



## LCFF Budget Overview for Parents

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

CDS Code: 43696820000000

School Year: 2023-24

LEA contact information:

Dr. Ken Geisick

Superintendent

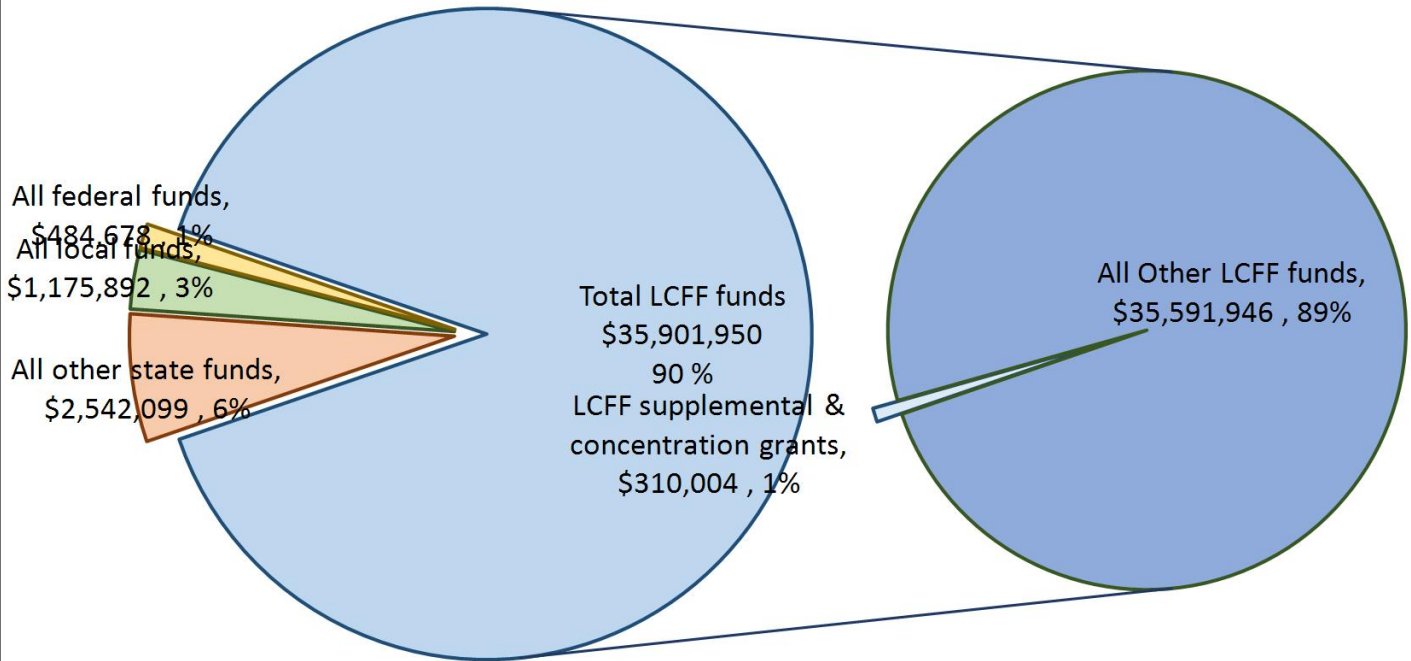
[kgeisick@saratogausd.org](mailto:kgeisick@saratogausd.org)

(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 2023-24 School Year

## Projected Revenue by Fund Source

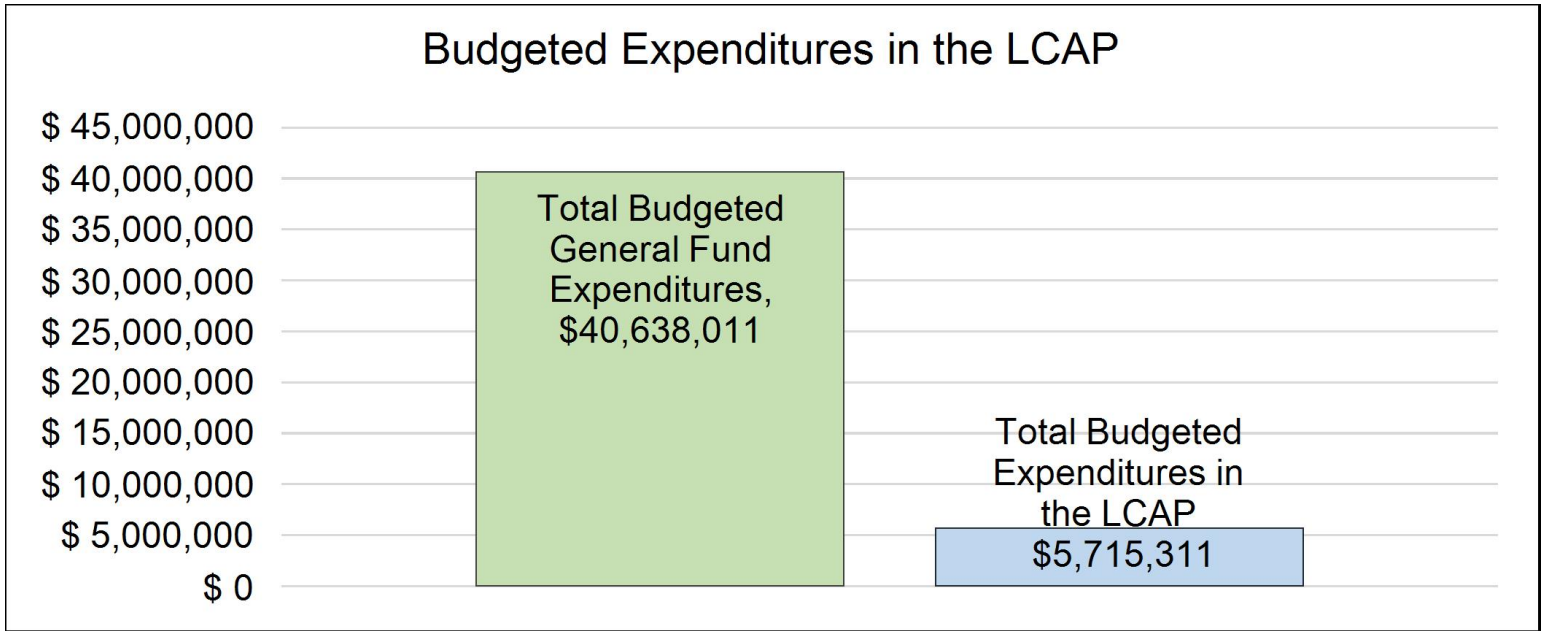


This chart shows the total general purpose revenue Saratoga Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Saratoga Union School District is \$40,104,619, of which \$35,901,950 is Local Control Funding Formula (LCFF), \$2,542,099 is other state funds, \$1,175,892 is local funds, and \$484,678 is federal funds. Of the \$35,901,950 in LCFF Funds, \$310,004 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 2023-24. 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 \$40,638,011 for the 2023-24 school year. Of that amount, \$5,715,311 is tied to actions/services in the LCAP and \$34,922,700 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salary and benefit costs that directly support students such as: Classroom teachers, classroom instructional aides, noon duty aides, and substitute costs of \$15 million, Special Education program including staffing and services of \$6.9 million, Routine Restricted Maintenance including staffing, repairs and general maintenance of district facilities of \$1.6 million, utilities for \$911K, Insurance for \$224K, Custodial staff and supplies for all district facilities of \$2.15 million, Administration costs including school site administration and administrative support services, Educational and Student Support Services, District Office support services including staffing for Superintendent, District Office Administration, Business Services, Human Resources and Warehouse of \$6 million, District support services including costs for legal county financial software and support, professional development, audit services, legal and other services of \$1 million, debt service costs of \$327K for payment of Supplemental Early Retirement Program, and \$139K to the Basic Aid Reserve Fund per board policy.

