



LCFF Budget Overview for Parents

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

CDS Code: 4369682

School Year: 2022-23

LEA contact information:

Dr. Ken Geisick

Superintendent

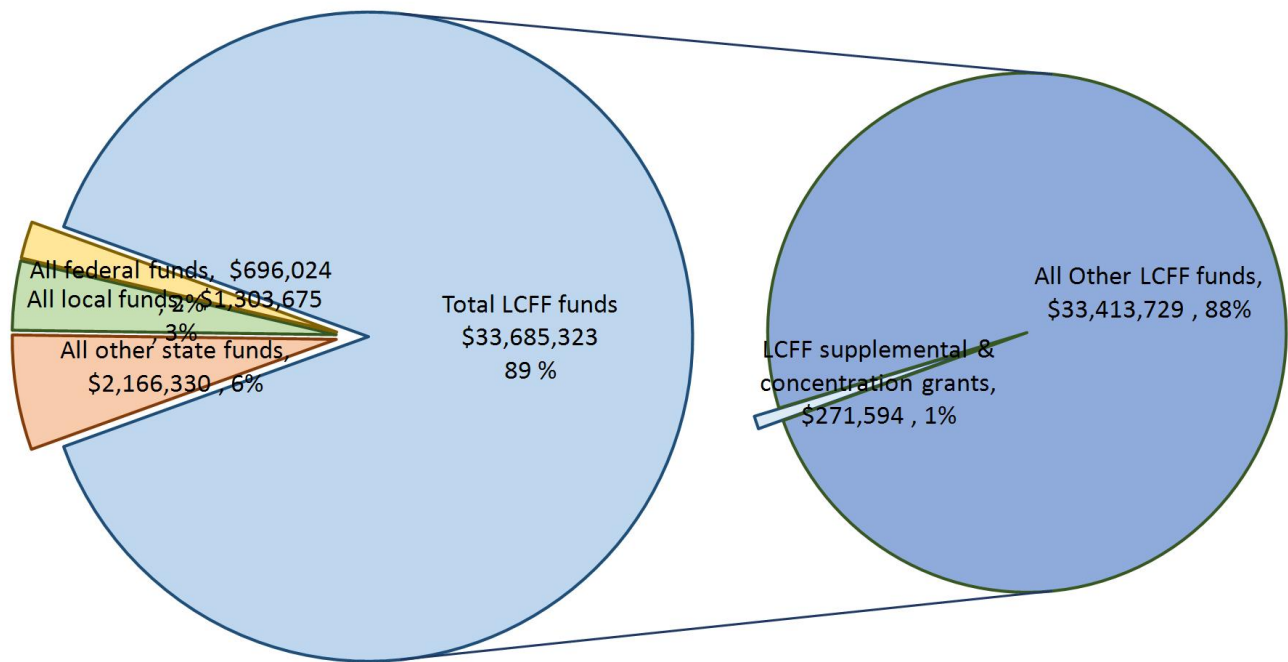
kgeisick@saratogausd.org

(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 2022-23 School Year

Projected Revenue by Fund Source

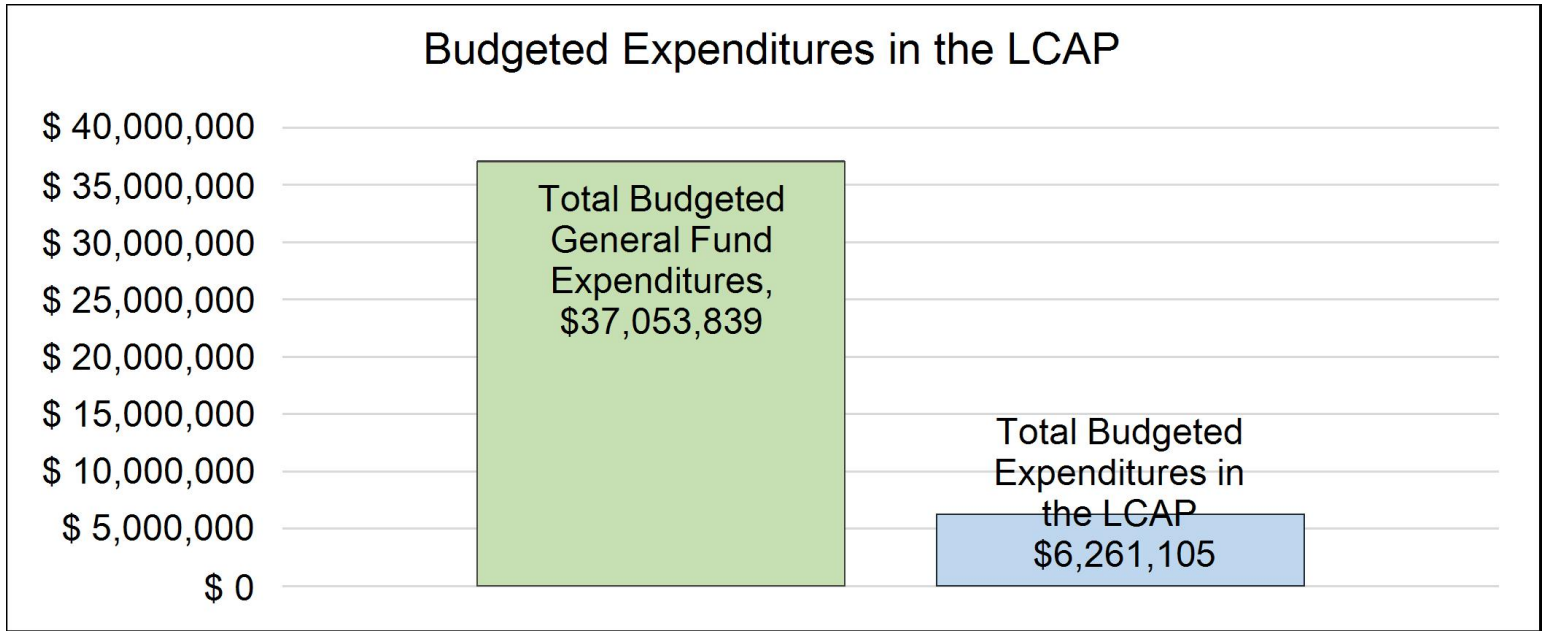


This chart shows the total general purpose revenue Saratoga Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Saratoga Union School District is \$37,851,352, of which \$33,685,323 is Local Control Funding Formula (LCFF), \$2,166,330 is other state funds, \$1,303,675 is local funds, and \$696,024 is federal funds. Of the \$33,685,323 in LCFF Funds, \$271,594 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 2022-23. 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 \$37,053,839 for the 2022-23 school year. Of that amount, \$6,261,105 is tied to actions/services in the LCAP and \$30,792,734 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

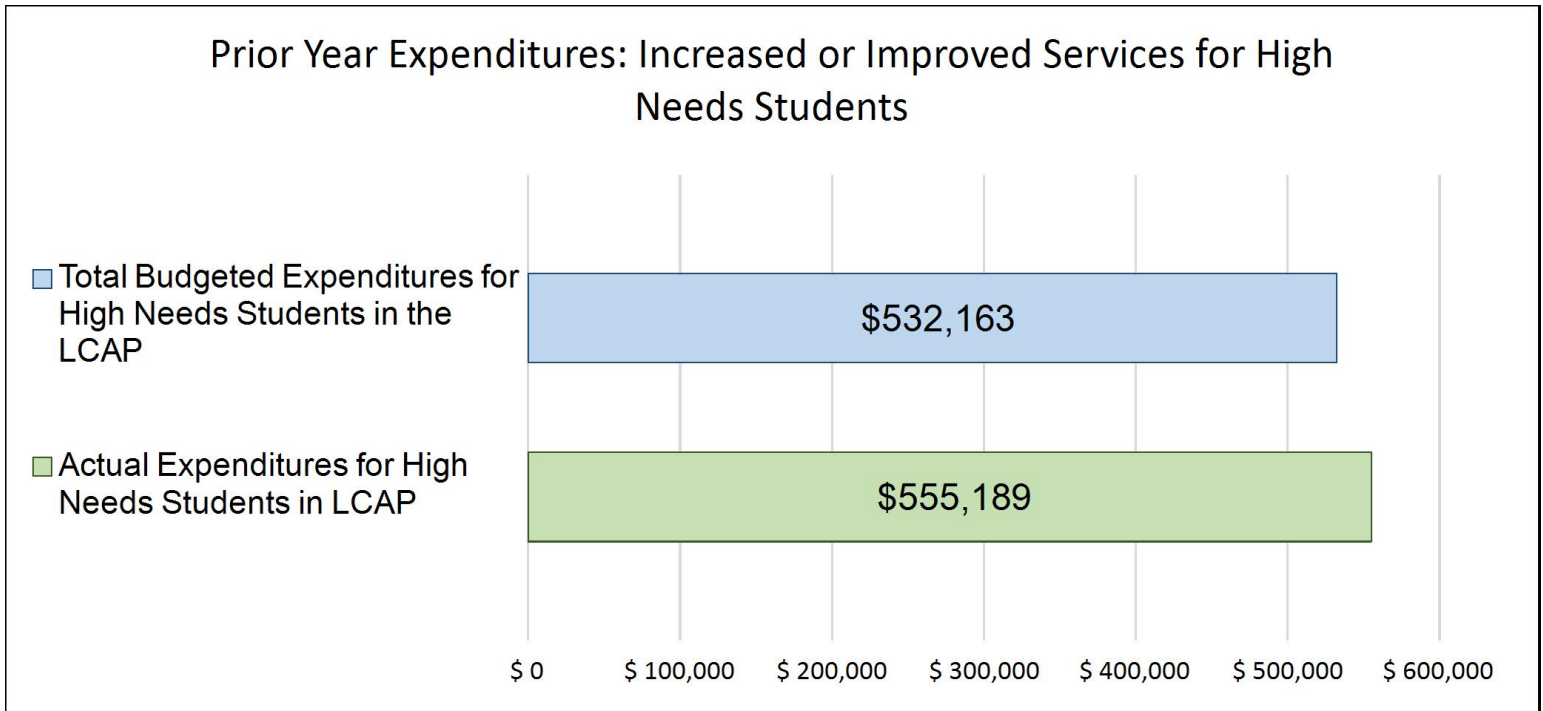
Classroom teachers, classroom instructional aides, and substitute costs of \$12.2 million, Special Education program including staffing and services of \$6.4 million, Routine Restricted Maintenance including staffing, repairs and general maintenance of district facilities of \$1.5 million, utilities for \$752K, Insurance for \$215K, Custodial staff and supplies for all district facilities of \$1.9 million, Administration costs including school site administration and administrative support services, Educational and Student Support Services of \$3 million, District Office support services including staffing for Superintendent, District Office Administration, Business Services, Human Resources and Warehouse of \$1.6 million, District support services including costs for legal county financial software and support, professional development, audit services, legal and other services of \$687K, debt service costs of \$326K for payment of Supplemental Early Retirement Program, and \$1 million to the Basic Aid Reserve Fund per board policy. A transfer of \$96k will be made to support deficit spending in Cafeteria Fund.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Saratoga Union School District is projecting it will receive \$271,594 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 \$611,501 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 2021-22



