



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Gatos-Saratoga Union High School District

CDS Code: 43695340000000

School Year: 2024-25

LEA contact information:

Bill W. Sanderson

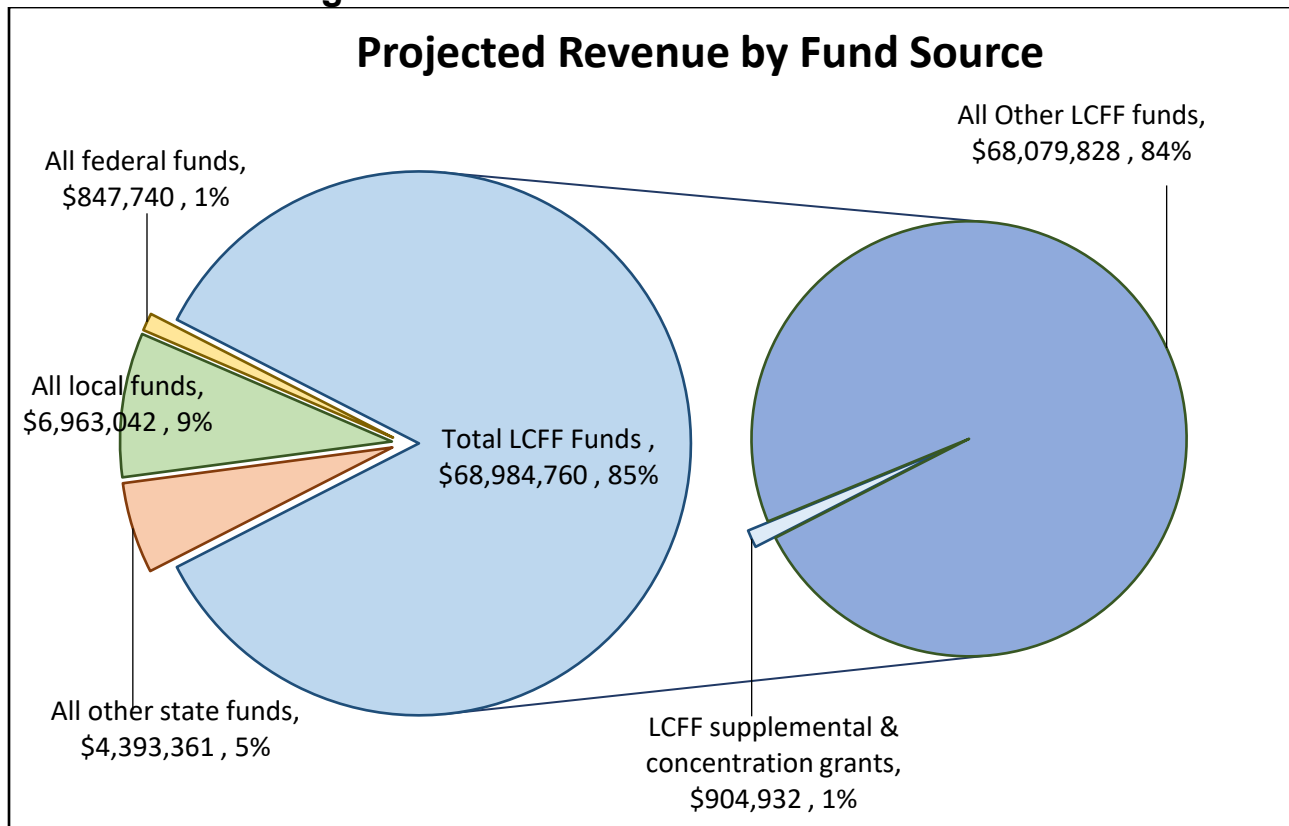
Superintendent

bsanderson@lgsuhd.org

408-354-2520

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

Budget Overview for the 2024-25 School Year

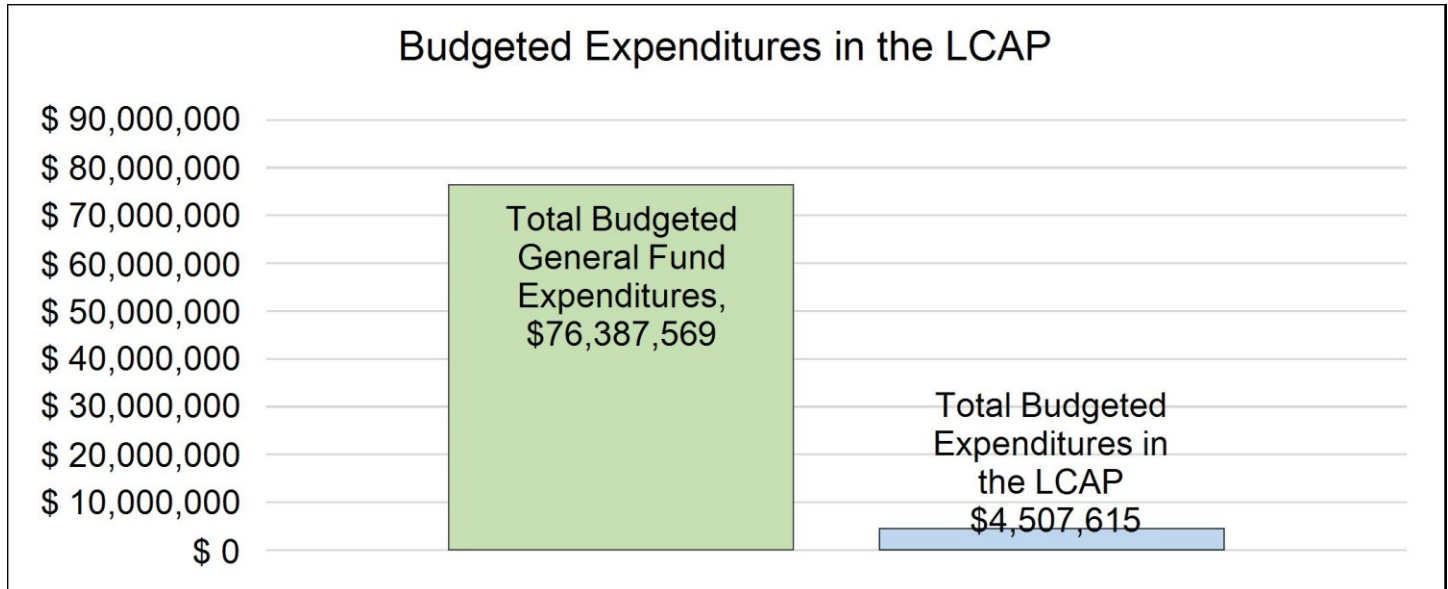


This chart shows the total general purpose revenue Los Gatos-Saratoga Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Gatos-Saratoga Union High School District is \$81,188,903, of which \$68,984,760 is Local Control Funding Formula (LCFF), \$4,393,361 is other state funds, \$6,963,042 is local funds, and \$847,740 is federal funds. Of the \$68,984,760 in LCFF Funds, \$904,932 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 Los Gatos-Saratoga Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Gatos-Saratoga Union High School District plans to spend \$76,387,569 for the 2024-25 school year. Of that amount, \$4,507,615 is tied to actions/services in the LCAP and \$71,879,954 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