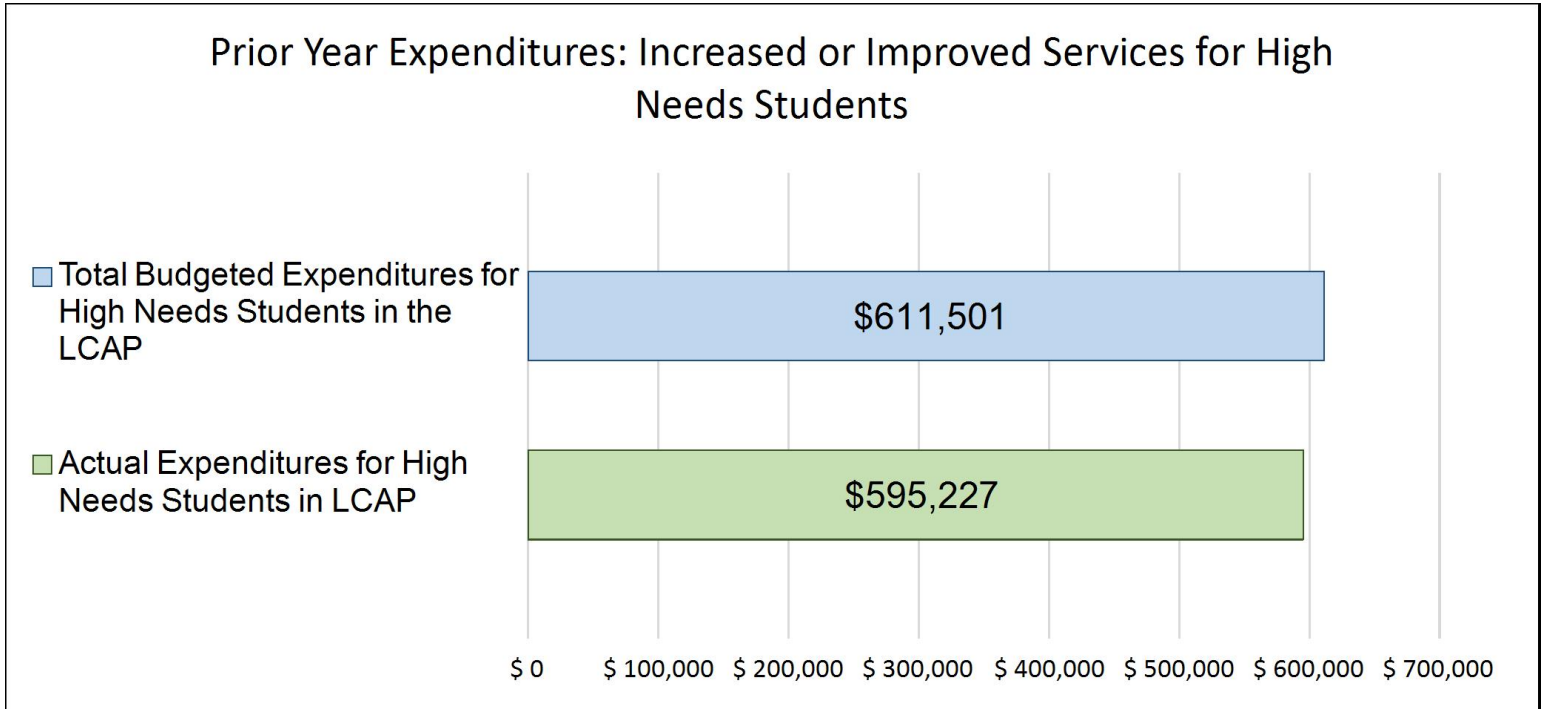
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Saratoga Union School District is projecting it will receive \$310,004 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 \$449,753 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 2022-23



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 2022-23, Saratoga Union School District's LCAP budgeted \$611,501 for planned actions to increase or improve services for high needs students. Saratoga Union School District actually spent \$595,227 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-16,274 had the following impact on Saratoga Union School District's ability to increase or improve services for high needs students:

The difference was mainly due to lower than anticipated costs for translation services, however, all needed translation services were provided for all students.



# Local Control and Accountability Plan

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

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

## Plan Summary [2023-24]

### 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 108 FTE certificated personnel and 107 classified FTE. All of the schools have been recognized as California Distinguished Schools. In 2022 the district was recognized with the Pivotal Practice Award. In the 2022-2023 school year, the student enrollment was 1,596. The three elementary schools - Argonaut, Saratoga, and Foothill each have between 300 and 340 students, while Redwood Middle School has 628 students. The population is diverse, with various ethnicities, including 57% Asian, 22% White, and 4.4% Hispanic. There are 113 (7.1%) English learner students, 9.7% students with disabilities, and 2.8% socioeconomically disadvantaged students.

The district’s mission is to create an innovative public school system that stimulates intellectual curiosity, provides academic rigor for every learner, and instills leadership, responsibility, and global citizenship in a safe, nurturing environment where learners THRIVE. This is

accomplished by hiring highly qualified teachers, investing in effective professional development, collaborating with our community and parent groups, using relevant technology, and having a 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 educational partners 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 2022 California Dashboard 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 2022 Smarter Balanced ELA test results showed 87.93% proficiency rates districtwide and 88.76% for math. The CAST test for science showed 5th-graders at 81.82% proficient and 8th-graders at 81.42% proficient compared with the state averages of 31% and 29%. This is a 5% increase over the previous scores. iReady data showed consistency with CAASPP.

The expulsion rate remains at 0%. The suspension rate during the 2021-22 school year was 0.9% compared to the state average of 3.1%.

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. During the 2022-23 school year, SUSD made further steps at developing MTSS. This included the Coordination of Student Services, COST, teams at each school site which met twice monthly to discuss any students struggling in academic or social-emotional areas. The intervention teachers then used this data to form their groups.

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 provided after-school tutoring in Math and Reading, significantly improving skill levels and helping students reach grade level.

Professional development was provided to staff this year, primarily 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 new ELA and phonics curriculum was adopted. A well-received professional development team called Momentum in Teaching worked with all elementary teachers thrice throughout the school year on the Readers' Workshop model. Middle school teachers focused on learning iReady, COST, and MTSS during their SELECT days. SUSD brought all enrichment such as Makerspace, Rhythm and Moves physical fitness, and music. The administration team attended professional development for Restorative Practices techniques so students and staff can mend relationships, take responsibility for actions, understand how to express communication and build strong relationships. Toolbox curriculum at the elementary level was continued, and Acknowledge Alliance at the middle school level for social-emotional well-being. A

series of Trauma-Informed Care trainings for staff occurred throughout the school year. A pilot committee at the elementary level for the History Social-Science curriculum worked all year to decide on a new curriculum for adoption in the fall.