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 2021-22, Saratoga Union School District's LCAP budgeted \$532,163 for planned actions to increase or improve services for high needs students. Saratoga Union School District actually spent \$555,189 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Saratoga Union School District	Ken Geisick Superintendent	kgeisick@saratogausd.org 4088673424

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Saratoga Union School District received the Educator Effectiveness Block Grant in the sum of \$427,910.00 . All areas of the EEBG were included in the Local Control Accountability Plan with the exception of hiring a future ELA/ELD teacher on special assignment after a new ELA/ELD curriculum is adopted. Discussions regarding this possibility are currently taking place in district leadership meetings with administration and teachers and they will be discussed in parent engagement meetings as well as in a survey to teachers about professional development needs.

The Expanded Learning Opportunities Grant, ELO-G, was received in May of 2021 by SUSD in the amount of \$964,573.00. All of the actions in this plan are included in the LCAP.

The Expanded Learning Opportunities Plan, ELO-P, was expanded by the state of California and some requirements were added to the ELO-G. SUSD is currently working on a plan for these funds. This discussion will take place during LCAP stakeholder meetings during the late winter and spring of 2022. This will include a survey, Superintendent's Advisory Council, District Leadership Teams, Staff meetings, Saratoga Education Foundation meetings, and board meetings.

The Kitchen Upgrades and Training grant was given to SUSD in the amount of \$25,000. The funds will be used to replace kitchen equipment. This decision came after meetings between the CBO and the Menu Planning and Wellness Committee.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

SUSD is not eligible for the concentration funding as we do not meet the 55% threshold for Unduplicated Pupil Count.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Saratoga Union School District has held opportunities to include stakeholders in the development of the ESSER III plan including previous stakeholder meetings from our LCAP and ELO grants. Throughout the 2020-2021 school year we held monthly Superintendent Advisory Council meetings, 4 DELAC meetings with Mandarin and Spanish translation, monthly District Leadership Team meetings for both elementary staff and middle school staff which include representatives from the SPED Department, Board meeting presentations with community input, and various surveys including the CHKS, KELVIN surveys for students, and LCAP surveys.

The ELO grant and LCAP do not include all of the ESSER III funds so we have continued to reach out to our stakeholders to obtain perspectives and insights from our community members. The following are stakeholder engagement opportunities that have taken place:

- Board Presentation with ESSER III information and public input time on September 16 and October 14
- DELAC presentation with ESSER III information and public input on September 14
- District Leadership Middle School with SPED representation presentation with ESSER III information and input on September 8
- Elementary District Leadership Team with SPED representation presentation with ESSER III information and input on September 27
- CCEIS meetings and SELPA call September 13

Through feedback from public meetings and surveys, we found high concern for student social-emotional well-being and safety in regards to COVID precautions. Many of these concerns we were able to address in previous grants such as ELO and LCAP. In our middle school, we had not started a formal SEL program and through teacher and parent feedback we decided Acknowledge Alliance was the best fit for SUSD as it has components of both self-regulation, anti-bullying, and SEL. Parents, staff, and community members expressed concern for student learning loss in the areas of social-emotional learning. Results of the CHKS showed evidence of student stress with 36% of the 8th graders reporting social-emotional distress, 42% experiencing chronic sadness/hopelessness, and 17% considered suicide.

Parents continue to express a desire to have quick and convenient access to COVID on-site testing for staff and students routinely. We have increased the number of tests available so no one is denied a test. In addition, some of our families do not feel safe having their students return to in-person classes due to high health risks for individuals so we have set up Independent Study classes for elementary and middle school students through Stride K12 and our own IS teacher who does daily check-ins, delivers tutoring for those in need, and delivers SEL lessons.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Action 1: Social-emotional professional development and curriculum: Acknowledge Alliance implementation at Redwood Middle School and Toolbox Curriculum at the elementary levels:

A schedule of weekly lessons is followed to ensure every student completes the 8 Acknowledge Alliance Social-emotional lessons. In addition, the Acknowledge Alliance teacher is on-site two days per week to offer individual or group sessions and confidential logs are kept and used to monitor student concerns and success. A KELVIN survey was administered to measure social-emotional student growth in the fall and a second one will be administered in February. This action is fully on track. SEL practices have been well received by students, teachers, and parent feedback.

Action 2: Curative COVID testing for students and staff:

The district nurse keeps confidential logs of students and staff who voluntarily participate in weekly Curative COVID testing. Results are sent to the participant via email and are confidential. A COVID Dashboard is maintained on the district webpage which reports the number of positive cases of both students and staff, the current positivity rate, and current quarantines for students and staff. These funds have been fully spent by January 2022, however, SUSD continues to test students and staff. Families have expressed gratitude for this service. The only challenge we have faced occurred in early January when testing kits were difficult to find due to the Omicron variant.

Action 3: Independent Study classes and SUSD teacher for students with high-risk health concerns:

All students participating in the district independent study program are met with daily and attendance logs are filled out. The SUSD teacher monitors the student's work and participation and takes samples weekly. When a student is not participating to the degree necessary for success a parent conference is required and if the progress does not improve a meeting with the teacher, assistant superintendent, parents,

and student is required to discuss options. A challenge arose at the beginning of implementation in early August as many districts were attempting to offer an Independent Study option with little advance notice from the state. Once the program was up and running by late August there do not seem to be further issues. This action is fully on track.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The applicable plans that have been mentioned in this 2022 Supplement to the Annual Update are closely aligned with the SUSD Local Control and Accountability Plan, LCAP 2020-21. Stakeholder feedback, whether it was during the 2020-2021 school year while preparing the LCAP or in the fall of 2021-2022 when preparing for the ESSER III, was consistent. Families want their children to return to school in person unless they have medical concerns and the primary concern following a year of distant learning was that students' social-emotional well-being is addressed along with any potential academic concerns. Therefore, actions such as SEL teachers on special assignment, SEL curriculum, CASSY counselors, summer school offerings, tutoring, and ways to measure SEL and academic growth such as iReady or KELVIN are in the applicable plans and also in the LCAP. A few items that do not show up in the LCAP which are COVID testing and Independent study were items that became available in the fall but still align with the SUSD community values of safely returning students to school so they can experience a high-quality education.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control 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 [2022-23]

General Information

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

Saratoga Union School District is located on the western edge of Silicon Valley in Santa Clara County. Its three elementary schools and one middle school are ranked among the top public schools in the state. SUSD employees 107 certificated personnel, FTE 103.83 and 95 classified, FTE 72.70. All of the schools have been recognized as California Distinguished Schools. In 2018, two of the schools, Argonaut Elementary and Redwood Middle School, were recognized as National Blue Ribbon Schools. In 2022 the district was recognized for the Pivotal Practice Award. In the 2021-2022 school year the student enrollment was 1,657. The three elementary schools - Argonaut, Saratoga, and Foothill each have between 300 and 350 students while Redwood Middle School has 688 students. The population is diverse with a variety of ethnicities including 57% Asian, 25% White, and 5.2% Hispanic. There are 84 (5.1%) English learner students, 10.4% students with disabilities, and 3.4% socioeconomically disadvantaged students.

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

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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

SUSD is an exceptionally high-performing district. The California Dashboard has not been updated with academic data since 2019 so CAASPP and local data including iReady scores have been used to measure student growth. iReady was implemented in the fall of 2021 and the tests in ELA and math were given three times throughout the school year. After each administration Data Talks were initiated at each school site. From these talks, students were identified for tier 2 and 3 interventions. The 2020 Smarter Balanced ELA test results showed 87.9% proficiency rates districtwide and 87.8% for math. This was less than a 1% variance from the previous SBAC numbers. The CAST test for science showed 5th-graders at 75% proficient and 8th-graders at 76% proficient compared with the state averages of 46% to 28% this is exceptional. iReady data showed consistency with CAASPP.