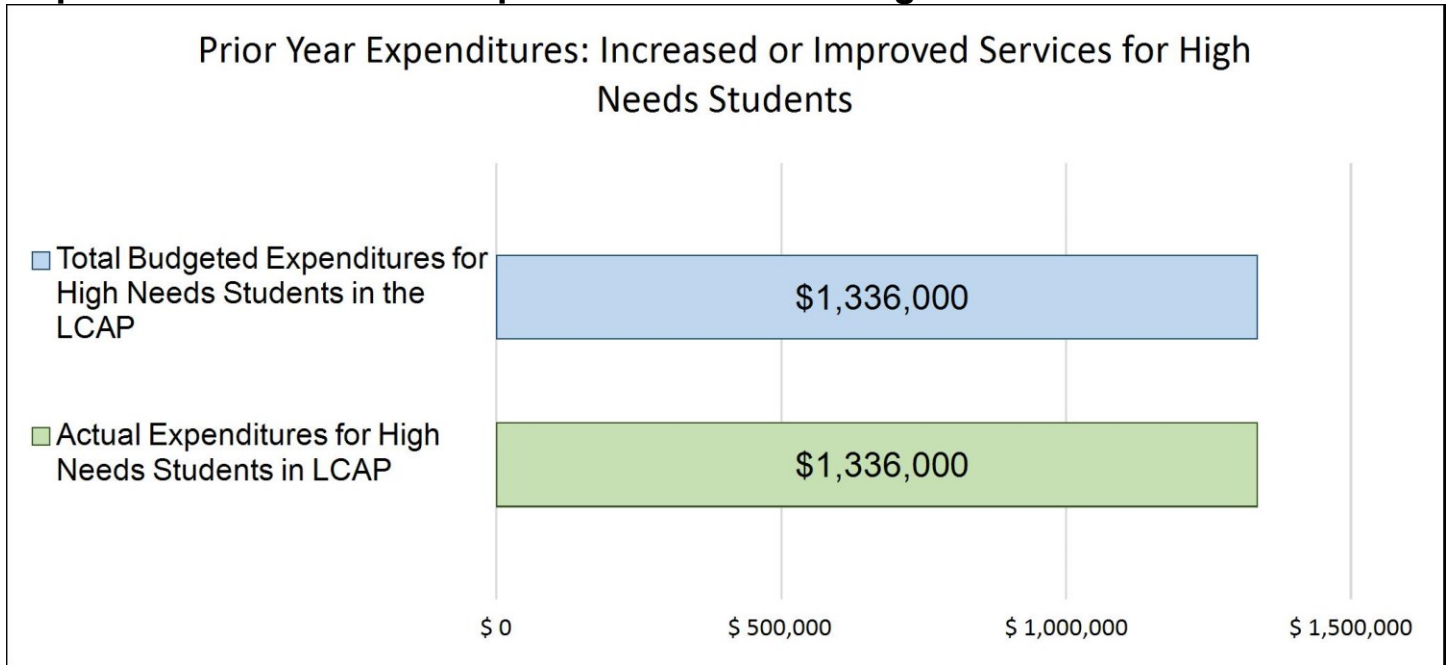
Costs excluded from the LCAP include, but are not limited to, the following: most salaries and benefits, except those specified in the LCAP, administrative costs, facilities maintenance, the majority of special education expenses, most contracted services, supplies, and instructional materials, except those specified in the LCAP.

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

In 2024-25, Los Gatos-Saratoga Union High School District is projecting it will receive \$904,932 based on the enrollment of foster youth, English learner, and low-income students. Los Gatos-Saratoga Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Los Gatos-Saratoga Union High School District plans to spend \$1,116,200 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

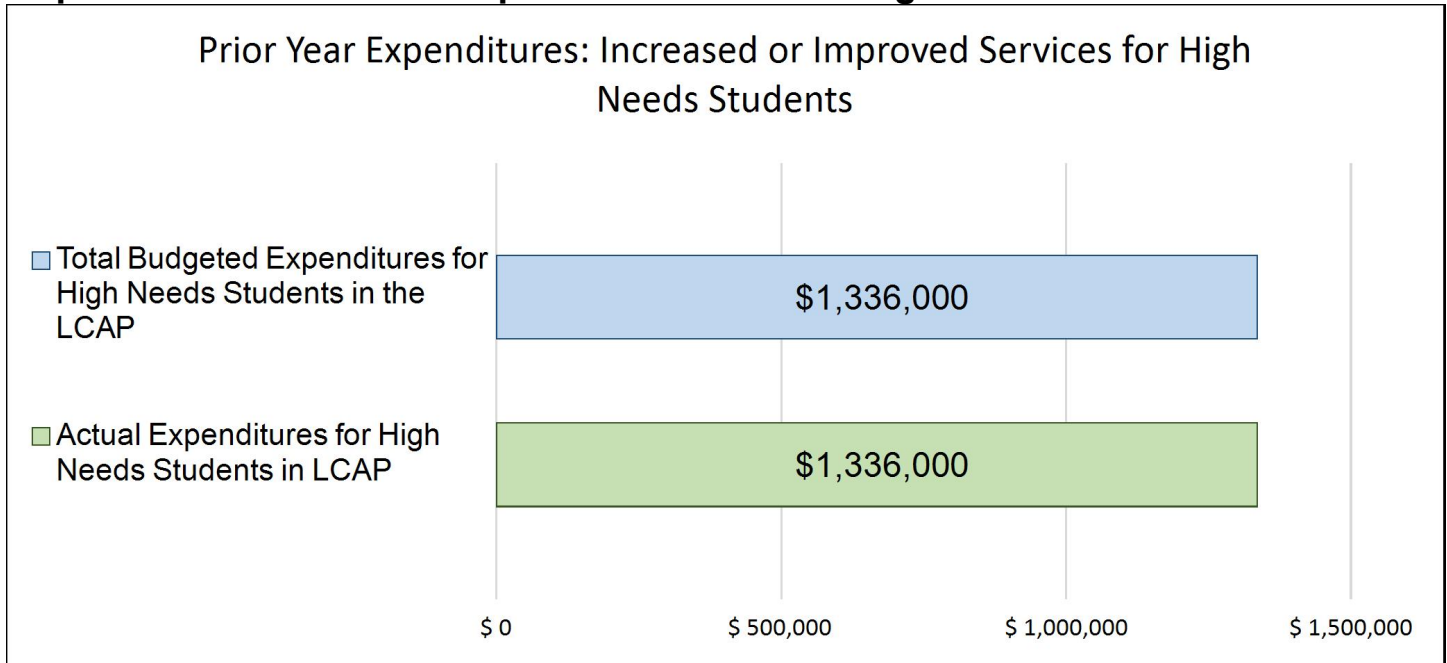


This chart compares what Los Gatos-Saratoga Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Gatos-Saratoga Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Los Gatos-Saratoga Union High School District's LCAP budgeted \$1,336,000 for planned actions to increase or improve services for high needs students. Los Gatos-Saratoga Union High School District actually spent \$1,336,000 for actions to increase or improve services for high needs students in 2023-24.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Gatos-Saratoga Union High School District	Bill W. Sanderson Superintendent	bsanderson@lgsuhd.org 408-354-2520

Goals and Actions

Goal

Goal #	Description
1	LGSUHSD will foster and support excellence in academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	(2018-19 SY) 86.17% met or exceeded standard	2021 90.9%	2022 86.4%	2023 78.5%	Increase SBAC ELA by 6% to from 86.17% to 92.17% students met or exceeded standard.
SBAC Math	(2018-19 SY) 77.96% met or exceeded standard	2021 83.9%	2022 73.6%	2023 73.3%	Increase SBAC Math by 6% to from 77.96% to 83.96% students met or exceeded standard.
Students with Special Needs-SBAC ELA	(2018-19 SY) 54.17% met or exceeded standard	2021 57%	2022 57.3%	2023 38.6%	Increase Students with Special Needs-SBAC ELA by 6% from 54.17% to 60.17% students met or exceeded standard.
Students with Special Needs-SBAC Math	(2018-19 SY) 33.33% met or exceeded standard	2021 44%	2022 29.3%	2023 38.6%	[Increase Students with Special Needs-SBAC Math by 1.5% to from 33.33% to 34.83% students met or exceeded standard.
Hispanic/Latino Students- SBAC ELA	(2018-19 SY)	2021 86%	2022 73%	2023 60.7%	Increase Hispanic/Latino