Communication avenues were continued with a quarterly parent nights series that included MyDigitalTaT2, the District's sexual education curriculum, Ivy Chen's How to Talk with your Kids about Sexuality, Math Placement, and Social-emotional learning with your children. The attendance was between 50-200 for these sessions.

Integrated and designated services for our English learners were continued with a reading intervention and designated ELD teachers at each elementary level. English learner aides are 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 small groups and often 1:1. These services proved exceptional. English learners and low-income students 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 focusing on SEL, outdoor activities, and one high-interest topic such as art or coding. These summer offerings result from community feedback letting us know of the concern for socialization for our students.

The 2023 spring California Healthy Kids Survey results have not been released to Saratoga Union School District. They are expected in late June. When the results are delivered, they will be presented to the Governing School Board at the next board meeting. Current local data was gathered through the KELVIN surveys.

The California Healthy Kids Survey, given every other year 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%, and 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 6th was 70%, 7th was 66%, and 8th was 59%. Most students 65-75% ranked school connectedness high and academic motivation as high at 65-68%. Most students also said they slept 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 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 positively, 86% of 7th, and 76% of 8th. RMS students ranked their social and emotional health 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 Support 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.

In 2022-23, the KELVIN survey was conducted thrice in grades 2-5 and 6-8 throughout the school year. At the middle school, 464 students participated, with a rate of 68%. The tested areas included school climate and well-being-interpersonal, scoring 81% favorable. At the elementary level, 499 students participated, with a rate of 72%. The areas tested with the highest favorable rate were instructional environment, 89%, and discipline, 85%. The greatest areas of concern were positive affect, 56% with questions about how often students felt hopeful.



## 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 Healthy Kids survey data is not due back until the end of June. SUSD administered a local survey called KELVIN that has been used for Social-emotional planning needs. The results were very positive, with favorability rates ranging from 76-82%. The lowest group at 76% was the white student group. Other local data, such as an uptick in Risk Assessments being given at grades 5-8, have been of concern and indicate that there may be more need for additional social-emotional intervention in these grade levels. The social worker beginning in the fall, will focus on these grades.

The California Dashboard shows SUSD's greatest needs in 2022 in student groups of Socioeconomically disadvantaged, Hispanic, and Students with Disabilities. Socioeconomically Disadvantaged students showed very high in the area of suspension rates, while Hispanic and Students with Disabilities were high. The English learners and white students were medium. Socioeconomically disadvantaged, Hispanic, and Students with Disabilities also rated high in chronic absenteeism, while English learners and white students were medium. Restorative Practices will be part of the Multiple-Tiered system of Supports for 2023-2024 in an effort to help students feel connected to their schools, peers, and teachers to reduce suspensions and absences.

## 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 participated in professional development for four days before school beginning in 2022 and again three times throughout the school year for the newly adopted ELA/ELD curriculum, including Readers' Workshop and Foundations (phonics-based). Next year TK-5 will have newly updated Writing Workshop kits. At the middle school, there were 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 ensuring all students' social-emotional, behavioral, and academic needs at all three-tier levels are met. Some actions/services are focused on the needs of English learners who will work with designated ELD teachers and ELD writing aides 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 can 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 is apparent that a continued focus for our community is social-emotional wellness. Goal #2 focuses on behavior support and social-emotional learning. Some actions include hiring a social worker and continuing the two behavior aides to work with our most at-risk population. It is important to ensure all students have the tools to self-regulate and be empathetic so the Toolbox social-emotional curriculum will continue. An experienced teacher will make sure it is introduced to new staff. A summer school enrichment opportunity called Jumpstart continues for the third 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 increased ability to participate in community forums from our living rooms or kitchens via Zoom and Google Meet. This year we will continue offering some meetings, particularly evening, via Zoom and Google Meet. Goal #3 emphasizes communication, as this is an area where we can always improve. The parent series will run quarterly, bringing back the most popular presentations. One month it may be CASSY counselors, and another could focus on our Toolbox SEL curriculum. During these workshops, parents can learn about what the students have access to, 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, inspiring 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 to share and implement a common vision.

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

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. This work has continued into the 2022-2023 school year. While great gains have been made, these district priorities continue to drive the work that is being done:

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 this.
- Identify promising instructional practices developed during COVID and spread them
- Build administrator and teacher leader knowledge of the Multi-Tiered System of Support (MTSS) as we identify emerging student needs and develop interventions and enrichment opportunities.
- Drive continuous improvement and 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 regularly 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 18, 2022 - Regular: focus on CASSY counseling, Trauma Informed Care, TIC, Transitional kindergarten policy, facility repairs, and COVID safety (Goal 1, 2, 3))

September 15, 2022 - Regular: focus on summer school, summer enrichment, Smarter Balanced Assessments, and facilities updates for roofs (Goal 1, 2, 3)

October 13, 2022 - Regular: focus on Assessment data including Smarter Balance, SBAC, English Language Proficiency Assessments for California, ELPAC, iReady, and reclassification (Goal 1, 2))

November 10, 2022 - Regular: focus on Professional Development and process (Goal 1)

December 15, 2022 - Regular: focus on planned curriculum adoptions (Goal 1)

January 19, 2023 - Regular: focus on School (Goal 2)

February 9, 2023 - Regular: focus on Readers' Workshop curriculum (Goal 1)

March 9, 2023 - Regular: focus on Jumpstart summer school (Goal 1, 2)

March 23, 2023 - Regular: focus on Saratoga Education Foundation, SEF, "specials," and social-emotional learning in classrooms (Goal 2)

April 20, 2023 - Regular: Green energy programs, Cybersecurity (Goal 2)

May 11, 2023 - Regular: focus on Anti-Racism, Professional Development for Trauma-Informed Care, TIC (Goal 1, 2)

May 25, 2023 - Regular: focus on History Social-Science and Next Generation Science Standards curriculum at the middle school (Goal 1)

June 12, 2023 - Regular: Public hearing to review and discuss draft LCAP

June 15, 2023 - Regular: Board votes to approve LCAP

#### Superintendents Advisory Council:

September 20, 2022: Multiple Tiered System of Support, MTSS, new Readers' Workshop curriculum, Safety with screening volunteers/vendors (Goals 1, 3)

November 8, 2022: Special Education overview and social-emotional learning updates (Goal 2)

January 17, 2023: Budget overview and History-Social Science curriculum update (Goals 1)

March 14, 2023: Facilities (roofing) update, Jumpstart summer enrichment, projected enrollment, Shelter in place discussion, an overview of SUSD Technology (Goals 1 and 2)

May 16, 2023: Summer programs, curriculum adoption updates (History Social-science at the elementary and English language arts at the middle school), district logos (Goal 1)

#### District English Learner Advisory Council, DELAC:

October 11, 2022: focus on English Learner Programs, parent involvement, and explanation of English Language Proficiency Assessments for California, ELPAC, (Goals 1 and 3)

January 24, 2023: focus on assessments and curriculum, LCAP goals and input discussion (Goal 1)

March 21, 2023: focus on changes to the ELD program at RMS, transition to high school, summer 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. LCAP goals, services, and actions were discussed.

Elementary and RMS District Leadership Teams comprised 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:

April 26, 2023: 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 Redwood Middle School and general feedback.

Diversity, Equity and Inclusion group met on December 13, 2022 to discuss measures to take to prevent microaggressions and racism.

#### Surveys:

An LCAP survey was sent to parents and staff in April 2023 to gather input on state priorities and ideas for ways SUSD can address the priorities. There were 100 responses.