SUSD has offered both in-person and independent study options for students in the 2021-22 school year. The independent group has fluctuated from 29 to 9 at a given time with the largest group returning to in-person after the vaccine became available to elementary students.

The expulsion rate remains at 0%. The suspension rate during the 2020-21 school year dropped to nearly 0% in large part due to having students in distant learning for the majority of the school year. So far during the 2021-22 school year the suspension rate is mirroring the less than 1% rate from 2019-20.

Multiple Tiers of Student Success, MTSS, was initiated at the beginning of the 2021-22 school year with a districtwide committee comprised of general education teachers, special education teachers, and administrators.

Saratoga Union has successfully implemented programs to support learning recovery due to learning loss caused by the COVID-19 Pandemic. Due to the generous funding provided by the Learning Recovery Support grant, the District has been able to provide additional behavioral interventions from October 2021 to the present. Additionally, we have been able to provide after-school tutoring in Math and Reading resulting in significant improvement in skill level and in some cases helping students reach grade level.

Professional development was provided to staff this year both via Zoom and in-person. SUSD was able to return to professional development centered around academic instruction and social-emotional learning rather than focusing on distant learning tools. At the elementary level, a very well-received day in October focused on nature journaling with John Muir Laws. Teachers also continued to participate in collaborative groups while implementing the new NGSS Twig materials for the first year. At the middle school CORE, teachers chose new novels with equity-based themes and participated in PD focused on engaging teaching strategies. SUSD was able to bring all enrichment such as Makerspace, art, and Rhythm and Moves physical fitness back in person. All parties have expressed concerns about social-emotional well-being and therefore the 2021-2022 LCAP focused heavily on SEL curriculum implementation, trauma-informed care techniques, and equity training so students and teachers can feel safe on campus, express communication, and build strong relationships. Toolbox curriculum at the elementary level was implemented and Acknowledge Alliance at the middle school level for social-emotional well-being. The first of a series of three Trauma-Informed Care trainings for staff occurred in the spring. A pilot for ELA/ELD materials at the elementary level was established and the Readers' Workshop and Foundations were adopted in the spring.

Communication avenues grew in online forums such as Zoom and Google Meet with record attendance at board meetings and a parent nights series that included MyDigitalTaT2, Challenge Success, KidPower, and Ivy Chen's How to Talk with your Kids about Sexuality. Board meetings and most staff and parent meetings including PTA at the elementary level and Saratoga Education Foundation were able to return to in-person by the spring.

Integrated and designated services for our English learners were continued with the additional hire of two more reading intervention and designated ELD teachers at the elementary level in the fall of 2020. English learner aides also pushed into classes to help EL students with writing. This enabled EL and struggling students to receive a quality education in their classrooms and additional services in very small groups and often 1:1. These services proved exceptional and will be continued in the following years. English learners and low-income students who are struggling academically also receive specialized services in academic summer school. On grade level, EL and low SES students will continue to have a summer school offering that focuses on SEL, outdoor activities, and one high-interest topic such as art or coding. These new summer offerings are a result of community feedback letting us know of the concern for socialization for our students.

The California Healthy Kids Survey which is given every other year was given in spring 2021 provided us with valuable information late in May for planning the 2021-22 school year, RMS participation for 6th-grade was 100%, 7th-grade was 90%, and 8th-grade was 46%. Data with less than 70% is not considered complete. Some strengths for the middle school include students feeling they had a caring adult at school for 6th was 70%, 7th was 66%, and 8th was 59%. The majority of students 65-75% ranked school connectedness as high and academic motivation as high 65-68%. Most students also said they slept on an average of 8-9 hours and exercised 20 minutes anywhere from 3-7 days per week. School safety is an area most students ranked as high. Only 11% of the 6th-graders said they had experienced any harassment or bullying, 15% of 7th, and 31% of 8th. Substance use was also extremely low with 0% of the 6th-grade reporting using substances, 2% in 7th, and 0% in 8th. When asked if they perceive school as safe or very safe 81% of 6th responded positive, 86% of 7th, and 76% of 8th. RMS students ranked their social and emotional health as relatively high with only 18% of 6th saying they feel emotional distress, 19% of 7th, and 36% of 8th.

The CHKS (given every other year) for grades 3-5 had very strong participation with 99% in grade 3, 98% in grade 4, and 98% in grade 5. School Engagement and Supports ranked very high. School connected ranged from 78%-83% saying they felt connected. The academic

motivation was between 83%-89%. School safety is an area students ranked high with 85-90% stating they feel safe at school and 8-16% saying they have had rumors spread about them. 88-93% felt students are treated with respect.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California Dashboard is not currently updated however, through our attendance data we find Chronic Absenteeism is likely an area of need within our district, especially given the uptick in COVID cases throughout the winter of 2022. In 2019-20 SUSD had a chronic absenteeism rate of 3.9% with 69 of the 1767 students chronically absent (10% or more). The highest number occurred in our Asian population with 1.5% and the next highest was the white population with 1.2%. During the 2020-21 school year the chronic absenteeism rate dropped to 0.4% with only 7 of the 1719 students being chronically absent. This dramatic drop was likely due to distant learning for the majority of the school year. The final absenteeism rates for 2021-22 will be calculated at the close of the school year and the school board will be updated at a following board meeting.

The California Healthy Kids Survey (given every other year) provided us with valuable information late in May for planning the 2021-22 school year, RMS participation for 6th-grade was 100%, 7th-grade was 90%, and 8th-grade was 46%. Data with less than 70% is not considered complete. While there were many positive results some concerns included a low ranking for meaningful participation at school with marks from 14% in 8th, 26% in 7th, and 33% in 6th-grade. The amount of time students reported spending on schoolwork was very inconsistent with equal percentages (approximately 20%) for 1-2 hours, 2-3, 3-4, 4-5, and 5+. Another area that needs addressing is whether middle school students feel they help decide things like class activities and rules or have a say in how things work - 24% in 6th, 19% in 7th, and 5% in 8th. One of the most concerning results is that 17% of 8th graders surveyed said they had considered suicide. This calls into light how important the measures being taken for SEL, counseling services, and our social worker will play in creating a safe and healthy school environment.

The CHKS (every other year) for grades 3-5 had very strong participation with 99% in grade 3, 98% in grade 4, and 98% in grade 5. While most results were very high an area of concern was meaningful participation with scores from 37%-40%. Also, our 5th graders only showed 55% that held an interest in schoolwork done at school or during the school day. This tells us students may need more engaging activities when we return in 2021-22.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

SUSD 2022-2023 LCAP consists of three goals that focus on the values and needs in Saratoga. Saratoga is a high academic achieving district that consistently ranks among the top-performing in the state. The community greatly values a well-rounded student who is given

opportunities to be creative and innovative. Goal #1 addresses academic achievement for all and access to innovation and arts. The TK-5 grade classes will have a newly adopted ELA/ELD curriculum including Readers' Workshop and Foundations (phonics-based). All TK-5 teachers and specialists will have professional development offered in these areas. At the middle school, there will be newly adopted NGSS materials and professional development for the RMS science teachers. A committee to review the Multiple-Tiered System of Supports, MTSS, will be in year two, so SUSD is making sure the social-emotional, behavioral, and academic needs of all students at all three-tier levels are met. There are actions that consider the needs of English learners who will work with designated ELD teachers and have summer school opportunities. Students with disabilities may attend ESY and have highly trained teachers who receive professional development with Orton-Gillingham. In addition, there will be continued training for reading specialists in Reading Recovery and reading screeners for dyslexia. Students will have the opportunity to create and be innovative with classes in Makerspace, arts, music, and robotics. A special emphasis will be on the outdoors with the school gardens and nature journaling.

After listening to feedback during many educational partner meetings and comments in the LCAP survey it became apparent that a focus for our community is continued healing after COVID and missed social opportunities. Goal #2 focuses on behavior support and social-emotional learning. Some of the actions include hiring a social worker and continuing the two behavior aides to work with our most at-risk population. It is important to make sure all students continue to have the tools to self-regulate and be empathetic so the Toolbox social-emotional curriculum will continue and the 0.6 FTE SEL TOSA will make sure it is introduced to new staff. A summer school called Jumpstart continues for the second summer in addition to the usual academic summer school. The Jumpstart focus is SEL, outdoor group activities, and high-interest classes such as coding and art. We plan to continue to offer our parents evening workshops on assisting our children with anti-bullying strategies and how to talk with our kids about comprehensive sexual education.

One of the few benefits of COVID-19 was the increase in the ability to participate in community forums from our living rooms or kitchens via Zoom and Google Meet. This year we will continue to offer some meetings, particularly evening meetings, via Zoom and Google Meet. Goal #3 has an emphasis on communication as this is an area where we can always improve. Last year the parent series ran monthly and this year it will run quarterly bringing back the most popular presentations. In this series each month, one program is featured. For instance, one month it may be CASSY counselors and another it could focus on our Toolbox SEL curriculum. During these workshops, parents will have an opportunity to learn about what the students have access to and ask questions, and offer ideas. SUSD will continue to offer translation services in Mandarin and Spanish.

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 and how this engagement was considered before finalizing the LCAP.

Input Process and Guiding Principles:

The SUSD School Board developed a Strategic Plan in 2014 that outlined five commitments to success including:

Innovation: A new way of doing things that is transformational, original, and creative so it inspires others to learn.