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	68.18% met or exceeded standard				Students- SBAC ELA by 6% from 68.18% to 74.18% students met or exceeded standard.
Hispanic/Latino Students- SBAC Math	(2018-19 SY) 48.44% met or exceeded standard	2021 79%	2022 59.2%	2023 46.6%	Increase Hispanic/Latino Students- SBAC Math by 6% from 48.44% to 54.94% students met or exceeded standard.
UC/CSU Eligibility (Completed all a-g courses per CALPADS)	2020 80% 691 out of 868 grads	2021 83.2%	2022 81%	2023 82.4%	Increase UC/CSU eligibility by 6% from 80% to 86% of students being UC/CSU eligible.
College/Career Students with Disabilities (CDE Dashboard)	56.2% students with disabilities approaching prepared or above for College/Career.	data not available in CCI report	2022 CCI data not available	2023 63.3%	Increase preparation for College/Career for students with disabilities by 6% from 56.2% to 62.2% approaching or above.
English Language Learner Progress (per ELPAC)	2019-20 21.4% of ELs decreased one English proficiency level	2020-21 new baseline	2022-23 5 out of 47 (10%) EL students increased by one or more proficiency levels in ELPAC	2023 39.1%	Original desired outcome: Reduce EL decrease of English Proficiency level by 6% from 21.4% to 17.4%. New desired outcome (6/14/2022): 15% of students increase one or more levels on standard assessment (ELPAC)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Learner Reclassification Rate (per CALPADS)	2019-20 0%	2020-21 23.3%	2021-22 13.8%	2022-23 19.0%	Increase EL Reclassification Rate to 29.3% (Desired outcome reworded to provide clarification.)
% students graduating (per CALPADS)	2020 97.3% 865 out of 889	97.4%	2022 98.9%	2023 96.8%	Increase % of students graduating by 1.5% from 97.3% to 98.8%.
% of passage rate of Advance Placement Exam with a score of 3 or higher (per Aeries Student Information System)	2020 88.5% 3149 out of 3557 tests taken	2021 85% 3067/3603	2022 87.9% 1873 AP tests out of 2129 AP tests taken	2023 87% 3154 AP tests out of 3636 AP tests taken	Increase % of passage rate of Advance Placement Exam with a score of 3 or higher by 3% from 89.5% to 91.5%.
% of students who graduate but who don't meet A-G (per Naviance)	2020 20% Graduated but did not meet UC/CSU eligibility	17%	2022 19%	2023 14%	Reduce % of students who graduate and do not meet UC/CSU eligibility by 6% from 20% to 14%.
Quality, Currency, Availability of Textbooks and Instructional Materials (SARC)	2020 100% of students have access to appropriate Instructional Materials	2021 100%	2022 100%	2023 100%	Maintain 100% access of students to quality, currency, and availability of textbooks and instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of highly qualified (fully credentialed) teachers (SARC)	2020 100% of teachers at LGSUHSD are fully credentialed	2021 100%	2022 100%	2023 96.8%	Maintain 100% of highly qualified (fully credentialed) teachers.
% of graduates attending college (Per Naviance)	2020 4 year college 603 2 year college 190 793/865 = 91.6%	2021 86.2%	2022 LGHS: 94% (72% 4-year college, 22% 2-year college) SHS: 98% (83% 4-year college, 15% 2-year college)	2023 LGHS: 94% (68% 4-year college, 26% 2-year college) SHS: 95% (84% 4-year college, 11% 2-year college)	Increase % of graduates attending college by 3% from 91.6% to 94.6%.
% of college ready students (CDE Dashboard)	2019 88.7% of LGSUHSD students approaching prepared or above for College/Career.	Data not available yet from Dashboard	2022 CCI data not available	2023 79.7%	Increase preparation for College/Career by 3% from 90% to 93% approaching or above.
Implementation of state board adopted academic content and performance standards for all students (Aligned to State Priority 2 Implementation of State Standards)	(New metric for Year 2)	(New metric for Year 2)	2022 Local Indicator Implementation Rating: Professional Development: Self-reported progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:	2023 Local Indicator Implementation Rating: Professional Development: Self-reported progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:	Maintain current levels in Local Indicator Implementation ratings in ELA, ELD, and Math. Increase local indicator implementation rating in Next Generation Science Standards to "4" (Full Implementation).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Baseline (from 2022 California School Dashboard) ELA – 4 (Full Implementation) ELD – 4 (Full Implementation) Math - 4 (Full Implementation) History – Social Science - 4 (Full Implementation) Next Generation Science – 3 (Initial Implementation)	From 2022 California School Dashboard ELA – 4 (Full Implementation) ELD – 2 (Beginning Development) Math - 4 (Full Implementation) History – Social Science - 4 (Full Implementation) Next Generation Science – 3 (Initial Implementation)	
Percentage of students who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with State Board of Education (SBE)-approved CTE standards and frameworks	(New metric for Year 2)	(New metric for Year 2)	2022 CCI Additional Report Percentage of students who completed at least one Career Technical Education (CTE) Pathway 12.4% (112 students)	2023 CCI Additional Report Percentage of students who completed at least one Career Technical Education (CTE) Pathway 11.0% (95 students)	Increase percentage of students who completed at least one CTE Pathway to 15.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Aligned to State Priority 4 Student Achievement)					
English learner Reclassification Rate (Aligned to State Priority 4 Student Achievement)	2019-20 0%	2020-21 23.3%	2021-22 13.8%	2022-23 19.0%	Increase EL Reclassification Rate to 29.3% (Desired Outcome reworded to provide clarification.)
Percentage of students who have successfully completed both A-G requirements & CTE courses (Aligned to State Priority 4 Student Achievement)	(New metric for Year 2)	(New metric for Year 2)	2022 CCI Additional Report Percentage of students who completed at least one CTE Pathway AND A-G requirements 11.1% (101 students)	2023 CCI Additional Report Percentage of students who completed at least one CTE Pathway AND A-G requirements 9.5% (82 students)	Increase percentage of students who completed at least one CTE Pathway and A-G requirements to 14.1%
Extent to which students have access to, and are enrolled in, a broad course of study including adopted course of study for grades 7 to 12. (Aligned to State Priority 7 Course Access)	(New metric for Year 2)	(New metric for Year 2)	Aeries course scheduling reports and course approval forms indicate that 100% of students have access to a broad course of study as defined by California Education Code.	2023-24 School Year Aeries course scheduling reports and course approval forms indicate that 100% of students have access to a broad course of study as defined by California Education Code.	Maintain 100% access to broad course of study for all students including English Learners.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			100% of English learners are provided with challenging curriculum and tailored instruction that maximized the attainment of high levels of proficiency in English.	100% of English learners are provided with challenging curriculum and tailored instruction that maximized the attainment of high levels of proficiency in English.	
Extent to which students have access to, and are enrolled in, programs and services developed and provided to socioeconomically disadvantaged, English learner and foster youth students. (Aligned to State Priority 7 Course Access)	(New metric for Year 2)	(New metric for Year 2)	2022 CCI Additional Report Percentage of students who completed A-G requirements All Students 84.0%; Socioeconomically Disadvantaged: 61.8% English Learners: 64.3%; Students with Disabilities: 39.2%	2023 CCI Additional Report Percentage of students who completed A-G requirements All students: 82.4% Socioeconomically Disadvantaged: 62.0% English Learners: 71.4%; Students with Disabilities: 30.9%	Increase percentage of students who complete A-G requirements: All Students: 87.0% Socioeconomically Disadvantaged: 64.8% English Learners: 67.3% Students with Disabilities: 42.2%

