on implementing California ELD Standards and Framework, and using ELPAC data to inform differentiated instruction.
2. Enhanced Understanding and Implementation: We enhance educators' ability to implement EL-specific curricula, assessment practices, and instructional strategies. This covers Integrated and Designated ELD, curriculum adaptation, and inclusive practices for all ELs.
3. Increased English Language Proficiency and Educator Skills: The PD aims to substantially increase children's English language proficiency (measured by ELPAC growth) and significantly improve educators' subject matter knowledge, teaching skills, and understanding of second language acquisition theories. Our EL Teachers and aides receive additional, specialized instruction and collaborate weekly to review data and plan targeted support for ELs at different proficiency levels. They also collaborate with classroom teachers.
4. Sufficient Intensity and Duration: Our PD extends beyond single workshops to ensure lasting impact. Learning for EL support is also embedded into regular staff meetings.
5. Supplemental Funding: All Title III activities are explicitly supplemental. Funds enhance existing programs, providing additional, targeted resources and professional learning to accelerate ELs' English language proficiency and academic achievement, not replace state or local funding.

Through these focused and sustained efforts, SUSD ensures all personnel are well-equipped to provide high-quality, equitable instruction for our English Learner students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SUSD is not eligible to receive funds under this sub-grant.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SUSD is not eligible to receive funds under this sub-grant.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district tracks the progress of all English Learners through a combination of formative and summative assessments and monitoring. At the elementary level, all ELD lessons are logged, including the standard focus of each lesson and any assessment results. Classroom teachers complete monitoring forms twice yearly to provide data on student progress in both English proficiency and in mastering academic standards. Members of the EL Team and/or the middle school counseling staff follow up with teachers of students who are not showing adequate progress, to provide coaching support and/or help plan and implement additional interventions.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Saratoga Union School District uses Title IV funds on activities to bolster safe and healthy student opportunities, including positive behavioral interventions; safe and supportive learning environments; crisis management and conflict resolution; school-based health and mental health services; and trauma-informed classroom management.