Student Well-Being: Foster a positive physical, social, and emotional learning environment to allow students to thrive, flourish, and learn.

Professional Development: Engage in learning opportunities to grow professionally so that it affects continuous improvement and refinement of learning, teaching, and processes.

Community: Engage the community to build ongoing, permanent relationships so that a common vision is shared and implemented.

Academics: Support differentiated instruction where students need it, teachers inspire change in curriculum and methods of delivery.

During the summer of 2020, the Board created guiding principals for reopening and running schools under COVID-19. A strong commitment to communication and safety remained a consistent priority.

During the fall of 2021, the Board created a list of priorities for the 2021-2022 school year:

Improve district coherence to drive multi-year student academic and social-emotional success:

- Create coherence system-wide (processes, procedures, common experiences for parents, teachers, staff, and students TK-8) while respecting that there is some uniqueness between the different school sites.
- Create consistent practices across TK-5 that align with the RMS instructional core and campus climate.
- Invest in a Data Management System to house longitudinal data, beyond SBAC results. Begin using this data to identify issues and areas of success.
- Establish baseline SEL data via a universal screener and use it to inform improvements in our SEL strategies and programs across the district.

Drive improvements in instructional core (academic and SEL) to build student success:

- Assess academic and social-emotional learning lag as a result of COVID-19. Develop and implement a (multi-year) effort to address.
- Identify promising instructional practices developed during COVID and spread them
- Build administrator and teacher leader knowledge of Multi-Tiered System of Support (MTSS) as we identify emerging student needs and develop interventions and enrichment opportunities.
- Drive the process of continuous improvement and further build a culture around continuous improvement as regular SUSD practice.

Improve operations efficiency:

- Continue right-sizing staffing levels needed as a result of declining enrollment, freeing resources that can best be used elsewhere
- Identify considerations for a potential eventual decision of reduced campuses as a result of declining enrollment
- Short Term & Long Term facilities plan

Effective communication between the district and the community.

- Improved communication with the community and with the Board.
- Turn attention back to driving innovation and learning improvements in our district.

ENGAGEMENT STRATEGIES

Public Board Meetings:

Reports regarding actions and services were reviewed on a regular basis throughout the school year by the Governing Board and the public, and are posted on the district's webpage. Public testimony opportunities were available to all educational partners including bargaining units, community members, parents, teachers, SELPA, and other personnel for each report and discussion.

August 5, 2021 - Regular: focus on independent study, safety, and lunches, learning lag (Goal 1, 2))

August 19, 2021 - Regular: focus on SEL programs (Goal 2)

September 16, 2021 - Workshop and Regular: focus on anti-bullying measures, SEL, and MTSS introduction ((Goal 2)

October 14, 2021 - Regular: focus on summer school results, assessments including iReady and SBAC (Goal 1)

November 18, 2021 - Regular: focus on assessment results, the role of a school psychologist, MTSS (Goal 1, 2)

December 10, 2021 - Organizational & Regular: focus on budget, school specials i.e. music, art, Makerspace, MTSS update and data talks, child nutrition (Goal 1, 2)

January 20, 2022 - Regular: focus on COVID safety, Toolbox SEL curriculum, SEL website, and MTSS (Goal 2)

February 10, 2022 - Regular: focus on Midyear LCAP Update, iReady round 2 assessment results (Goal 1, 2, 3)

March 10, 2022 - Regular: focus on academic summer school, Jumpstart summer school, UTK (Goal 1, 2)

March 24, 2022 - Regular: focus on elementary reading adoption, RMS reading, and math interventions, Data Management System (Goal 1, 3))

April 7, 2022 - Regular: RMS science adoption, TOSA positions, ELPAC progress (Goal 1)

May 12, 2022 - Regular: focus on Pivotal Practice Award, COVID updates (Goal 1, 3)

May 26, 2022 - Regular: focus on Expanded Learning Opportunities Grant changes (summer school, iReady), Educator Effectiveness Block Grant (math intervention TOSA), and Universal Pre-kindergarten (Goal 1, 2)

June 21, 2022 - Regular: Public hearing to review and discuss draft LCAP

June 23, 2022 - Regular: Board votes to approve LCAP

Superintendents Advisory Council:

October 12, 2021: Enrollment concerns, SEL updates, parent workshop series, MTSS, curriculum pilots, professional development, iReady

overview (Goals 1, 2, 3)

November 16, 2021: Updates and discussion on student socialization, RMS homework load, MTSS, Parent Night series (Goal 2, 3)

January 11, 2022: Updates and discussion on shortage of COVID tests, and safety measures, (Goals 2)

March 1, 2022: Input about holding events in person, summer school, and summer Jumpstart (Goals 1 and 2)

District English Learner Advisory Council, DELAC:

September 14, 2021: focus on English Learner Programs and parent involvement (Goals 1 and 3)

November 16, 2021: focus on writing strategies for English Learners, Initial ELPAC testing, RFEP data, and Feedback (Goals 1, 3)

January 25, 2022: focus on LLI program, Updates, LCAP (Goal 1)

March 15, 2021: focus on RMS programs, transition to high school, and input for next year's LCAP (Goal 1, 3)

Principal meetings which included all site administrators, Superintendent, Human Resources Director, Assistant Superintendent, and occasionally the Technology Director and CBO were held weekly throughout the year and LCAP goals, services, and actions were discussed.

Elementary and RMS District Leadership Teams made up of teachers from all sites, grade levels, and departments and site administrators met routinely throughout the year to discuss topics such as curriculum, professional development, interventions, supplemental curriculum, and assessments.

SELPA:

May 26, 2022: Shared district LCAP highlights for students with disabilities including MTSS inclusion and targeted interventions, and alignment to the Special Education Plan, SEP, and CCEIS. (Goal 1)

Union Leadership received an early copy of the draft LCAP to provide feedback.

RMS Principal met with two leadership classes throughout the year to gather input on returning to normal plans and general feedback.

Surveys:

A Pulse Check survey was sent to parents to hear concerns on November 21, 2021.

An LCAP survey was sent to parents and staff in March 2022 to gather input on state priorities and ideas for ways SUSD can address the priorities. There were 144 responses. 81% of the responses were from parents and 15% were from staff members as some staff are also parents.

A curriculum and professional development survey was sent to elementary teachers in February 2022.

The complete LCAP document will be submitted to the Saratoga Union School District Board of Education for first reading and public hearing

on June 21, 2022, and second reading, public hearing, and adoption on June 23, 2022

A summary of the feedback provided by specific educational partners.

Survey feedback included:

- *Priority 1: Teacher recruitment, selection, and support ranked highest - Concerns about wanting to increase quality teaching practices and teacher salaries
- *Priority 2: Academic supports for students (e.g. summer school, before/after academic support programs) ranked highest - Suggestions for additional academic support for students and more hands-on learning.
- *Priority 3: School-Family communication (e.g. school eNews, ParentSquare, website, parent-teacher email, automated phone calls) ranked highest - Suggestions for family social events, concise parent email, too many emails
- *Priority 4: More student enrichment offerings (e.g. music, computer programming, robotics, theatre, etc.) ranked highest.
- *Priority 5: Increase extra-curricular activities (e.g. clubs, sports, visual and performing arts, etc.) ranked highest - Suggestions for small class sizes, additional counseling
- *Priority 6: Social and emotional learning (recognizing and managing emotions, caring about others, making good decisions) ranked highest - Suggestions for more mental health offerings.

Staff feedback included:

- * Need for SEL, Trauma-informed care, and mindfulness professional development and programs
- * Need for interventions for struggling students in writing and math as well as reading at RMS as well as elementary
- * Desire for Readers Workshop PD with quality professionals
- * Interest in Orton Gillingham, the science of reading PD
- * Less interest in after school offerings like last year

DELAC feedback included:

- * Supports for students' mental health
- * Continued high-quality program during the school year and EL summer school

SAC / SEF feedback included:

- * Interest in iReady data for closing the success gap, concerns about parent volunteers not being allowed on campus, concerns with donations and participation down
- * Concerns about student socialization, support for SEL programs, and parent workshops
- * COVID safety concerns voiced
- * Support for in-person community events i.e. Open House, Promotions, Carnaval, Music shows

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Actions/Services that were included in the LCAP based on feedback by stakeholders:

- * Additional support for students' social-emotional well-being for students. (Goal 2)
- * Professional development in trauma-informed care. (Goal 2)
- * Continue to provide Acknowledge Alliance at RMS for resilience and SEL support (Goal 2)
- * Develop math and ELA interventions at RMS, Read/Math 180 (Goal 1)
- * Offer PD for Readers' Workshop with highly trained outside instructors (Goal 1)
- * Continue to provide parent series for informing the community about what programs are available in SUSD and how to access them (Goal 3)
- * Purchase a data management system for consistency and ease of use and PD support, Illuminate (Goal 3)
- * Hire a 0.6 SEL TOSA (Goal 2)
- * Provide summer school for both academics and SEL/enrichment (Goal 1)
- * Train classroom teachers and specialist in Orton-Gillingham (Goal 1 and 2)
- * Purchase curriculum (RMS science, Elementary ELA/ELD) and provide PD (Goal 1)

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

According to the 2021 California Dashboard, SUSD provided data to indicate standards were met for priorities 2, 4, and 8. SUSD provides instruction following the Common Core State Standards (CCSS) and performs well in ELA and math and these services enable English learners to access English language Development standards. SUSD is a high-performing district with Smarterbalanced (87.9% proficiency and iReady (84%) scores very high. However, there is a success gap between all students and our English Learners (47.75% proficiency) and Low socio-economic learners (62.5%). In mathematics all students are at an 87.8% proficiency rate, English Learners are at 62.5%, and Low socio-economic students are at 37.5%.