Goal Analysis

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

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

The district continued support for tiered academic interventions by providing certificated staff who taught academic support and credit recovery courses. The district also continued funding tutoring services and online credit recovery programs. The district continued implementation of PLCs by providing additional training and collaboration time for staff. The committee work on curriculum alignment

continued during the 2023-24 school year with math teachers piloting and adopting new standards-aligned textbooks in Algebra 1 (SHS), Geometry (SHS), Algebra 2 (SHS & LGHS), and Precalculus (LGHS). Science teachers completed a substantial revision to the course description for Biology, and work continued on NGSS-alignment in Chemistry and Physics.

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

The District engaged in a robust strategic planning process during the 2023-2024 school year, which included significant time dedicated during regular work-year staff meetings, departmental collaboration, and professional development days. Therefore some costs that were expected to require extra-duty payments to certificated staff were rolled into the normal professional workday. This reduced expected costs associated with Actions 1.2, 1.3, 1.4, and 1.5.

Some of the planned work on Professional Learning Communities was supplanted, in part, by the strategic planning process, and this reduced expected costs associated with support Action 1.3.

Actual and projected enrollment declines reduced the costs associated with curricular adoptions, as fewer materials were ordered than anticipated in the budget., This reduced expected costs associated with Action 1.4.

The District had funds remaining in its most recent CTEIG Grant that needed to be expended by December 2023, so eligible expenses associated with Action 1.5 were charged to this grant rather than to LCAP funds.

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

Tiered interventions have led to improvements across several metrics, including A-G graduation rates, EL learner progress, college-going graduates, and AP participation and results. Student performance on SBAC assessments, overall and by subgroup, have declined during the three years of this LCAP. Some of this decline, the District has determined, has been driven by a dramatic post-pandemic increase in the number of students opting out the state assessments, across all subgroups but most significantly among SWD. That and the lack of longitudinal data in these areas have "muddied the waters" and made it difficult to assess the effectiveness of these interventions.

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.

During 2023-2024, the District engaged in an in-depth, once-in-a-decade strategic planning process that resulted in a new set of goals.

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	School Culture/Social-Emotional Learning LGSUHSD will cultivate a safe school community that supports equity, mental health and wellbeing including anti-discrimination/harassment and mental health training and support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey: Student reports of being harassed or bullied for their race, ethnicity, or natural origin on school campuses. (Per CA Healthy Kids Survey)	Student reports of being harassed or bullied two or more times in the past 12 months is 7% for 9th grade and 8% for 11th grade.	2021-22 9th grade LG: 5% SHS: 2% 11th grade LG: 6% SHS: 3%	2022-23 9th grade: LG: 6% SHS: 3% 11th grade: LG: 7% SHS: 2%	2023-24 9th grade: LG: 6% SHS: 8% 11th grade: LG: 6% SHS: 6%	Reduce student harassment and bullying two or more times in the last 12 months by 1.5%, from 7% to 5.5% for 9th grade and 8% to 6.5% for 11th grade, until below state averages.
Survey: Student reports of feeling sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities. (Per CA Healthy Kids Survey)	Student reports of feeling sad or hopeless for two weeks or more is 38% for 9th grade and 42% for 11th grade.	2021-22 9th grade LG: 29% SHS: 17% 11th grade LG: 45% SHS: 32%	2022-23 9th grade LG: 22% SHS: 24% 11th grade LG: 35% SHS: 32%	2023-24 9th grade LG: 24% SHS: 24% 11th grade LG: 29% SHS: 27%	Reduce student feelings of sadness and hopelessness for two weeks or more by 6%, from 38% to 32% for 9th grade and 42% to 36% for 11th grade, until below state averages.
Survey: If you were subjected to sexual	Students who were subject to sexual	2021-22 9th grade	2022-23	2023-24 All Grades	Reduce students not reporting sexual

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>harassment by anyone in the school setting, did you report it to any staff member? (Per CA Healthy Kids Survey)</p> <p>Students who did not report a sexual harassment incident at school.</p> <p>(Per CA Healthy Kids Survey)</p>	harassment incident at school and did not report it to a staff member is 10% for 9th and 14% for 11th grade.	<p>LG: 10% SHS: 6%</p> <p>11th grade LG: 14% SHS: 11%</p>	Retiring metric replaced by additional question on the same topic in CA Healthy Kids Survey	LG: 13% SHS: 11%	harassment incident at school by 6%, from 10% to 4% for 9th grade and 14% to 8% and 14% to 8% for 11th grade.
District Suspension Rate CDE Dashboard	2019-20 24 out of 3542 .68%	2020-21 .10%	2021-22 .9%	2022-23 0.4%	Maintain suspension rate of less than .68%.
EL Learner Suspension Rate CDE Dashboard	2019-20 Zero	2020-21 Zero	2021-22 7.8%	2022-23 1.6% (one student)	Maintain EL Learner suspension rate of Zero
CDE Dashboard: Hispanic/Latino Suspension rate CDE Dashboard	2019-20 5 out of 268 1.9%	2020-21 0.7%	2021-22 2.5%	2022-23 0.4%	Maintain suspension rate of of Hispanic/Latino students at less than 1.9%
School Expulsion Rates CALPADS / Dataquest	2019-20 School Expulsion Rates CALPADS / Dataquest Zero	2020-21 Zero	2021-22 Zero	2022-23 Zero	Maintain school expulsion rate of Zero