KELVIN Social-emotional survey was administered three times throughout the school year to students.  
California Healthy Kids Survey was given in May, 2023.  
A School Experience Survey was given to all families in May 2023.

The complete LCAP document will be submitted to the Saratoga Union School District Board of Education for first reading and public hearing on June 12, 2023, and the second reading, public hearing, and adoption on June 15, 2023

#### 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 provide clean schools.

\*Priority 2: Academic supports for students (e.g. summer school, before/after academic support programs) ranked highest - Support for intervention classes and professional development for teachers

\*Priority 3: School-Family communication (e.g. school eNews, ParentSquare, website, parent-teacher email, automated phone calls) ranked highest - Suggestions for more opportunities to volunteer in classrooms and counselors/translators

\*Priorities 4, 7, 8: More student enrichment offerings (music, computer programming, robotics, theatre, etc.) ranked highest - support for strong academic programs and programs for struggling students.

\*Priority 5: Increase extra-curricular activities (e.g. clubs, sports, visual and performing arts, etc.) ranked highest - Suggestions for differentiation in classrooms and more support staff for social-emotional needs.

\*Priority 6: Social and emotional learning (recognizing and managing emotions, caring about others, making good decisions) ranked highest - Suggestions for positive culture programs (restorative practices, anti-bullying)

##### Staff feedback included:

\* Need for SEL, Trauma-informed care, restorative practices, professional development, and programs

\* Need for interventions for struggling students in English language arts and math

\* Desire for Writers Workshop PD with quality professionals

\* Request for ELA before-school professional development like last year TK-8

##### 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 understanding the budget and various departments, concerns about cyber safety, concerns with donations the process

\* Concerns about student socialization, support for SEL programs, and parent workshops

\* Support for in-person community events i.e. Open House, Promotions, Carnival, Music shows, PTA

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 educational partners:

- \* Continued support for students' social-emotional well-being for students. (Goal 2)
- \* Professional development Restorative Practices. (Goal 2)
- \* Continue to provide Acknowledge Alliance at RMS for resilience and SEL support (Goal 2)
- \* Continue math and ELA interventions at RMS, Read/Math 180 (Goal 1)
- \* Offer PD for Writers' 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)
- \* Continue to roll out the data management system for consistency and ease of use and PD support, Illuminate (Goal 3)
- \* Provide summer school for both academics and SEL/enrichment (Goal 1)
- \* Train classroom teachers and specialists in Orton-Gillingham (Goal 1 and 2)
- \* Purchase curriculum (RMS ELA, Elementary writing) 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 2022 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 students perform well in ELA and math. English learner services offered in SUSD enable English learners to access English language Development standards and reclassify at a reasonable rate. SUSD is a high-performing district with Smarterbalanced (87.9% proficiency and iReady (88%). However, there is a success gap between all students and our English Learners (44% proficiency) and Students with Disabilities (55.66%). In mathematics, all students have an 88.76% proficiency rate, English Learners are at 64%, and Students with Disabilities are at 54.72%.

A new adoption in the spring of 2022 following an ELA/ELD reading and phonics pilot presented the need for professional development in Readers' workshop and Foundations phonics materials. New Writer's Workshop materials aligned with the updated Reader's kits will be purchased. This will require continued professional development in English Language Arts. In addition, the winter 2023 History Social-Science pilot at the elementary level will require the purchase of materials and professional development as implementation begins in fall 2023. Educational partners agree that a robust program includes support, such as science aides and designated ELD teachers, with high-quality professional development and extended learning opportunities in 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.	2020-21: The local indicator for Next Generation Science Standards, NGSS, is a 4 Full Implementation. NGSS adoption in	2021-22: The local indicator will remain a 4. Redwood Middle School, RMS, made a decision on NGSS materials which were adopted in May 2022.	2022-2023: The local indicator for NGSS is a 5. RMS adopted new curriculum and staff participated in professional development in fall		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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Transitional-Kindergarten, TK-5 complete. 100% of teachers received 2 full days of professional development. 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. 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>They will implement and have professional development, PD, in the fall of 2022. TK-5 is fully implemented.</p> <p>The local Indicator for ELA is a 4 Initial Implementation. New ELA/ELD was adopted for grades TK-5 in spring 2022. Professional 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>2022. TK-5 is fully implemented.</p> <p>The local indicator for ELA is a 5, full implementation. New ELA/ELD was adopted for grades TK-5 in spring 2022. Professional development began in 2022-23 and will continue through 2023-2024. ELA/ELD was adopted in 2016 in grades 6-8. Follow-up choices for novels were implemented in 2021-22.</p> <p>The Local Indicator for Math is a 5 Full Implementation and Sustainability. Mathematics was adopted in K-8 2015. iReady local assessments are fully implemented.</p> <p>History/Social science is a 1 exploration and research phase. A TK-5 pilot for new</p>		<p>adoptions and 100% 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).	History/Social Science was adopted in 2006. A pilot and adoption will occur after the current pilots are complete (2022-23).	materials took place in winter 2023. An adoption, purchase, and professional development is scheduled for fall 2023. The 6-8 grades are preparing to pilot in 2023-2024.		
EL access to California Standards including ELD Standards.	2020-21: The Local Indicator for ELD is a 5 Full Implementation and Sustainability	2021-22: The Local Indicator for ELD is a 5 Full Implementation and Sustainability	2022-2023: The Local Indicator for ELD is a 5 Full Implementation and Sustainability		The Local Indicator for ELD will remain a 5 Full Implementation and Sustainability
Smarter Balanced assessments	<p>2018-2019 California Assessment of Student Performance and Progress, CAASPP, Data ELA: All students - 87.14% proficiency English Learners - 48.72% Low socio-economic - 62.97%</p> <p>2018-2019 California Assessment fo Student Performance and Progress, CAASPP Data Math: All students - 88.57% proficiency</p>	<p>2020-21: California Assessment of Student Performance and Progress, CAASPP Data ELA: All students - 87.9 proficiency English Learners - 47.75% Low socio-economic - 62.5%</p> <p>2020-21 California Assessment fo Student Performance and Progress, CAASPP Data Math: All students - 87.8% English Learners 62.5</p>	<p>2021-2022: California Assessment of Student Performance and Progress, CAASPP Data ELA: All students - 87.9 proficiency English Learners - 44% Low socio-economic - NA not enough for a student group Students with Disabilities: 55.66%</p> <p>2021-22 California Assessment of Student Performance</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:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners - 62.79 Low socio-economic - 59.26%	Low socioeconomic - 37.5%, this is a 21% drop	and Progress, CAASPP Data Math: All students - 88.76% English Learners - 64% Low socioeconomic - NA not enough for a student group Students with Disabilities: 54.72%		All students - 90% proficiency English Learners - 75% 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.	Fall 2022: The reclassification rate is 35%.		The reclassification rate will remain above 35%
Percentage of English learners who progress in English proficiency	2018-19: 67.8%, very high on CA Dashboard	2019-20 no summative	2021-22: 62.9%, high on the CA Dashboard		To maintain 65% or higher to remain in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as measured by ELPAC		assessments were given due to COVID 2020-21 summative results were available in the fall of 2021 to begin to establish a baseline. 2021-22 data is not available yet to measure growth and will be presented at a future board meeting.			very high ranking on the CA Dashboard
iReady benchmark assessment data	In the fall of 2021 benchmark data will be collected and used for a local measure	2021 Fall: (All 4-8th graders were tested, some K-3 tested, it was optional for K-3) ELA 84% Math 82%	2022 Winter ELA 88% Winter Math 90%		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%.	2022-2023 spring data will be available in early June		Algebra 85% or higher Geometry 85% or higher