A new adoption in the spring of 2022 following an ELA/ELD reading pilot presents the need for professional development in Readers' workshop and Foundations phonics materials. Educational partners agree that a robust program includes support such as science aides, designated ELD teachers, with high-quality professional development and extended learning opportunities in the form of school tutoring, summer school, Makerspace, and music. The actions and metrics listed below will provide our staff with the support and professional development needed to deliver high-quality instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Academic Content Standards.	The local indicator for Next Generation Science Standards, NGSS, is a 4 Full Implementation. NGSS adoption in Transitional-Kindergarten, TK-5	The local indicator will remain a 4. Redwood Middle School, RMS, made a decision on NGSS materials which were adopted in May 2022. They will implement and have			The Local Indicator for Instructional Materials and PD will be a 5 in all content areas. By 2023-24 all curricular subject areas will have current adoptions and 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>complete. 100% of teachers received 2 full days of professional development.</p> <p>NGSS pilot in 6-8 planned for fall of 2021-22.</p> <p>The local Indicator for English language arts, ELA is a 3 Initial Implementation. ELA/ELD pilot in TK-5 planned for fall of 2021-22.</p> <p>ELA/ELD adopted in 2016 in grades 6-8. Follow-up choices for novels planned in 2021-22.</p> <p>The Local Indicator for Math is a 5 Full Implementation and Sustainability. Mathematics adopted in TK-5 2015. Assessment program and online supplements to be considered in 2021-22.</p>	<p>professional development, PD, in the fall of 2022. TK-5 is fully implemented.</p> <p>The local Indicator for ELA is a 4 Initial Implementation. New ELA/ELD was adopted for grades TK-5 in spring 2022. Professional development will begin in 2022-23. ELA/ELD was adopted in 2016 in grades 6-8. Follow-up choices for novels were implemented in 2021-22.</p> <p>The Local Indicator for Math is a 5 Full Implementation and Sustainability. Mathematics adopted in TK-5 2015. Assessment program and online supplements to be considered in 2021-22.</p> <p>History/Social Science was adopted in 2006.</p>			<p>of teachers will have participated in professional development for each adoption.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	History/Social Science was adopted in 2006. A pilot and adoption will occur after the current pilots are complete (2022-23).	A pilot and adoption will occur after the current pilots are complete (2022-23).			
EL access to California Standards including ELD Standards.	The Local Indicator for ELD is a 5 Full Implementation and Sustainability	The Local Indicator for ELD is a 5 Full Implementation and Sustainability			The Local Indicator for ELD will remain a 5 Full Implementation and Sustainability
Smarter Balanced assessments	<p>2018-2019 California Assessment fo Student Performance and Progress, CAASPP, Data ELA: All students - 87.14% proficiency English Learners - 48.72% Low socio-economic - 62.97%</p> <p>2018-2019 California Assessment fo Student Performance and Progress, CAASPP Data Math: All students - 88.57% proficiency English Learners - 62.79 Low socio-economic - 59.26%</p>	<p>2020-21: California Assessment fo Student Performance and Progress, CAASPP Data ELA: All students - 87.9 proficiency English Learners - 47.75% Low socio-economic - 62.5%</p> <p>2020-21 California Assessment fo Student Performance and Progress, CAASPP Data Math: All students - 87.8% English Learners 62.5 Low socioeconomic - 37.5%, this is a 21% drop</p>			<p>All students will be performing in green or blue and no student group will be more than one color level below all students in ELA, math, and science.</p> <p>CAASPP Data ELA: All students - 88% proficiency English Learners - 55% Low socio-economic - 70%</p> <p>2018-2019 CAASPP Data Math: All students - 90% proficiency English Learners - 75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Low socio-economic - 70%
English learner Reclassification Rate	There was not a 2019-20 summative ELPAC given due to the cancelation of the assessment and COVID. Therefore the baseline is the 2020-21 reclassification rate of 35.8%	Students were reclassified for the 2020-21 school year in the fall of 2021 since the summative ELCAP was not given during the 2019-20 school year. The data for the 2021-22 school year will be determined after the summative English Language Proficiency Assessment of California, ELPAC, scores are reported in the summer of 2022 and the board will be updated at a future board meeting.			The reclassification rate will remain above 35%
Percentage of English learners who progress in English proficiency as measured by ELPAC	2018-19: 67.8%, very high on CA Dashboard	2019-20 no summative assessments were given due to COVID 2020-21 summative results were available in the fall of 2021 to begin to establish a baseline. 2021-22 data is not available yet to			To maintain 65% or higher to remain in the very high ranking on the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		measure growth and will be presented at a future board meeting.			
iReady benchmark assessment data	In the fall of 2021 benchmark data will be collected and used for a local measure	2021 Fall: (All 4-8th graders were tested, some K-3 tested, it was optional for K-3) ELA 84% Math 82%			Winter ELA 85% Winter Math 85%
MARS assessments for grades 5-8	Mathematics Assessment Resource Service, MARS will be administered in the spring of 2022 and data will be collected for a baseline at that time.	2021-2022 spring data showed Algebra students scoring a level 3 or 4 proficiency at 82%. Geometry students scored a level 3 or 4 proficiency at 87%.			Algebra 85% or higher Geometry 85% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Use assessments to measure and analyze student progress and drive instruction	<p>*A 1.0 FTE district assessment and data teacher on special assignment, Teacher on Special Assignment, TOSA, will be hired in order to help implement iReady benchmark tools and a data system with which student growth can be measured in an effort to guide teacher planning and instruction:</p> <p>*iReady or SmarterBalanced interim assessments will be administered in grades K-8 so teachers can measure growth in small increments in order to better serve students who are not meeting standards. (cost in 1.5 & ELO grant)</p>	\$265,436.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>*A data management system / Illuminate, Canvas will be used in order to store data and records so growth can be measured over a course of years and teachers and administrators can access individual detailed records for intervention purposes.</p> <p>*Developmental Reading Assessment DRA team and Educational Software for Guiding Instruction, ESGI will be administered at the elementary levels utilizing a DRA team.</p> <p>*A Mathematics Assessment Resource Service, MARS scoring and Silicon Valley Math Initiative membership, testing supplies, and proctors for testing will be used to measure student mathematics growth in algebra and geometry to guide teacher instruction and placement into the appropriate mathematics pathways.</p>		
1.2	Provide opportunities to students for innovation in technology, music, and the arts	<p>*A Makerspace teacher, professional development, and materials will be available at both elementary and middle school in order to create a space for guided student creativity and exploration.</p> <p>*Music teachers TK-8 and materials will be available to all students as research shows this can improve social skills, expression, and confidence.</p> <p>* A Project Lead the Way/STEM RMS teacher, PD, and materials will be available in order to create a space for guided student creativity and exploration.</p> <p>* Rhythm and Moves offers a unique music based physical fitness program to TK-5 students. Rhythm and Moves provides classroom music to TK-1.</p> <p>*Technology PD will be offered to staff in order to become more adept with learning tools and promote better instruction and greater student collaboration and enhanced learning. (CUE conference)</p>	\$822,402.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>*Technology tools will be used to increase students' active participation and technology abilities. (Typing Club 3-5, Seesaw TK-2, RazKids K-5, Newslea, Handwriting without Tears, Keyboarding without Tears, Daily Cafe)</p> <p>*We will enhance school gardens with a paraprofessional lead who will organize volunteers and provide a curriculum for the purpose of building lifelong social skills to teach responsibility, communication, teamwork, and to further involve the community in engaging student activities.</p>		
1.3	Science - full implementation of NGSS TK-8	<p>*Three elementary science aides will be available at each site to prep hands-on experiments from the adopted Twig curriculum and help teachers during lessons. (materials and consumables)</p> <p>*Next Generation Science Standards, NGSS 6-8 adoption of FOSS curriculum, release time, and PD will assure all students are receiving high-quality and engaging instruction.</p> <p>*Gizmos online NGSS at RMS.</p>	\$208,472.00	No
1.4	ELA/ELD focused services for English learner students	<p>*Designated ELD/Reading Intervention teachers will be hired at each site for focused instruction.</p> <p>*English language development, ELD aides will be hired at each elementary site in order to push into classrooms to assist English learner students with writing skills.</p>	\$590,301.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Mathematics full implementation CCSS TK-8	<p>*Eureka math consumables for full implementation of TK-5.</p> <p>*iReady My pathways mathematics program will be used per site. IXL Learning will be used for Algebra/Geometry where the iReady levels are not available.</p> <p>*Designated Math Intervention teacher will be hired for elementary grades.</p> <p>*Math 180 at Redwood Middle School for intervention.</p> <p>*After-school tutoring for students identified through Coordination of Services Team, COST.</p>	\$238,171.00	No
1.6	Extended time for students performing below grade level	<p>*After school tutoring RMS (ELO grant) will be offered to students who need additional support in either math or reading.</p> <p>*Academic Summer School will be offered to all students who are barely at or below grade level in reading, writing, and math. (teachers, aides, supplies)</p>	\$249,618.00	No
1.7	ELA/ELD Interventions	<p>*Designated intervention teachers at each elementary (also shared in goal 1.4) will be available to support students who are performing below grade level.</p> <p>*Reading Recovery Teacher Training will be available to the reading intervention teacher. (\$1,620)</p> <p>*Read 180 at RMS. (licenses, materials, PD)</p> <p>*Orton Gillingham training for classroom teachers, and reading interventionists.</p>	\$579,517.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Professional Development for Teachers of Students with Disabilities and Screener	<p>*Orton-Gillingham, Wilson reading intervention training will be offered to RSP and SDC teachers to have another tool to better serve their students.</p> <p>*Dyslexia screener (iReady) will be used to identify students at an early stage for reading difficulties provided in IReady software.</p>	\$23,999.00	No
1.9	Multiple Tiers of Student Supports Committee	*Continuing Multi-Tiered system of Supports, MTSS committee, PD in order to assure that services are available at all tiers in the areas of social-emotional learning, behavior, and academics.	\$5,000.00	No
1.10	ELA/ELD full implementation CCSS TK-8.	<p>*TK-5 ELA/ELD Readers Workshop and Foundations adoptions, PD, and materials will be administered/purchased in order to make sure SUSD students are receiving a high-quality engaging education.</p> <p>*Teachers College Reading and Writing Project, TCRWP Homegrown Institute PD for TK-5 teachers for 4 days in August and hourly pay for attendees.</p> <p>*Momentum in Teaching PD (Readers Workshop) three per year at each elementary site.</p> <p>*1-2 teachers per elementary site will attend Teacher' College professional development at the Teachers College, Columbia University.</p> <p>*Instructional materials, replacement, and supplementary (Twig, Eureka math, Seesaw, SS weekly, etc.) will be purchased so teachers have all the materials necessary to fully administer engaging lessons.</p>	\$620,787.00	No