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rates per CALPADS	<p>93.1% attendance (Absent less than 10%)</p> <p>less than 5% absent 76.59%</p> <p>> 5% and Less than 10% 16.53%</p> <p>> 10% less than 20% 5.33%</p> <p>> 20% absent 1.55%</p>	<p>2021-22</p> <p>LG: 93.3%</p> <p>SHS: 92.5%</p>	<p>2022-23</p> <p>LG: 88.6%</p> <p>SHS: 92.4%</p>	<p>2023-24 (as of Day 150)</p> <p>LG: 95.4%</p> <p>SHS: 96.3%</p>	<p>Increase attendance (absent less than 10%) by 1.5% from 93.1% to 93.6%.</p>
Chronic Absenteeism Rates per CALPADS	<p>2019-20</p> <p>6.9%</p>	<p>2020-21</p> <p>1%</p>	<p>2021-22</p> <p>9.2%</p>	<p>2022-23</p> <p>9.8%</p>	<p>Reduce Chronic Absenteeism by 1.5% from 6.9% to 4.4%.</p>
High School Drop Out Rates per SARC	<p>2019-20</p> <p>14 dropouts of 889 cohort = 1.6%</p>	<p>2020-21</p> <p>1.3%</p>	<p>2021-22</p> <p>0.2%</p>	<p>2022-23</p> <p>1.7%</p>	<p>Reduce dropout rate by .6% from 1.6% to 1.0%.</p>
School facilities are maintained in a manner that assures they are clean, safe and functional as defined in annual reports using the Facility Inspection Tool (FIT)	<p>The average percentages of all 8 categories in the FIT are 90% or greater, representing an overall GOOD Rating at each school site.</p>	<p>2021</p> <p>93%</p>	<p>2022</p> <p>91%</p>	<p>2023</p> <p>95.1%</p>	<p>The school sites are maintained in “good” repair (90% or greater) with a number of non-critical deficiencies noted and/or in the process of being mitigated.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey: If you report sexual harassment, the school would take the matter seriously. (Per CA Healthy Kids Survey)	Students responded "No" to survey question. 2020-21 9th grade: LG: 13% SHS: 2% 11th grade: LG: 25% SHS: 6%	Students responded "No" to survey question. 2021-22 9th grade: LG: 10% SHS: 1% 11th grade: LG: 28% SHS: 12%	Students responded "No" to survey question. 2022-23 9th grade: LG: 9% SHS: 4% 11th grade: LG: 15% SHS: 10%	Students responded "No" to survey question. 2023-24 9th grade: LG: 7% SHS: 3% 11th grade: LG: 8% SHS: 6%	Reduce percentage of students responding "No" to the survey question to below 5% for 9th graders and below 10% for 11th graders.
Survey: School actively seeks the input of parents before making important decisions. (Per CA Healthy Kids Survey. Aligned to State Priority 3 Parental Involvement and Family Engagement)	(New metric for Year 2)	(New metric for Year 2)	Percentage of parents who "Agreed" or "Strongly Agreed" to survey question. 2022-23: LG: 61% SHS: 74%	Percentage of parents who "Agreed" or "Strongly Agreed" to survey question. 2023-24: LG: 80% SHS: 75%	Increase percentage of parents who "Agree" or "Strongly Agree" to survey question to: LG: 64% SHS: 77%
The LEA will promote parental participation in programs for students with disabilities. Percentage of parents of students with disabilities who	(New metric for Year 2)	(New metric for Year 2)	2021-22 99.7% NOTE: The 2023-24 LCAP misstated the year from which this metric value was drawn. It is	2022-23 100%	Increase percentage of parents of students with disabilities who indicate full participation in the IEP process to 100%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>indicated full participation in the IEP process through SIRAS metric.</p> <p>(Aligned to State Priority 3 Parental Involvement and Family Engagement)</p>			<p>appropriately classified as describing performance during the 2021-22 school year, which is published by CDE during the 2022-23 school year.</p>		
The LEA will promote parental participation in programs for unduplicated students.	(New metric for Year 2)	(New metric for Year 2)	<p>2022-23</p> <p>Staff outreach to parents of unduplicated students to serve in School Site Council.</p> <p>Staff outreach to parents of EL students to seek input on EL Plans developed for EL students.</p>	<p>2023-24</p> <p>0% of parents on the School Site Councils are parents of unduplicated students</p> <p>100% of parents on the EL Advisory Committees are parents of unduplicated pupils (4% of parents of English Language Learners participated in the EL Advisory Committee)</p>	<p>Increase participation for parents of unduplicated students in School Site Council and EL Advisory Committee so that at least 6% of the parent members of these groups are parents of unduplicated pupils.</p>

Goal Analysis

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

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

Advisory modules were refined and deployed more consistently at all school sites. These modules were designed to address the most significant issues identified in an analysis of 2022-23 results from the California Healthy Kids Survey. Restorative practices continued to be

implemented at all schools. The District's Title IX expert provided live, in-person training for all staff during 2023-24 and helped design advisory modules to educate all students in how to identify, respond to, and report harassment.

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

The cost of the Title IX compliance officer was more than expected, resulting in additional costs in both Action 2.1 and Action 2.3.

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

California Healthy Kids Survey data from 2023-24 indicated the actions were overwhelmingly successful in meeting and/or making progress toward goals.

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.

During 2023-2024, the District engaged in an in-depth, once-in-a-decade strategic planning process that resulted in a new set of goals.

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	LGSUHSD will support students' creativity, critical thinking, collaboration and communication skills through growing our innovative practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Per the 2021 Brightbytes % of students asked to collaborate online with classmates at least weekly.	58% collaborate online a few times a week or more.	54%	Students participated in more than 8,800 online Canvas course discussions during the 2022-2023 school year.	Students participated in more than 5,400 online Canvas course discussions during the first six months of the 2023-24 school year.	Increase student collaboration online by 6% from 58% to 64% of students are asked to collaborate online at least weekly.
Per the 2021 Brightbytes % of students asked to create using technology (e.g., videos, slide presentations, art, music, podcasts, etc.); at least weekly.	47% create using technology a few times a week or more.	47%	Students uploaded 5200 media recordings to Canvas courses during the 2022-2023 school year	Students uploaded 186 media recordings to Canvas courses during the first six months of the 2023-24 school year.	Increase creation using technology by 6% from 47% to 53% of students are asked to create using technology at least weekly.
Per the 2021 Brightbytes % of students asked to post and/or share your work online at least weekly.	56% students post/share work online a few times a week or more.	43%	On average, each student uploaded 14 assignments and 16 files to their Canvas courses during the 2022-2023 school year	On average, each student uploaded 12.9 assignments and 17.9 files to their Canvas courses during the first six months of the 2023-24 school year.	Increase student sharing and posting online by 6% from 56% to 62% of students are asked to post and share work online at least weekly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Per the 2021 Brightbytes % of students asked to use Critical Thinking skills online at least monthly.	46% of students report using critical thinking skills a few times a month or more.	65%	Metric retired	Metric retired	Metric retired
Per the 2021 Brightbytes % of students reporting using Canvas for communication with teachers.	66% of students use Canvas to communicate with teachers.	75%	Teachers used Canvas to send an average of six announcements and five emails to each student during the 2022-2023 school year	Teachers used Canvas to send an average of four announcements and nine emails to each student during the first six months of the 2023-24 school year.	Increase student communication with teachers using Canvas by 6% from 66% to 72%.
Per the Canvas Course Spring Review and Canvas Norms % of teachers providing innovative learning opportunities in Stage 2 using announcements, daily agendas, and utilizing Canvas and other tech tools for course activities and assessments.	60% of teachers in Stage 2 of providing Innovative learning opportunities utilizing Canvas and other tech tools for course activities and assessments.	67% give online assessments at least monthly, 75% use digital tools at least monthly and while use of Canvas announcements and other features fell due to the return to in person learning,	25% of Canvas courses gave an online assessment during the 2022-2023 school year.	37% of Canvas courses gave an online assessment during the first six months of the 2023-24 school year.	Increase Teachers providing Innovative Learning Opportunities by 15% from 60% to 75%.

Goal Analysis

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

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

The District maintained efforts in this Goal, with training and advisory committees continuing during 2023-24.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The metrics originally identified for this Goal were replaced during the 2022-23 update and revision process, because the original survey tool has an exceptionally low response rate. The replacement metrics do not introduce the same sample size issues, but they are more tenuously connected to the Goal and Actions. As a result, it is unclear the extent to which the Actions contributed to the change in any metrics.

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.

This goal will be replaced in the 2024-25 LCAP, as it has proven to be unmeasurable in its current form.

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.