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Use assessments to measure and analyze	*A 1.0 FTE district assessment and data teacher on special assignment, Teacher on Special Assignment, TOSA, will continue to	\$304,548.00	No

Action #	Title	Description	Total Funds	Contributing
	student progress and drive instruction	<p>help implement iReady benchmark tools and a data system to measure student growth to guide teacher planning and instruction.</p> <p>*iReady assessments will be administered three times throughout the school year in reading and math in grades K-8 so teachers can measure growth in small increments to serve better students who are not meeting standards.</p> <p>*A data management system / Educlimber/Illuminate, Canvas will store data and records to measure growth over the years. Teachers and administrators can access individual detailed records for intervention purposes.</p> <p>*Developmental Reading Assessment DRA3 team and Educational Software for Guiding Instruction, ESGI will be administered at the elementary levels utilizing a DRA3 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> <p>*Formative software will be used to administer the math placement tests at RMS.</p>		
1.2	Provide opportunities to students for innovation in technology, music, and the arts	<p>*Three Makerspace aides at the elementary level, professional development, and materials will be available to create a space for guided student creativity and exploration.</p> <p>*Music teachers TK-8 and materials will be available to all students as research shows this can improve social skills, expression, and confidence.</p>	\$1,253,114.00	No

Action #	Title	Description	Total Funds	Contributing
		<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 provide classroom music to TK-1.</p> <p>*Technology PD will be offered to staff to become more adept with learning tools, promote better instruction, greater student collaboration, and enhanced learning.</p> <p>*Technology tools will increase students' active participation and technology abilities. (Typing Club 3-5, Seesaw TK-2, RazKids K-5, Newslea, Handwriting without Tears, Keyboarding without Tears)</p> <p>*Art teacher at RMS.</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 (Twig and FOSS) consumable materials and release time will ensure all students receive high-quality and engaging instruction.</p> <p>*Gizmos online NGSS at RMS.</p>	\$112,683.00	No
1.4	ELA/ELD focused services for English learner students	<p>*Two Designated ELD/Reading Intervention teachers at the elementary level for focused instruction will continue.</p>	\$507,210.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*English language development, ELD aides at each elementary site to push into classrooms to assist English learner students with writing skills will continue.		
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 unavailable.</p> <p>*One Designated Math Intervention teacher for elementary grades was hired last year and will continue in 2023-24.</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>	\$269,433.00	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. (Cost in 1.5)</p> <p>*Academic Summer School will be offered to all students barely at or below grade level in reading, writing, and math. (teachers, aides, supplies)</p>	\$71,299.00	No
1.7	ELA/ELD Interventions	*Two Designated intervention teachers at each elementary (also shared in goal 1.4) will be available to support students performing below grade level. (Cost in 1.4)	\$13,113.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>*Reading Recovery Teacher Training will be available to the reading intervention teacher.</p> <p>*Read 180 at RMS. (licenses, materials, PD)</p> <p>*Orton Gillingham training for classroom teachers and reading interventionists.</p>		
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 serve their students better. (Cost in 1.7)</p> <p>*Dyslexia screener (iReady) will be used to identify students at an early stage for reading difficulties provided in IReady software.</p> <p>*Intervention curriculum in math and reading will be explored by RSP and SDC teachers.</p>	\$10,000.00	No
1.9	Multiple Tiers of Student Supports Committee	<p>*Continuing Multi-Tiered system of Supports, MTSS committee, PD, coaching, materials, and conferences in order to assure that services are available at all tiers in the areas of social-emotional learning, behavior, and academics.</p>	\$113,100.00	No
1.10	ELA/ELD full implementation CCSS TK-8.	<p>*TK-5 ELA/ELD Writer's Workshop updated material kits and supplemental materials will be purchased to ensure SUSD students receive a high-quality, engaging education.</p> <p>*Momentum in Teaching PD (Writers/Readers Workshop) three per year at each elementary site.</p>	\$337,694.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>*1-2 teachers per elementary site will attend Teacher's College professional development at the Teachers College, Columbia University, during the summer.</p> <p>*Pilot new ELA/ELD materials at the middle school.</p> <p>*District library team, supplies, Follet system, Overdrive online library program, and library books for each school site will be used to ensure that all students have access to optimal reading materials.</p>		
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 adoption and professional development for grades TK-5	\$100,000.00	No

## Goal Analysis [2022-23]

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 difference in planned actions and implementation of the actions for Goal #1.

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

Total planned expenditures for Goal #1 was \$3,639,303 and actual estimated expenditures were \$3,511,061 for a overall goal difference of \$128,242.

Action 1.3 - the Science adoption expenses were lower than anticipated, but all materials were purchased to full implement the NGSS TK-8.

Action 1.6 - expenditures for Academic Summer School were higher than anticipated to provide extended time for students performing below grade level..

Action 1.8 - additional professional development was provided to implement Orton Gillingham for teachers of students with disabilities and screened for dyslexia.

Action 1.9 - additional Multiple Systems of Support (MTSS) professional development as the district moves forward with implementation of MTSS.

Action 1.10 - the Middle School Librarian retired from the District. SUSD was able to support this position utilizing the Santa Clara County Office of Education Library of Record, which was a substantial savings to the District, while still meeting the needs of the school and students.

Action 1.12 - Additional expenses were also incurred for pilot costs for new History/Social Science curriculum as the district is exploring updated curriculum for CCSS History & Social Science TK-8.

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

SUSD continues to make significant gains in ELA/ELD by adopting Readers' Workshop TK-5 and a phonics component, Foundations. Intensive professional development occurred for four days before school began and continued with three one-week sessions spaced throughout the year. The Academic Content Standard for ELA went from a 4 to a 5. At Redwood Middle School, the science department adopted new NGSS materials and participated in professional development, moving the Academic Content Standard from a 4 to a 5. We anticipate the HSS indicator will improve next year as a pilot took place in TK-5, new materials will be purchased, and professional development will occur. All CAASPP scores stayed strong due to many actions supporting academic growth, including local assessments (iReady, DRA) and regular data talks with teachers and COST meetings for identification and interventions for struggling students. The Reclassification rating is strong at 35%, and there is a high rating on the California Dashboard for English learners who progressed in English proficiency as measured by the ELPAC due to the actions of having designated ELD teachers and aides. The Multi-Tiered System of Supports committee supported many initiatives, including handbooks for SPED, 504s, SST, and COST, which have led to solid student protocols and procedures.