Action #	Title	Description	Total Funds	Contributing
		*District library team, supplies, Follet system, Overdrive online library program, and library books for each school site will be used to assure that all students have access to optimal reading materials.		
1.11	New Teacher Induction	*New teacher induction training will be continued for new teachers, discussing progress and induction support.	\$15,600.00	No
1.12	History Social Science full implementation CCSS TK-8	*History Social-Science, HSS pilot and adoption for grades TK-5. *Social Studies Weekly for real world connection, K-5 *Teacher's Curriculum Institute, TCI, consumables, RMS, 6-8	\$20,000.00	No

Goal Analysis [2021-22]

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

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

The majority of planned actions were implemented. In 1.2 Starting Arts was not implemented at RMS due to teacher feedback and time constraints during the school day.

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.

In action 1.1 iReady cost nearly doubled due to professional development costs. We used Canvas but were not charged so there is a material difference between expenditures and estimated actual expenditures. In action 1.2 Music was available to all TK-8 students, however, our elementary music teacher was able to see all students so we did not need to hire Rhythm and Moves resulting in a material difference. In action 1.3 The science pilot and adoption did take place at RMS however, due to a slow supply chain the actual purchase of the materials will come out of the 2022-23 budget instead of the 2021-22 budget. In action 1.8 due to our MTSS process and a substitute shortage we will be training RSP and general education teachers in Orton Gillingham in the summer and therefore most of the cost will show in the 2022-23 budget. In action 1.10 the ELA/ELD and phonics pilots and adoptions did take place however due to the late adoption date

and a slow supply chain the materials will be purchased in the 2022-23 school year. In action 1.11 SUSD had three new teachers go through the NTP rather than two so the cost was \$5,200 higher than the estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

SUSD made significant gains in ELA/ELD by piloting and adopting the Readers' Workshop at the elementary level and making a plan for professional development for the upcoming school year, so the local indicator moved from a 3 to a 4 in this area. All other local indicators stayed consistent. We anticipate the HSS indicator will move next year after the pilot and adoption have been completed. All CAASPP scores have stayed strong due to the many actions supporting academic growth including local assessments which allow teachers to drill down to specific standards, technology programs which enhance learning and motivation, summer school, and interventions. The reclassification rate remains very high due to the actions for English learners including designated ELD teachers and aides who push into classes for writing assistance.

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

In goal 1, action 1.2 there will be some changes for the 2022-23 school year. CSMA Arts will no longer be funded by the donations of the Saratoga Education Foundation because there was not positive response from teachers and donations fell short for SEF. The Student to Student conference will be removed as well because we have not been able to hold such a large in-person event with COVID numbers rising and falling. John Muir Laws professional development will be removed since it has finished. It was very successful and nature journals will continue to be purchased at sites. The same for equity-driven novels at the middle school, action 1.10. They have been purchased and the units have been created by the CORE teachers at RMS so this action will be removed. Action 1.12 was added so a history social-science pilot and adoption will be scheduled for the 2022-23 school year grades TK-5.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Prior to the COVID school shutdown in the spring of 2020 SUSD had created a Social-emotional learning committee comprised of parents, teachers, staff, and administrators in order to determine the needs of students and decide upon a curriculum or framework to support students. Over the course of the past two years, this group continued to meet and made recommendations for the elementary school, middle school, and administration. In addition, we used the results of a Kelvin survey and educational partner conversations to determine there is a considerable need to address the mental health and well-being of our students and staff. We have formed a Multiple Tiers of Student Success, MTSS, team and implement support for SEL and behavior at each educational level (elementary and middle) and tier (universal instruction, targeted group instruction, and intensive individualized instruction).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of teachers with appropriately assigned credentials. School Accountability Report Card, SARC	100% of SUSD teachers are appropriately assigned.	100% of SUSD teachers are appropriately assigned.			Continue to maintain 100% appropriately assigned teachers.
Student access to standards-aligned instructional materials. School Accountability Report Card, SARC/local tech department check-out system	All SUSD students have access to standards-aligned instructional materials in all subject areas. 100% of TK-8 students have 1:1 Chromebooks and	All SUSD students have access to standards-aligned instructional materials in all subject areas. 100% of TK-8 students have 1:1 Chromebooks and			100% of TK-8 students will continue to have 1:1 access to a digital device

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	hotspot devices are provided for all staff and students who need additional assistance with internet connectivity.	hotspot devices are provided for all staff and students who need additional assistance with internet connectivity.			
Facilities in Good Repair: Facility Inspection Tool, FIT	All schools have a good rating in all areas of the Facility Inspection Tool, FIT report and an overall rating of exemplary.	All schools have a good rating in all areas of the Facility Inspection Tool, FIT report and an overall rating of exemplary.			To continue having a good rating in all areas of the FIT report and an overall rating of exemplary.
Suspension rate	In the 2019 California Dashboard SUSD, 0.5% of students were suspended.	For the 2020-21 school year the suspension rate was 0.06%. The drop is likely due to students being in distance learning. The 2021-22 data will be calculated after school is released and the board will be updated.			To continue to have less than 1% of students suspended.
Expulsion rate	0% of students were expelled in 2020-21.	0% of students were expelled in 2020-21.			To continue to have 0% students expelled.
Dropout rate	0% of students dropped out of RMS in 2020-2021.	0% of students dropped out of RMS in 2020-2021			To continue to have 0% students dropout.
California Healthy Kids Survey, CHKS	data expected last week of May	California Healthy Kids Survey, CHKS was administered in			tbd

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		spring 2020. This survey is offered every other year. School Engagement and Supports: School connectedness G6-75% G&-73% G8-65% School connectedness G3-83% G4-80% G5-78%			
Kelvin Survey Tool	Favorable Growth Mindset 62%	Fall 2021 Favorable Growth Mindset 78% at RMS Favorable Growth Mindset 77% at Elementary Winter/Spring 2022 Favorable Growth Mindset 80% at RMS Favorable Growth Mindset 82% at Elementary			85%
Acknowledge Alliance survey tool	to be administered in fall 2021	Resilience Consultations for Staff: 26 Individual staff consultations 39 instances of staff outreach (resources			tbd

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>sent to individual, small group, or all staff)</p> <p>18 classroom observations</p> <p>1 small group staff consultation</p> <p>Project Resilience SEL lessons with students:</p> <p>121 Project Resilience lessons delivered so far</p> <p>All 8th grade and 7th-grade lessons completed (approx. 480 students)</p> <p>7 lessons with 7th grade; 7 lessons with 8th grade</p> <p>6th-grade lessons begin this week and conclude in May</p>			
Parent workshops	Attendance measured at 10-15 participants. During the summer of 2020, SUSD held three parent workshops centered around mental health and well-being.	A parent series is offered one time per month highlighting school programs. Parent attendance ranged from 12-70 participants, with the average being 38 parents.			Parent workshops will be attended by 50 or more attendees.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of Study, Powerschool, elementary schedules	<p>Based on class schedules 100% of elementary students participate in a broad course of study including math, ELA/ELD, science, history, art, music, PE, and Makerspace. 5th-grade students participate in comprehensive sexuality education.</p> <p>99.9% of middle school students participate in a broad course of study including math, ELA/ELD, science, history, art, music, PE, and electives which include Spanish, Makerspace, technology, and comprehensive sexuality education based on schedules from Powerschool.</p>	99.9% or more students in grades TK-8 participate in all core subjects and have additional highly engaging activities such as Makerspace, theatre, and Social-emotional learning, SEL.			To continue to have 99.9% or more students in grades TK-8 participate in all core subjects and have additional highly engaging activities such as Makerspace, theatre, and SEL.
Counseling and Support Services for Youth, CASSY counseling	Counseling and Support Services for Youth, CASSY counseling services held 549 individual	Individual Sessions: 867 Group Sessions: 19 Presentations: 1			The desired outcome would be to have less need and therefore more group and classroom workshops