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO- CALCULATED]	[AUTO- CALCULATED]
Totals	\$3,085,936.00	\$2,519,740.00

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)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.					
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Tiered Academic Interventions	Yes	\$1,336,000.00	1,336,000
1	1.2	Graduate Profile	No	\$52,750.00	38,750
1	1.3	Professional Learning Communities	No	\$964,727.00	604,655
1	1.4	Curriculum Alignment	No	\$337,538.00	139,176
1	1.5	CTE	No	\$55,000.00	45,874
2	2.1	Advisory Modules	No	\$118,750.00	119,272
2	2.2	Restorative Practices	No	\$0.00	0.00
2	2.3	Sexual Harassment/Assault Prevention and Coordination	No	\$90,000.00	104,665

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)
3	3.1	Training for Teachers on Learning Management Systems	No	\$97,461.00	97,461
3	3.2	Training for Students on Learning Management Systems and Digital Citizenship	No	\$0.00	0.00
3	3.3	Technology Advisory Committee	No	\$31,210.00	31,387
3	3.4	Educational Technology Leaders	No	\$0.00	0.00
3	3.5	Student Advisory Committee	No	\$2,500.00	2,500

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$802,511	\$1,336,000.00	\$1,336,000.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.							
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Tiered Academic Interventions	Yes	\$1,336,000.00	\$1,336,000.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$39,957,779	\$802,511	0.43%	2.438%	\$1,336,000.00	0.000%	3.344%	\$0.00	0.000%

This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Gatos-Saratoga Union High School District	Bill W. Sanderson Superintendent	bsanderson@lgsuhd.org 408-354-2520

Plan Summary [2024-25]

General Information

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

The Los Gatos-Saratoga Union High School District (LGSUHSD) is made up of two comprehensive high schools and a Middle College program that is jointly administered with Campbell Union High School District and West Valley College. The LGSUHSD community is made up largely of middle- and upper-class professional families who live in the bedroom towns of Los Gatos and Saratoga and work in Silicon Valley. A small contingent of District residents live in the more economically diverse unincorporated areas of Santa Clara and Santa Cruz counties in the Santa Cruz Mountains.

The 137-year-old Los Gatos High School (LGHS) serves approximately 1950 students and offers an exceptionally wide variety of academic, visual and performing arts, CTE, extracurricular, and athletic programs.

The 65-year-old Saratoga High School (SHS) serves approximately 1150 students and offers a full academic program with marquee elective programs in media arts, engineering, and music.

The West Valley Middle College program serves approximately 25 LGSUHSD students, who remain enrolled in their home high school.

The District’s most significant challenge is declining enrollment, which has reduced the size of SHS by 20 percent over the last decade and is projected to do the same to LGHS over the next decade. Attempts to preserve the programs and character of shrinking schools has strained District resources and, at times, forced the District to make difficult decisions. Additionally, the District and an array of community partners have worked to mitigate the educational and social-emotional effects of the pandemic by significantly increasing wellness services for students. Those programs, along with significantly climbing costs of providing special education services, have placed unprecedented financial pressure on the District.

No schools within LGSUHSD receive Equity Multiplier funding.

Reflections: Annual Performance

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

Overall, LGSUHSD received the highest possible rating (Blue) in three indicators: suspension rate, graduation rate, and college/career readiness. The district received the second-highest possible rating (Green) in two additional indicators: academic performance in English and math. The district received the lowest possible rating (Red) in English learner progress. Additionally, LGSUHSD received a rating of Standard Not Met in all five local indicators.

Suspension Rate: This indicator is the district's strongest. The overall rating and the ratings for all but one student group were Blue (the highest). A single English Learner was suspended in 2022-23, and due to the group's small size that was enough to result in the second-highest rating of Green.

Graduation Rate: The district's graduation rates are very high overall, but they become even more impressive when traditionally disadvantaged subgroups compared with similar districts. In LGSUHSD, Students with Disabilities are rated Yellow, Socioeconomically Disadvantaged students are rated Green, and Hispanic students are rated Blue. In our "near peer" set of benchmark districts, which are chosen because they have similar resources and serve a similar demographic composition of students, all three of these subgroups are rated Orange.

College/Career Readiness: There is similar strength in this indicator, where LGSUHSD Students with Disabilities are rated Medium and both Hispanic students and Socioeconomically Disadvantaged students are rated High (the second-highest score). In our "near peer" set, these subgroups ranged from Very Low to Low.

Academic Progress in English and Math: Both of these indicators present mixed results. Most student groups are rated Green and Blue, but in both indicators Hispanic students received a rating of Orange and Students with Disabilities are rated Red. The low rating of the Students with Disabilities subgroup is driven both by actual performance on the SBAC assessments and by an increasing number of students being opted out of the tests.

English Learner Progress: LGSUHSD received the lowest possible rating: Red. This is the only area on the dashboard where LGSUHSD scored below the California state average and below its "near peer" set of districts. It is also, importantly, the first time LGS has received a color rating in this metric. Historically, the district's EL student population was too small to generate a subgroup score. But with recent and continuing growth, the dashboard will now work as intended, by shining a light on an area where the district must do better.

Local Indicators: LGSUHSD has recently experienced significant turnover among its senior management. Of the nine administrators who work out of the district office, seven are new to the district since July 2022. The new team quickly identified a variety of outdated practices that had led to, among other things, over-stated performance on the Dashboard's local indicators. Fixing these practices and making certain the district's performance was correctly reported delayed the approval of the local indicator report until September 2023, which resulted in a rating of Standard Not Met in all areas.

Any school within the District that received the lowest performance level on one or more state indicator on the 2023 Dashboard: None

Any student group within the District the received the lowest performance level on one or more state indicator on the 2023 Dashboard:
Students with Disabilities (ELA and Math)
English Learners: English Learner Progress

Any student group within a school within the District the received the lowest performance level on one or more state indicator on the 2023 Dashboard:
Students with Disabilities (Los Gatos HS ELA, Los Gatos HS Math, Saratoga HS ELA)

The needs of these student groups (i.e., English Learner and Students With Disabilities) are most directly addressed in Actions 1.5 and 1.6, however they are also supported by Actions 1.2 and 1.3. We also believe that Actions 2.4, 3.1, 3.3, 4,1, and 4.2 will, in the long run, materially improve the District's capacity to support English Learners and Students With Disabilities.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Stakeholders	<p>LGSUHSD launched a comprehensive strategic planning process during Spring 2023 that continued through the 2023-2024 school year. Students, parents, staff, and community members all participated in various capacities, including as members of the design team, as participants in focus groups and information sessions, and as members of the implementation teams.</p> <p>From Spring 2023 through December 2023, the Strategic Plan Design Team served as the LCAP Advisory Committee. The design team included classroom teachers, certificated support staff, classified staff, site administrators, district administrators, parents (including parents of Special Education students and parents of English Learners), superintendents of our feeder districts, community members, and students from all four of the district's grade levels. From January 2024 through May 2024, the Strategic Plan Implementation Team served as the LCAP Advisory Committee. The implementation team included classroom teachers, certificated support staff, classified staff, site administrators, district administrators, and parents (including parents of Special Education students). The work of the implementation team was shared with broader stakeholder groups for feedback at the meetings described below.</p> <p>In addition to monthly meetings throughout this period, all stakeholders had the opportunity to provide feedback on strategic plan components and prioritization through online surveys. The</p>