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

Action 1.1 The Makerspace certificated teacher will be replaced with three Makerspace aides, one at each site, due to donations falling short for SEF. Also, the Smarter balanced interim assessment language was removed since SUSD has fully implemented iReady as the local benchmark assessment. Included in the language naming the data management system is "Educlimer" because the product, Illuminate, was bought out by another company. We are still using the same product, but the name changed. We added Formative software for math

placement assessment as we found it a good tool discovered during distance learning. In Action 1.2, the garden aide was removed. For the past two years, the plan has been to hire one aide at one site and then to grow that position to oversee parent volunteers at the other sites. Each year this person has resigned. This action will be revisited and discussed with our parent volunteer groups. Language explaining that we have an art teacher at RMS was added. This is not a new position, but we included it to give our readers a fuller picture of the resources utilized to meet Goal One. In Action 1.3, Twig consumable materials were moved from Action 1.10 to 1.3 since it is science and not ELA/ELD. Action 1.8 intervention curriculum to be explored was added as we further develop MTSS and define a tier 2 general education intervention vs. a SPED intervention. In action 1.4, the three designated ELD/intervention teachers will be reduced to two due to data analysis which showed a very small caseload at one of the sites. In Action 1.10, Readers' Workshop and Foundations phonics has been purchased and implemented, and the focus has shifted to the Writers' Workshop. The TCRWP Homegrown Institute was a one-year professional development that took place in August 2022, so it was removed. The language was added to explain the new pilot for ELA/ELD at RMS. Instructional materials, replacement, and supplementary were removed as these specific items were moved or mentioned in other Actions. In Action 1.12, a History Social-Science curriculum was chosen after the pilot, so the pilot language was replaced with language about the adoption and professional development. Social Studies Weekly replacement language was removed as this will no longer be the curriculum after the adoption. Also, TCI language was removed since RMS will be piloting.

**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.

Before the COVID school shutdown in the spring of 2020, SUSD had created a Social-emotional learning committee comprised of parents, teachers, staff, and administrators to determine the needs of students and decide upon a curriculum or framework to support students. Over the next 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 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	2020-21: 100% of SUSD teachers are appropriately assigned.	2021-22: 100% of SUSD teachers are appropriately assigned.	2022-2023: 100% of SUSD teachers are appropriately assigned.		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	2020-21: All SUSD students have access to standards-aligned instructional materials in all subject areas.  2020-21: 100% of TK-8 students have 1:1 Chromebooks and hotspot devices are	2021-22: All SUSD students have access to standards-aligned instructional materials in all subject areas.  2021-22: 100% of TK-8 students have 1:1 Chromebooks and hotspot devices are	2022-23: All SUSD students have access to standards-aligned instructional materials in all subject areas  2022-23: 100% of 1-8 grade students have 1:1 Chromebooks and hotspot devices are		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
	provided for all staff and students who need additional assistance with internet connectivity.	provided for all staff and students who need additional assistance with internet connectivity.	provided for all staff and students who need additional assistance with internet connectivity. TK-Kindergarten students share 15 iPads per class. Post distance learning the desired focus of parents and teachers is to limit screen time.		
Facilities in Good Repair: Facility Inspection Tool, FIT	2020-21: All schools have a good rating in all areas of the Facility Inspection Tool, FIT report and an overall rating of exemplary.	2021-22: All schools have a good rating in all areas of the Facility Inspection Tool, FIT report and an overall rating of exemplary.	2022-23: All schools have a good rating in all areas of the Facility Inspection Tool, FIT report and an overall rating of exemplary.		To continue having a good rating in all areas of the FIT report and an overall rating of exemplary.
Suspension rate	In the 2019 California Dashboard SUSD, 0.5% of students were suspended.	For the 2020-21 school year the suspension rate was 0.06%. The drop is likely due to students being in distance learning. The 2021-22 data will be calculated after school is released and the board will be updated.	2022: The California Dashboard shows a suspension rate of 0.9% which is considered low.		To continue to have less than 1% of students suspended.
Expulsion rate Dropout rate	0% of students were expelled in 2020-21.	0% of students were expelled in 2021-22.	0% of students were expelled in 2022-23.		To continue to have 0% students expelled.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0% of students dropped out of RMS in 2020-2021.	0% of students dropped out of RMS in 2021-2022	0% of students dropped out of RMS in 2022-2023		To continue to have 0% students dropout.
California Healthy Kids Survey, CHKS	2021 spring data expected last week of May	California Healthy Kids Survey, CHKS was administered in spring 2021. 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%	2023 spring data expected last week of June.		School Engagement and Supports: School connectedness G6-80% G&-80% G8-75% School connectedness G3-85% G4-85% G5-85%
Kelvin Survey Tool	Spring 2021: Favorable Growth Mindset 62%	Fall 2021 Favorable Growth Mindset 78% at RMS Favorable Growth Mindset 77% at Elementary Winter/Spring 2022 Favorable Growth Mindset 74% at RMS Favorable Growth Mindset 75% at Elementary	Fall 2022 Favorable Growth Mindset 78% at RMS Favorable Growth Mindset 79% at Elementary Winter/Spring 2023 Favorable Growth Mindset 81% at RMS Favorable Growth Mindset 78% at Elementary		85% of students will have Favorable Growth Mindset.

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

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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	comprehensive sexuality education based on schedules from Powerschool.				
Counseling and Support Services for Youth, CASSY counseling	2020-21: Counseling and Support Services for Youth, CASSY counseling services held 549 individual sessions with students, 55 classroom workshops, and 0 group sessions due to COVID.	2021-22: Individual Sessions: 867 Group Sessions: 19 Presentations: 1	2022-23: Individual Sessions 815 Group Sessions 105 Presentations 9 Unique Students seen for individual sessions 93		The desired outcome would be to have less need and therefore more group and classroom workshops as preventative measures and less need for individual tier 3 sessions.
Digital citizenship lessons	2020-21: All classes TK-8 participated in a minimum of three digital citizenship lessons.	2021-22: 100% of classes participated in at least three digital citizenship lessons in TK-8.	2022-23: 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.	2021-22: All staff has participated in SEL, Equity, and Positive Behavior professional development this year.	2022-23: All staff participated in Trauma-informed professional development. New staff was trained in the social-emotional learning curriculum used in the district.		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>*Continuing to provide 2 Redwood Middle School counselors, four psychologists, and two behavior specialists / Program Inclusionists to support students in engaging 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 to adequately support high-need students.</p> <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>	\$2,293,150.00	No
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>*Continue with 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 when unsafe.</p> <p>*Hire a Social-emotional Teacher to assist in implementing SEL programs and professional development, especially for new-to-district teachers. Also, to serve as a liaison across elementary and middle school. (approximately 50 hours)</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>	\$107,273.00	No

Action #	Title	Description	Total Funds	Contributing
		* A KELVIN survey tool will be used three times throughout the year to inform staff of the social-emotional needs of students.		
<b>2.3</b>	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> <p>*Emergency services radios will be maintained.</p> <p>*Gaggle with Speak-Up, Go Guardian, and GETS will be purchased 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>	\$38,697.00	No
<b>2.4</b>	Foster Youth Services	<p>*The site principal will act as the Foster Youth FY liaison to ensure all FY are enrolled in one day, monitored for academic and social needs, and have priority access to tutoring, summer school, and SEL classes. Collecting Foster Youth parent/guardian information is included in the enrollment process, and Foster Youth parent/guardians are included in our parent engagement activities.</p> <p>*Provide relevant, restorative practices training to all staff to serve FY students better</p>	\$10,500.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Parent Adult Education	*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.	\$700.00	No

## Goal Analysis [2022-23]

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). We actually did hire a social worker in the beginning of the school year, but they had to be released from their contract. Eventually, they changed their mind due to personal reasons. By the time they declined it was too far into the school year, so we decided to go out early this year. We have already hired the social worker for next year.

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

Planned expenditures to support Goal #2 were \$2,453,716 and actual expenditures were \$2,147,424 for a difference of \$306,292.