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	sessions with students, 55 classroom workshops, and 0 group sessions due to COVID.				as preventative measures and less need for individual tier 3 sessions.
Digital citizenship lessons	All classes TK-8 participated in a minimum of three digital citizenship lessons.	100% of classes participated in at least three digital citizenship lessons in TK-8.			To have all classes participate in 3-5 digital citizenship lessons in TK-8
Social-emotional learning, SEL professional development	10 SUSD staff have participated in SEL training in 2020-21.	All staff have participated in some form of SEL, Equity, and Positive Behavior professional development this year.			211 (all) SUSD staff will have participated in SEL, Equity, and Positive Behavior professional development

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Promote positive behaviors	<p>*Provide 2 Redwood Middle School counselors, 3.6 psychologists, and 2 behavior specialists in order to provide a system of support for students to engage in socially positive behavior.</p> <p>*Provide CASSY counseling services in-classroom workshops, group sessions, and individual sessions as tier 1, 2, and 3 supports.</p> <p>*Hire a social worker with a Pupil Personnel Services, PPS degree in order to provide adequate support for high-need students.</p> <p>*Hire three clinicians to provide support for high-need students.</p>	\$2,181,022.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>*Use Project Cornerstone ABC readers to encourage empathy through literature and discussion.</p> <p>*Implement knowledge and responsible online citizenship for students in a series of classes, assemblies, and parent workshops (MyDigitalTat2)</p> <p>*Hire two Itinerant behavior aides to support students in tier 3.</p>		
2.2	Social-emotional learning for a positive foundation	<p>*Continue Social-emotional curriculum for TK-5 (Toolbox) and professional development. Focus on new teachers.</p> <p>*Hire Acknowledge Alliance for SEL at RMS to create a positive learning environment where all students feel they have the tools to self-regulate and respond in situations where they do not feel safe.</p> <p>*Hire a 0.6 FTE Social-emotional Teacher on Special Assignment, TOSA to assist in implementing SEL programs and professional development.</p> <p>*Offer a summer school program to students with an SEL component for recreation and socialization building (shared with Goal/Action 1.6)</p> <p>* A KELVIN survey tool will be used three times throughout the year to inform staff of the social-emotional needs of students.</p>	\$212,783.00	No
2.3	Ensure safety and good health practices	<p>*CPR/AED/First Aid training for all staff will be offered to keep certification current.</p> <p>*3 digital citizenship lessons per year will be taught to all TK-8 students under the guidance of Makerspace staff.</p>	\$55,911.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>*Emergency services radios will be maintained in the event of an emergency on campus.</p> <p>*Gaggle with Speak-Up, Go Guardian, and GETS will be purchased in an effort to monitor online student behavior and safety.</p> <p>*Professional development for the school nurse and health and emergency supplies.</p> <p>*Vision screener and contracted hearing test nurse.</p>		
2.4	Foster Youth Services	<p>*The site principal will act as the Foster Youth, FY liaison to make sure all FY are enrolled in one day and that they are monitored for academic and social needs and have priority access to services such as tutoring, summer school, and SEL classes.</p> <p>*Provide relevant, restorative practices training to all staff to better serve FY students</p>	\$0.00	Yes
2.5	Parent Adult Education	<p>*A quarterly workshop series sharing current SUSD programs and ideas for how parents may work with their children for SEL and antibullying needs will be offered to better inform parents of services and how to access them.</p>	\$4,000.00	No

Goal Analysis [2021-22]

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

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

All of the planned actions were implemented with the exception of hiring a social worker (2.1). During the process of implementing a Multi-Tiered System of Support, MTSS Team and working on interventions across sites it was decided that we would wait one year for this action

to make sure this was the best direction for SUSD. Several counseling services were interviewed and after discussion it has been decided that a social worker will be hired for the 2022-23 school year to assist the district with Tier 2 and 3 social-emotional intervention.

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.

There were some material differences although most of the actions were able to be completed. In action 2.1 SUSD decided to postpone the implementation of a social worker for one year resulting in a material difference between the budgeted expenditures and estimated actual expenditures. Also in action, 2.1 CASSY counseling did not cost as much as anticipated due to staffing difficulties. Project Cornerstone ended up costing approximately half of what was budgeted mostly because parent volunteers could not be on campus for part of the school year due to COVID. SUSD also did not participate in PBIS at the one site that was designated because the district formed an initiative Multi-Tiered System of Support, MTSS to look at the needs of the district in its entirety. Action 2.3 safety radios ended up costing approximately \$14,000 more than anticipate as full replacement ended up being necessary.

An explanation of how effective the specific actions were in making progress toward the goal.

The largest change in metrics was the suspension rate, however, this may have had more to do with students being in distant learning. The Kelvin survey data improved for students in showing growth mindset by 2-4%. This is likely due to many of the programs in place such as CASSY counseling, Project Cornerstone, Acknowledge Alliance, and the new SEL Toolbox curriculum for TK-5. The parent workshops were also successful as shown by positive feedback and improved attendance at parent meetings. Parent meeting attendance rose from an average of 10 to 38. The Gaggle/Speak Up action proved to be useful this year as well by alerting staff many times when a student was in need.

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

Goal 2 and metrics seem to be well aligned to the needs in SUSD and will therefore remain the same. There are a few actions that will be changed. In action 2.1 the anti-bullying focus will be moved to digital citizenship and online concerns based on feedback from the middle school counselors, administration, and discipline records. The specific action for Positive Behavioral Intervention and Supports, PBIS will be broadened to incorporate the bigger umbrella of MTSS. In action 2.2 the SEL TOSA will increase from 0.5% FTE to 0.6% and the focus will be on working directly with students in tier 1 groups and new teachers who are unfamiliar with Toolbox. The action for implementing equity novels at RMS has been met so this will be removed. Also, the after-school yoga and SEL classes have been moved to the school day. RMS has put this option into their 6th-grade elective wheel so all students will experience it and at the elementary level, the 0.6% TOSA will work in classrooms. For action 2.5 the parent workshops will go from monthly to quarterly and we will focus on the most successful presentations from last year.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Saratoga is a unique and exceptional community that values development of the whole child including rigorous academics, social-emotional well-being, cultural diversity, and artistic endeavors. Our parents and community members see themselves as part of the school system and enjoy many partnership opportunities including a variety of community input groups, task forces, community foundations, and PTAs. SUSD believes that involving stakeholders, including parents, students, teachers, and staff throughout the process creates trust, buy-in and increased engagement for all.

The COVID-19 school shutdown created an opportunity for more parents and staff to participate in board meetings and stakeholder meetings through online forums. From this input we heard that adults are deeply concerned with the mental health of our students and that they would like more opportunities to have two-way dialogue regarding school programs and concerns. We are committed to continual improvement in our communication methods to make everyone feel welcomed, valued and heard.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and staff Local Control and Accountability Plan, LCAP survey	The LCAP survey had 16% or 263 responses with 261 written responses to specific priorities.	The LCAP survey had 8% or 144 responses with 121 written responses to specific priorities.			55% response from all parents in the district on the LCAP survey
Comprehensive Sexual Education, CSE, parent survey	The 5th-grade CSE parent survey had 20% or 35 responses and the 8th-grade parent survey had 19% or 46 responses	The 5th-grade CSE parent survey had 20% or 39 responses and the 8th-grade had .05% or 13 responses			55% response from all parents in the district on the CSE survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Committees: Superintendent's Advisory Council District English Learner Advisory Committee Math Task Force Saratoga Education Foundation Elementary Re-opening Committee RMS Re-opening Committee	*Superintendent's Advisory Council had nearly 100% attendance of members monthly *District English Learner Advisory Committee had approximately 5 parent participants per meeting *Math Task Force had approximately 80% attendance of members at meetings *Saratoga Education Foundation had approximately 15-20 members per meeting *Elementary Re-opening Committee had nearly 100% attendance of members *RMS Re-opening Committee had 100% of members attending with one member dropping out of the last two meetings.	*Superintendent's Advisory Council has nearly 100% attendance of members monthly *District English Learner Advisory Committee has had 20, 5, 3, and 6 parent participants per meeting. The January meeting with 3 participants was virtual. *Math Task Force had approximately 80% attendance of members at the meeting *Saratoga Education Foundation had approximately 15-20 members per meeting * The re-opening committee did not meet because schools are re-opened.			Maintain nearly 100% of committee members regularly attending meetings. Increase DELAC parent attendance to 50% attendance from English learner families
Translation services	All District English Language Advisory Committee, DELAC, and Comprehensive	All DELAC and CSE had Mandarin translation services available.			To increase translation services to all open forum groups and parent workshops

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Sexual Educations, CSE had Mandarin translation services available.</p> <p>The website has a translation option</p>	<p>At DELAC a Spanish speaking person translated for 2 meetings</p> <p>The website has a translation option</p>			<p>in both Mandarin and Spanish</p>
Chronic absenteeism	<p>Chronic absenteeism in 2019 California Dashboard shows 4.1% chronically absent with all students in yellow and no student group more than one color band below.</p>	<p>Chronic absenteeism in 2019 California Dashboard shows 4.1% chronically absent while local data shows 3.9% with 69 students. This was the year schools closed in March.</p> <p>2020-2021 the California Dashboard did not record chronic absenteeism. Local data showed a 0.4% rate and 7 students. This year was primarily distance learning until the spring.</p> <p>Rates for 2021-22 will not be calculated until the close of school. The school board will be updated when the data is available.</p>			<p>California Dashboard showing all students in the blue color band for chronic absenteeism.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	The baseline for 2019-20 was 96.10% March 2020 to June was distance learning.	The baseline for 2019-20 was 96.10% In 2020-21 the attendance rate was 99.6%.			97% attendance rate