Educational Partner(s)	Process for Engagement
	strategic plan, which was adopted by the Board of Trustees on June 11, 2024, formed the basis for the Goals and Actions within the LCAP.
Teachers	In addition to the strategic planning process described above, teachers had an opportunity to participate in LCAP/Strategic Plan "office hours" on April 25, 2024 at each work location in the district.
Principals	In addition to the strategic planning process described above, principals reviewed the LCAP during a Superintendent's Cabinet meeting on June 3, 2024.
Administrators	In addition to the strategic planning process described above, administrators reviewed the LCAP during a Superintendent's Cabinet meeting on June 3, 2024.
Other school personnel	In addition to the strategic planning process described above, all school personnel had an opportunity to participate in drop-in LCAP/Strategic Plan "office hour" sessions on April 25, 2024 at each work location in the district.
Local bargaining units	In addition to the strategic planning process described above, all bargaining unit members had an opportunity to participate in LCAP/Strategic Plan "office hours" on April 25, 2024 at each work location in the district.
Parents	In addition to the strategic planning process described above, parents had an opportunity to provide input during virtual and in-person School Site Council presentations at Saratoga High School on April 25, 2024, and at Los Gatos High School on April 3, 2024.
Students	In addition to the strategic planning process described above, students had an opportunity to provide input during classroom focus groups held during the month of April 2024 in mathematics classes at Los Gatos High School and in English classes at Saratoga High School.
SELPA administrator	LGSUHS staff met with the SELPA administrator to review the LCAP on June 3, 2024.
English Learner Advisory Committee	LGSUHS met with ELAC members to review the LCAP on May 2, 2024, and May 3, 2024.
Board of Trustees Public Hearing & Adoption	Public Hearing: June 11, 2024 LCAP Adoption: June 28, 2024

Educational Partner(s)	Process for Engagement

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

All LCAP actions were drawn from the suggestions offered by members of the Strategic Plan Design Team made up of administrators, teachers, students, parents, and community members, which in turn had reviewed the feedback from written surveys of all stakeholders. The LCAP actions were refined and clarified, metrics were attached, and responsible parties were assigned by the Strategic Plan Implementation Team made up of administrators, teachers, students, and parents, which in turn considered feedback from all stakeholders. The relative prioritization of all LCAP actions were adjusted based upon feedback from stakeholders collected in Spring 2024.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	IGNITE student’s passions for learning and empower them to achieve brilliance.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The strategic plan stakeholder design team identified this goal to encompass supporting all students to achieve academic excellence. Many LGSUHSD students experience academic success, but this success is not universally experienced by all student subgroups. This goal seeks to focus attention and resources on both maintaining the excellence that exists in many areas of our district while elevating the outcomes for all students.

The metrics included below are largely the required state metrics in State Priority 4 (Pupil Achievement), including disaggregated metrics for each of the district's significant subgroups. Improving student motivation and engagement and improving instruction for under-performing students should result in growth across all Pupil Achievement metrics. In addition to these required metrics, we have included two metrics specific to how strongly students feel connected to their schools and their classrooms. These are threshold issues for reluctant learners that must be addressed before meaningful progress can be made in academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students meeting or exceeding standard in English Language Arts on the Smarter Balanced Summative Assessment Source: California Department of	Year: 2022-23 All Students: 78.5% Asian: 89.2% Hispanic: 60.7%			Year: 2025-26 95%, or 9 percentage point growth over baseline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Education, Test Results for California's Assessments (caaspp-elpac.ets.org) (Required Metric, State Priority 4)	Socioeconomically Disadvantaged: 62.0% Students with Disabilities: 38.6% Two or More Races: 82.4% White: 74.4%				
1.2	Percentage of students meeting or exceeding standard in Mathematics on the Smarter Balanced Summative Assessment Source: California Department of Education, Test Results for California's Assessments (caaspp-elpac.ets.org) (Required Metric, State Priority 4)	Year: 2022-23 All Students: 73.3% Asian: 94.6% Hispanic: 46.6% Socioeconomically Disadvantaged: 57.1% Students with Disabilities: 38.6% Two or More Races: 77.9% White: 64.3%			Year: 2025-26 95%, or 9 percentage point growth over baseline	
1.3	Percentage of students meeting or exceeding standard in Science on the California Science Test	Year: 2022-23 All Students: 66.2% Asian: 82.7% Hispanic: 50.0%			Year: 2025-26 90%, or 9 percentage point growth over baseline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California Department of Education, Test Results for California's Assessments (caaspp-elpac.ets.org) (Required Metric, State Priority 4)	Socioeconomically Disadvantaged: 49.3% Students with Disabilities: 36.7% Two or More Races: 77.9% White: 57.1%				
1.4	Percentage of students meeting UC/CSU requirements Source: DataQuest, Met UC/CSU Requirements and CTE Pathway Completion report, Graduates Meeting UC/CSU Requirements (Required Metric, State Priority 4)	Year: 2023 All Students: 82.4% Asian: 89.8% English Learners: 71.4% Hispanic: 76.1% Socioeconomically Disadvantaged: 62.0% Students with Disabilities: 30.9% Two or More Races: 83.0% White: 78.1%			Year: 2026 90%, or 9 percentage point growth over the baseline	
1.5	Percentage of students successfully completing	Year: 2023 All Students: 11.0%			Year: 2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	at least one CTE pathway Source: DataQuest, Dashboard Additional Reports and Data, Met UC/CSU Requirements and CTE Pathway Completion report, CTE Pathway completion, number of students/cohort totals (Required Metric, State Priority 4)	Asian: 11.3% English Learners: 23.8% Hispanic: 11.3% Socioeconomically Disadvantaged: 9.9% Students with Disabilities: 10.0% Two or More Races: 7.4% White: 11.1%			Maintain baseline levels	
1.6	Percentage of students meeting UC/CSU requirements and successfully completing at least one CTE pathway Source: DataQuest, Dashboard Additional Reports and Data, Met UC/CSU Requirements and CTE Pathway Completion report, Completed At Least One CTE Pathway AND a-g Requirements	Year: 2023 All Students: 9.5% Asian: 10.2% English Learners: 14.3% Hispanic: 8.5% Socioeconomically Disadvantaged: 6.6% Students with Disabilities: 3.6%			Year: 2026 Maintain baseline levels	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Required Metric, State Priority 4)	Two or More Races: 6.4% White: 9.3%				
1.7	Percentage of English Learners who progressed at least one level or maintained the highest level (Level 4) Source: CA School Dashboard (Required Metric, State Priority 4)	Year: 2023 Progressed at least one level: 38.9% Maintained highest level: 11.1% Total: 50.0%			Year: 2026 Total of Progressed at least one level and Maintained highest level: 80%	
1.8	English Learner reclassification rate Source: CALPADS 2.16 -- English Learner Acquisition Status - English Learners Reclassified RFEP, 2022-23 DIVIDED BY DataQuest, English Learners by Language and Grade, Total English Learners, 2022-23 (Required Metric, State Priority 4)	Year: 2022-23 19.0%			Year: 2025-26 33%	
1.9	Percentage of senior class who scored a 3 or higher on AP Exam at	Year: 2023 69.8%			Year: 2026 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>any point during high school</p> <p>Source: College Board AP Score Report for Educators, Equity and Excellence, Aggregated for Districts</p> <p>(Required Metric, State Priority 4)</p>					
1.10	<p>Percent of students who demonstrate college preparedness pursuant to the Early Assessment Program in English Language Arts</p> <p>Source: CA Department of Education, CA Assessment of Student Performance and Progress, Test Results at a Glance, Grade 11, Standard Exceeded (Level 4)</p> <p>(Required Metric, State Priority 4)</p>	<p>Year: 2022-23</p> <p>All Students: 50.6%</p> <p>Asian: 66.0%</p> <p>English Learners: 8.3%</p> <p>Hispanic: 32.8%</p> <p>Socioeconomically Disadvantaged: 36.6%</p> <p>Students with Disabilities: 24.6%</p> <p>Two or More Races: 57.7%</p> <p>White: 42.7%</p>			<p>Year: 2025-26</p> <p>70%, or 9 percentage point growth over baseline</p>	
1.11	<p>Percent of students who demonstrate college preparedness pursuant</p>	<p>Year: 2022-23</p> <p>All Students: 46.7%</p>			<p>Year: 2025-26</p> <p>67%, or 9 percentage point</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>to the Early Assessment Program in Mathematics</p> <p>Source: CA Department of Education, CA Assessment of Student Performance and Progress, Test Results at a Glance, Grade 11, Standard Exceeded (Level 4)</p> <p>(Required Metric, State Priority 4)</p>	<p>Asian: 76.8%</p> <p>English Learners: 16.7%</p> <p>Hispanic: 19.0%</p> <p>Socioeconomically Disadvantaged: 28.6%</p> <p>Students with Disabilities: 15.8%</p> <p>Two or More Races: 52.3%</p> <p>White: 31.2%</p>			growth over baseline	
1.12	<p>High school graduation rate</p> <p>Source: DataQuest Four-Year Adjusted Cohort Graduate Rate report</p> <p>(Required Metric, State Priority 5)</p>	<p>Year: 2022-23</p> <p>All Students: 96.9%</p> <p>Asian: 97.1%</p> <p>English Learners: 90.5%</p> <p>Hispanic: 98.6%</p> <p>Socioeconomically Disadvantaged: 94.9%</p> <p>Students with Disabilities: 88.7%</p> <p>Two or More Races: 97.9%</p>			<p>Year: 2025-26</p> <p>97%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 96.1%				
1.13	<p>Meaningful participation at school</p> <p>Source: California Healthy Kids Survey, Table A6.7, Meaningful participation at school cluster, Average reporting "Pretty much true" or "Very much true"</p> <p>(State Priority 6)</p>	<p>Year: 2023-24</p> <p>LGHS 9th grade: 28% 10th grade: 33% 11th grade: 30% 12th grade: 31%</p> <p>SHS 9th grade: 33% 10th grade: 35% 11th grade: 37% 12th grade: 45%</p>			<p>Year: 2026-27</p> <p>All grade levels, all schools: 35%</p>	
1.14	<p>School connectedness</p> <p>Source: California Healthy Kids Survey, Table A6.8, School connectedness (In-School Only) cluster, Average reporting "Agree" or "Strongly agree"</p> <p>(State Priority 6)</p>	<p>Year: 2023-24</p> <p>LGHS 9th grade: 69% 10th grade: 71% 11th grade: 72% 12th grade: 74%</p> <p>SHS 9th grade: 71% 10th grade: 71% 11th grade: 71% 12th grade: 70%</p>			<p>Year: 2026-27</p> <p>All grade levels, all schools: 75%</p>	
1.15	<p>Percentage of teachers implementing Universal Design for Learning strategies as measured by classroom walk through observation tool</p>	<p>Year: 2023-24</p> <p>0%</p>			<p>Year: 2026-27</p> <p>80%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: LGSUHSD internal data collection (State Priority 7)					
1.16	Percentage of English Learner students who are Long-Term English Learners Source: DataQuest "At-Risk" and Long-Term English Learners (LTEL) by Grade (State Priority 4)	Year: 2023-24 32.9%			Year: 2026-27 18.0%	
1.17						