Action 2.1 - Promote Positive Behaviors expenditures were lower than planned due to unfilled positions for a Social Worker and three part-time clinicians as we were unable to find qualified candidates. A Social worker has been hired that will begin in the 2023-24 fiscal year and the district will evaluate the need for clinicians based on feedback from the new Social Worker. Additionally for Action 2.1, less expenditures occurred for the costs of itinerant behavior aides due constant changes in staff resulting in the loss of more senior staff on the salary schedule replaced by less seasoned staff that were hired at a lower pay level and savings for vacant positions until replacements were hired.

Action 1.2 - Social Emotional Learning (SEL) professional development was estimated at \$5,000, but training was provided at no cost to promote a positive foundation for students.

Action 2.3 - The district did not continue with GETS to monitor online student behavior because the other systems (Gaggle, Speak-Up and Go Guardian provided better monitoring tools. Emergency supplies costs were lower than anticipated as they were funded by free supplies through the county office. Hearing tests were lower as some of the services were provided by staff rather than contracted to an outside agency and not as many tests were needed.

Action 2.5 - Parent workshops were conducted by the district mostly utilizing district staff so costs were less than expected.

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

Almost all metrics remained at high success. The suspension rate rose from 0.06 to 0.9%. This is still considered low on the California Dashboard. The rise is likely due to students returning to school in person rather than distant learning. The Kelvin survey data remains high, with 78-81% favorable student growth mindset. This lets us know that the actions in place, including Acknowledge Alliance, Toolbox curriculum, CASSY counselors, and behavior specialists are effective. Attendance at parent workshops varied from 15-210, depending on the subject matter. Some workshops are very specific to limited grade levels, so attendance is lower but still considered substantial.

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

Goal 2 metrics indicate the actions are well aligned with the needs of SUSD; therefore, most will remain the same. There are a few actions that will be adjusted. In Action 2.1, we removed the three clinicians because the social worker will be starting in the fall, and we will need to determine the direction we will go after the social worker has had an opportunity to assess the district's needs. Action 2.4 Foster Youth language was enhanced to clearly outline communication and outreach to parents/guardians during the enrollment process. Parent workshops (2.5) were reduced monthly to quarterly based on attendance and feedback from the previous year. The presentations that were the most well-attended were brought back. In action 2.2, the Social-emotional Learning Teacher on Special Assignment will return to the classroom full-time and continue to work to promote facets of SEL with a stipend. Much work, such as creating the website, rolling out a new curriculum, and modeling lessons, has been completed. The stipend will cover training for new staff, updating the website, and modeling lessons during prep time.

**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 an exceptional community that values the whole child's development, including rigorous academics, social-emotional well-being, cultural diversity, and artistic endeavors. Our parents and community members see themselves as part of the school system and enjoy many partnership opportunities, including community input groups, task forces, community foundations, and PTAs. SUSD believes involving educational partners, including parents, students, teachers, and staff, creates trust, buy-in, and increased engagement.

The COVID-19 school shutdown allowed more parents and staff to participate in board and educational partner meetings through online forums. From this input, we heard that adults are deeply concerned with our student's mental health and 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	2021-22: The LCAP survey had 16% or 263 responses with 261 written responses to specific priorities.	2021-22: The LCAP survey had 8% or 144 responses with 121 written responses to specific priorities.	2022-23: The LCAP survey had 6% or 100 responses with 107 written responses to specific priorities.		55% response from all parents in the district on the LCAP survey
Comprehensive Sexual Education, CSE, parent survey	2020-21: The 5th-grade CSE parent survey had 20% or 35 responses, and the 8th-grade parent survey had 19% or 46 responses	2021-22: The 5th-grade CSE parent survey had 20% or 39 responses, and the 8th-grade had 5% or 13 responses	2022-23: The 5th-grade CSE parent survey had 14% or 27 responses, and the 8th-grade had 6% or 17 responses.		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	2021-22: *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.	2021-22: *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.	2022-23: *Superintendent's Advisory Council has approximately 90% attendance of members monthly *District English Learner Advisory Committee has had 6-13 parent participants per meeting. *Math Task Force did not meet as the final version of pathways in 2021-22 has remained. *Saratoga Education Foundation had approximately 15-20 members per meeting. Members attended both in person and virtually.		Maintain nearly 100% of committee members regularly attending meetings.  Increase DELAC parent attendance to 50% attendance from English learner families
Translation services	2021-22: All District English Language Advisory Committee,	2021-22: All DELAC and CSE had	2022-2023: All DELAC meetings and parent conferences		To increase translation services to all open forum groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>DELAC, and Comprehensive Sexual Educations, CSE had Mandarin translation services available.</p> <p>2021-22: The website has a translation option</p>	<p>Mandarin translation services available. At DELAC a Spanish speaking person translated for 2 meetings</p> <p>2021-22:2021-22: The website has a translation option</p>	<p>had Mandarin and Spanish translation available. CSE had Mandarin translation available. Math Pathway meetings had Mandarin follow-up phone calls available. The website has a translation option. DTS translates all major reports into Mandarin.</p>		<p>and parent workshops 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>Chronic absenteeism in 2022-23 California Dashboard shows 4.7% with All Students low, four out of five purple cell phone bars, and no students in Very High. SUSD shows three student groups in High, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.</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
		Rates for 2021-22 will not be calculated until the close of school. The school board will be updated when the data is available.			
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%.	The 2021-22 attendance rate was 94.6%. The current school rate is not calculated until the close of the school year.		97% attendance rate
Parent participation for student with disabilities			100% of parents of a student with a disability will indicate on the IEP that the school district facilitated parent involvement to improve services and results for their child.		100% of parents of a student with a disability will indicate on the IEP that the school district facilitated parent involvement as a means of improving services and results for their child.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Translation Services	*Translator will be present for parent input meetings, including DELAC, CSE, IEPs, and SST, to welcome as many voices from our diverse population as possible.	\$4,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Document Tracking Services/translations will be used to share district plans with the community.		
3.2	Staff and Student Voices	<p>*District Leadership Teams will meet monthly with representatives from all sites, grade levels, and departments, and Special Education teachers to discuss district initiatives, professional development, students with disabilities, and other concerns.</p> <p>*RMS leadership class will be offered as an elective so students can find ways to shape the culture and climate at RMS.</p>	\$84,999.00	No
3.3	Parent Committees	<p>*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. (Cardea)</p> <p>*CSE Ivy Chen (Cost in 2.5) evening will encourage parents (Cardea) to have healthy conversations about growth and body image with their children. CSE consumables will be replaced.</p> <p>*DELAC, SAC will be held regularly 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, so 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 quarterly to better inform parents about offerings that exist in the district (CASSY, Toolbox, Equity training, etc.)</p>	\$14,820.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Digital Communication	<p>*Parent Square will be used to message the staff and parents about school and community events.</p> <p>*Our district communication person will continually update the district website (Finalsite).</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 (Cost in Goal/Action 1.1)</p>	\$58,039.00	No

## Goal Analysis [2022-23]

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

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

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

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

Planned expenditures for Goal #3 were \$168,086 and actual estimated expenditures are \$131,525 for a difference of \$36,561.

Action 3.1 - Translation services were provided on an as needed basis so expenditures were less than anticipated. DLT meetings were accounted for in the costs of site lead stipends rather than an additional cost.

Action 3.2 - This is mainly due to less expenditures needed for translation services and District Leadership Team (DLT) meeting costs.