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Translation Services	<p>*Translator will be present for parent input meetings including DELAC, CSE, IEPs, SST in order to welcome as many voices from our diverse population as possible.</p> <p>*Document Tracking Services / translations will be used to share district plans with the community.</p>	\$21,200.00	Yes
3.2	Staff and Student Voices	<p>*District Leadership Teams will meet monthly with representation from all sites, grade levels, and departments, and Special Education teachers in order to discuss district initiatives, professional development, students with disabilities, and other concerns.</p> <p>*RMS leadership class will be offered as an elective so students can find ways to shape the culture and climate at RMS.</p>	\$79,099.00	No
3.3	Parent Committees	*CSE 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.	\$13,240.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>*CSE Ivy Chen evening will be offered to encourage parents (Cardea) to have healthy conversations with their children about growth and body image. CSE consumables will be replaced.</p> <p>*DELAC, SAC will be held on a regular basis so parents can understand the district offerings and initiatives, ask questions, and share ideas.</p> <p>*Board Office hours are offered to staff and parents on a monthly rotating basis to the community has access to the school board.</p> <p>*Zoom will be used for many community meetings to increase attendance</p> <p>*An informational series highlighting programs in the district will be held monthly to better inform parents about offerings that exist in the district (CASSY, Toolbox, Equity training etc.)</p>		
3.4	Digital Communication	<p>*Parent Square will be utilized to message the staff and parents about school and community events.</p> <p>*District website (Blackboard) will be continually updated by our district communication person</p> <p>*Powerschool will used for parents and students to access information, schedules, and grades</p> <p>*The Canvas learning management system will be implemented for RMS staff to support online teaching and assessments shared with Goal/Action 1.1)</p>	\$54,547.00	No

Goal Analysis [2021-22]

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

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

There were no substantive differences in planned action and actual implementation of the actions. There was such strong attendance at board meetings, board office hours, committees, and district leadership committees it was decided additional meetings were

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.

Actual service costs needed Goal and Action 3.1 Translation Services were lower than anticipated, however all translation needs were met. The district experienced lower costs for site level stipends in Goal and Action 3.2 due mainly to closed campuses through most of the school year. Teachers were focused on online learning and stipends were not utilized.

An explanation of how effective the specific actions were in making progress toward the goal.

The focus of goal three is communication. Communication is an area that can always improve and SUSD looks for ways to offer diverse communication including in-person, via Zoom, surveys, technology tools and parent/staff leadership groups. The metrics in goal three indicate strong participation in educational partner groups such as Superintendent's Advisory Council, Board office hours, District Leadership Teams, and the Parent Evening Workshop Series, Math Advisory, and Saratoga Educational Foundation. Translation services are well utilized at public meetings and for individual parent meetings when necessary. Technological communication tools such as Parent Square, Blackboard, Powerschool, and Canvas are highly used for communication with staff and parents.

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

There are very few changes that will be made to goal three. The Math Task Force will be removed as the purpose of this group was to create, review and finalize the RMS math pathways and this is done.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$271,594	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
1.81%	0.00%	\$0.00	1.81%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

All of our actions are directed toward our unduplicated student groups and no other students in the district will benefit from these actions. None of these actions are LEA wide or school wide, they are targeted

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In the absence of an up to date Dashboard, our local data shows our English Learners are performing lower than all students during the fall semester of DRA testings and by servicing these students with designated ELD teachers for reading, ELD aides for writing, and providing an online ELA program for home use they are able to reach the academic levels of their peers at a faster rate and lead to a high reclassification rate. In addition, translation services in Mandarin and Spanish help to keep families involved and informed.

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.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,264,227.00	\$1,065,163.00	\$669,201.00	\$262,514.00	\$6,261,105.00	\$4,732,426.00	\$1,528,679.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Use assessments to measure and analyze student progress and drive instruction	All	\$265,436.00				\$265,436.00
1	1.2	Provide opportunities to students for innovation in technology, music, and the arts	All	\$222,819.00	\$37,738.00	\$561,845.00		\$822,402.00
1	1.3	Science - full implementation of NGSS TK-8	All	\$2,500.00	\$118,230.00	\$87,742.00		\$208,472.00
1	1.4	ELA/ELD focused services for English learner students	English Learners	\$590,301.00				\$590,301.00
1	1.5	Mathematics full implementation CCSS TK-8	All		\$230,525.00		\$7,646.00	\$238,171.00
1	1.6	Extended time for students performing below grade level	Students performing below grade level All Students with Disabilities				\$249,618.00	\$249,618.00
1	1.7	ELA/ELD Interventions	1-5 students reading below grade level All	\$555,084.00	\$24,433.00			\$579,517.00
1	1.8	Professional Development for Teachers of Students with Disabilities and Screener	Students with Disabilities		\$23,999.00			\$23,999.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Multiple Tiers of Student Supports Committee	All	\$5,000.00				\$5,000.00
1	1.10	ELA/ELD full implementation CCSS TK-8.	All	\$401,170.00	\$219,617.00			\$620,787.00
1	1.11	New Teacher Induction	All	\$15,600.00				\$15,600.00
1	1.12	History Social Science full implementation CCSS TK-8	All	\$5,000.00	\$15,000.00			\$20,000.00
2	2.1	Promote positive behaviors	All Students with Disabilities	\$1,784,151.00	\$391,621.00		\$5,250.00	\$2,181,022.00
2	2.2	Social-emotional learning for a positive foundation	All	\$212,783.00				\$212,783.00
2	2.3	Ensure safety and good health practices	All	\$55,911.00				\$55,911.00
2	2.4	Foster Youth Services	Foster Youth					\$0.00
2	2.5	Parent Adult Education	All Students with Disabilities	\$4,000.00				\$4,000.00
3	3.1	Translation Services	English Learners	\$21,200.00				\$21,200.00
3	3.2	Staff and Student Voices	All Students with Disabilities	\$59,485.00		\$19,614.00		\$79,099.00
3	3.3	Parent Committees	English Learners - DELAC All Students with Disabilities	\$9,240.00	\$4,000.00			\$13,240.00
3	3.4	Digital Communication	All	\$54,547.00				\$54,547.00

2022-23 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
14,977,309	\$271,594	1.81%	0.00%	1.81%	\$611,501.00	0.00%	4.08 %	Total:	\$611,501.00
								LEA-wide Total:	\$611,501.00
								Limited Total:	\$0.00
								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	LEA-wide	English Learners	All Schools	\$590,301.00	
2	2.4	Foster Youth Services	Yes	LEA-wide	Foster Youth	All Schools		
3	3.1	Translation Services	Yes	LEA-wide	English Learners	All Schools	\$21,200.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,700,939.00	\$4,434,376.03

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	\$164,163.00	\$199,753.28
1	1.2	Provide opportunities to students for innovation in technology, music, and the arts	No	\$913,366.00	\$780,262.19
1	1.3	Science - full implementation of NGSS TK-8	No	\$178,635.00	\$90,220.98
1	1.4	ELA/ELD focused services for English learner students	Yes	\$510,913.00	\$551,654.56
1	1.5	Mathematics full implementation CCSS TK-8	No	\$19,945.00	\$34,060.00
1	1.6	Extended time for students performing below grade level	No	\$158,000.00	\$279,561.74
1	1.7	ELA/ELD Interventions	No	\$9,000.00	\$8,190.06
1	1.8	Professional Development for Teachers of Students with Disabilities and Screener	No	\$7,000.00	\$0.00
1	1.9	Multiple Tiers of Student Supports Committee	No	\$5,000.00	\$24,278.81

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	1.10	ELA/ELD full implementation CCSS TK-8.	No	\$413,528.00	\$319,222.64
1	1.11	New Teacher Induction	No	\$10,400.00	\$15,600.00
2	2.1	Promote positive behaviors	No	\$1,883,231.00	\$1,722,492.53
2	2.2	Social-emotional learning for a positive foundation	No	\$236,315.00	\$233,309.74
2	2.3	Ensure safety and good health practices	No	\$22,421.00	\$41,683.89
2	2.4	Foster Youth Services	Yes	\$0.00	\$0.00
2	2.5	Parent Adult Education	No	\$7,000.00	\$4,350.00
3	3.1	Translation Services	Yes	\$21,250.00	\$3,534.48
3	3.2	Staff and Student Voices	No	\$88,625.00	\$73,186.45
3	3.3	Parent Committees	No	\$4,000.00	\$4,280.00
3	3.4	Digital Communication	No	\$48,147.00	\$48,734.68

2021-22 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)
245,392	\$532,163.00	\$555,189.04	(\$23,026.04)	0.00%	0.00%	0.00%

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	\$510,913.00	\$551,654.56		
2	2.4	Foster Youth Services	Yes	\$0	\$0		
3	3.1	Translation Services	Yes	\$21,250.00	3,534.48		

2021-22 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)
14,300,221	245,392	0	1.72%	\$555,189.04	0.00%	3.88%	\$0.00	0.00%

Instructions

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[Engaging Educational Partners](#)

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[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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

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

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 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.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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
January 2022