Action 3.3 - The licensing costs for Cardea increased over the prior year and the budget was based on the prior year's license costs. CSE supplemental curriculum costs incurred were higher than budgeted as additional items were purchased.

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

The focus of goal three is communication. SUSD continuously looks for ways to enhance its communication with all educational partners. This year many meetings were held in person especially when teachers and administrators met to make district decisions. This was effective in building relationship and making accomplishments on planning for professional development, a revised TK-5 report card, and a new elementary schedule to accommodate all of the special offerings and interventions. Some of the larger parents meetings which occur in the evenings were held via Zoom to accommodate as many parents as possible. This was effective for Ivy Chen's evening, CSE, and Math Pathways Informational night all of which ranged from 50-200+ participants. SUSD also uses surveys.

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. In the metrics the Math Pathway Committee attendance was removed as the purpose for the group was to create, review, and finalize the pathways, and this has been accomplished. In Action 3.3 The parent information series changed from monthly to quarterly. We evaluated the topics that parents were the most interested in based on attendance and comments and limited the series to those well attended. A metric was added to indicate parental involvement and family engagement for students with disabilities in the IEP process.

**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$310,004	\$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
1.89%	0.00%	\$0.00	1.89%

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.

The Saratoga School District is required to increase or improve services for EL, Foster Youth, and Low-Income students by 1.89% which is equal to \$310,004 as shown above. This increased percentage is met by actions and services included in this Plan. These actions were designed with our educational partners’ input and assessment of needs utilizing student qualitative and quantitative data. Our local iReady data shows our English Learners are performing lower than all students during the fall and winter semester and by servicing these students with designated ELD teachers for reading (Goal/Action #1.4), ELD aides for writing (Goal/Action 1.4), and providing an online ELA program for home use (included in the iReady program for all students in Goal/Actions 1.1) so 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 (Goal/Action 3.1). This past year we did not have any Foster Youth to assess needs, however, we have addressed the possibility in Action 2.4.

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.

Saratoga Union School District does not receive additional concentration grant funding

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,917,836.00	\$873,956.00	\$743,179.00	\$185,251.00	\$5,720,222.00	\$4,211,808.00	\$1,508,414.00

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	\$304,548.00				\$304,548.00
1	1.2	Provide opportunities to students for innovation in technology, music, and the arts	All	\$617,506.00	\$105,846.00	\$529,762.00		\$1,253,114.00
1	1.3	Science - full implementation of NGSS TK-8	All	\$1,500.00	\$10,866.00	\$100,317.00		\$112,683.00
1	1.4	ELA/ELD focused services for English learner students	English Learners	\$445,003.00	\$62,207.00			\$507,210.00
1	1.5	Mathematics full implementation CCSS TK-8	All	\$4,911.00	\$264,522.00			\$269,433.00
1	1.6	Extended time for students performing below grade level	Students performing below grade level All Students with Disabilities	\$71,299.00				\$71,299.00
1	1.7	ELA/ELD Interventions	1-5 students reading below grade level All	\$13,113.00				\$13,113.00
1	1.8	Professional Development for Teachers of Students with Disabilities and Screener	Students with Disabilities	\$10,000.00				\$10,000.00

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			\$113,100.00		\$113,100.00
1	1.10	ELA/ELD full implementation CCSS TK-8.	All	\$197,694.00	\$140,000.00			\$337,694.00
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	\$0.00	\$100,000.00			\$100,000.00
2	2.1	Promote positive behaviors	All Students with Disabilities	\$2,027,948.00	\$79,951.00		\$185,251.00	\$2,293,150.00
2	2.2	Social-emotional learning for a positive foundation	All	\$10,709.00	\$96,564.00			\$107,273.00
2	2.3	Ensure safety and good health practices	All	\$38,697.00				\$38,697.00
2	2.4	Foster Youth Services	Foster Youth Foster Youth	\$500.00	\$10,000.00			\$10,500.00
2	2.5	Parent Adult Education	All Students with Disabilities	\$700.00				\$700.00
3	3.1	Translation Services	English Learners	\$4,250.00				\$4,250.00
3	3.2	Staff and Student Voices	All Students with Disabilities	\$84,999.00				\$84,999.00
3	3.3	Parent Committees	English Learners - DELAC All Students with Disabilities	\$10,820.00	\$4,000.00			\$14,820.00
3	3.4	Digital Communication	All	\$58,039.00				\$58,039.00



## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
16,384,970	\$310,004	1.89%	0.00%	1.89%	\$449,753.00	0.00%	2.74 %	<b>Total:</b>	\$449,753.00
								<b>LEA-wide Total:</b>	\$449,753.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	ELA/ELD focused services for English learner students	Yes	LEA-wide	English Learners	All Schools	\$445,003.00	
2	2.4	Foster Youth Services	Yes	LEA-wide	Foster Youth	All Schools	\$500.00	
3	3.1	Translation Services	Yes	LEA-wide	English Learners	All Schools	\$4,250.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$6,261,105.00	\$5,790,009.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Use assessments to measure and analyze student progress and drive instruction	No	\$265,436.00	\$284,852.00
1	1.2	Provide opportunities to students for innovation in technology, music, and the arts	No	\$822,402.00	\$769,017.00
1	1.3	Science - full implementation of NGSS TK-8	No	\$208,472.00	\$125,991.00
1	1.4	ELA/ELD focused services for English learner students	Yes	\$590,301.00	\$591,924.00
1	1.5	Mathematics full implementation CCSS TK-8	No	\$238,171.00	\$259,048.00
1	1.6	Extended time for students performing below grade level	No	\$249,618.00	\$281,977.00
1	1.7	ELA/ELD Interventions	No	\$579,517.00	\$583,379.00
1	1.8	Professional Development for Teachers of Students with Disabilities and Screener	No	\$23,999.00	\$48,532.00
1	1.9	Multiple Tiers of Student Supports Committee	No	\$5,000.00	\$6,078.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	ELA/ELD full implementation CCSS TK-8.	No	\$620,787.00	\$519,847.00
1	1.11	New Teacher Induction	No	\$15,600.00	\$15,600.00
1	1.12	History Social Science full implementation CCSS TK-8	No	\$20,000.00	\$24,816.00
2	2.1	Promote positive behaviors	No	\$2,181,022.00	\$1,890,694.00
2	2.2	Social-emotional learning for a positive foundation	No	\$212,783.00	\$207,189.00
2	2.3	Ensure safety and good health practices	No	\$55,911.00	\$48,841.00
2	2.4	Foster Youth Services	No	\$0.00	\$0.00
2	2.5	Parent Adult Education	No	\$4,000.00	\$700.00
3	3.1	Translation Services	Yes	\$21,200.00	\$3,303.00
3	3.2	Staff and Student Voices	No	\$79,099.00	\$59,975.00
3	3.3	Parent Committees	No	\$13,240.00	\$14,807.00
3	3.4	Digital Communication	No	\$54,547.00	\$53,439.00

**2022-23 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)
\$283,287	\$611,501.00	\$595,227.00	\$16,274.00	3.56%	0.00%	-3.56%

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	\$590,301.00	\$591,924.00	1.78%	
3	3.1	Translation Services	Yes	\$21,200.00	3,303.00	1.78%	

**2022-23 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)
15,879,338	\$283,287	0	1.78%	\$595,227.00	0.00%	3.75%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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).

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