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Voice	<p>LGSUHSD will offer opportunities for every student to provide input in order to feel that their voices are heard, respected, and valued.</p> <p>The District will create a Superintendent's Student Advisory Committee with diverse membership to advise the district on policy and operational decision making. Both school sites will create a Principal's Student Advisory Committee with diverse membership (i.e., with representatives beyond Leadership Class students) to advise the site on operational decision making. The District will also add additional questions to the custom survey module used each spring as part of the California Healthy Kids Survey to gather more extensive input from all students.</p> <p>Metrics to Monitor Effectiveness: 1.13, 1.14</p>	\$6,000.00	No
1.2	Universal Design for Learning (UDL)	<p>LGSUHSD will implement Universal Design for Learning (UDL) to build inclusive and equitable learning environments where all students are able to reach proficiency and feel their learning needs are respected and supported.</p> <p>The District's 10-year strategic plan calls for implementation of UDL for all students. During the 2024-2025 school year, the District will focus on providing training and implementation support for cohorts of early-adopters and introductory training to all staff.</p> <p>Metrics to Monitor Effectiveness: 1.1, 1.2, 1.3, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.15</p>	\$31,800.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Multi-Tiered System of Supports (MTSS)	<p>LGSUHSD will implement a framework for Multi-Tiered System of Supports (MTSS) to inform instruction and interventions in order to optimize student achievement and support students' academic, social-emotional and behavioral needs.</p> <p>The District will work to develop a comprehensive MTSS, with initial focus on improving and expanding Tier 1 and Tier 2 supports available to students in and along side general education classrooms. During the 2024-25 school year, the District will work to train existing intervention providers and general education teachers where students demonstrate the greatest need.</p> <p>Metrics to Monitor Effectiveness: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p>	\$31,800.00	No
1.4	Graduate Profile	<p>LGSUHSD will ensure that all graduating students will have attained the Graduate Profile traits.</p> <p>The 10-year strategic plan sets a goal of broadening how the District defines and measures student success through a Graduate Profile. The existing Graduate Profile is somewhat vague and difficult to measure. The District will work to clarify the Graduate Profile before, in future years, moving on to establishing measurement tools.</p> <p>NOTE: During the stakeholder engagement process, all stakeholder groups recommended that the District engage in this action during the latter half of the three-year LCAP cycle. Therefore, the District has allocated no specific funds to this action during 2024-25 and will defer significant efforts toward implementation to Year 2 or Year 3.</p> <p>Metrics to Monitor Effectiveness: 1.5, 1.6, 1.12</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Academic Interventions (Contributing)	<p>LGSUHSD will implement Universal Design for Learning (UDL) and targeted academic interventions to build inclusive and equitable learning environments where English Learners (EL), Socioeconomically Disadvantaged Students (SED), and Foster Youth are able to reach proficiency and feel their learning needs are respected and supported.</p> <p>The District's new 10-year strategic plan calls for implementation of UDL throughout the District. During the 2024-25 school year, we will begin a targeted implementation for English Learners. While training and support will be open to early adopters across the schools, the focus will be on teachers who serve the highest number of English Learners in core academic classes. We will expand the number of ELD classes to provide leveled, UDL-infused instruction in ELD content standards to the 50% of our English Learners who are in their first three years in the country. We will also expand the opportunities for At Risk and LTEL students to take EL Support and Strategic Learning classes to support their language acquisition and content mastery within their core curricular courses. We will also expand and formalize the EL support team at each school, ensuring there is a designated administrator, a designated classroom teacher, and a designated classified staff member to support EL students, coordinate mandatory testing, and monitor student progress throughout the year.</p> <p>Similarly, socioeconomically disadvantaged students and foster youth who are in need of academic intervention will receive expanded opportunities to take Strategic Learning classes to support content mastery and, when necessary, facilitated credit recovery.</p> <p>(Note: SED and Foster Youth represent significantly lower overall need than the district's EL students. SED students, collectively, currently experience achievement largely comparable to their peers, and the District usually enrolls a total of only 2 or 3 foster youth each year. While all unduplicated students are actively monitored and receive individualized supports, cohort-based interventions are focused on EL students.)</p> <p>Metrics to Monitor Success: 1.1 (SED), 1.2 (SED), 1.3 (SED), 1.7, 1.8 , 1.10 (EL & SED), 1.11 (EL & SED), 1.16</p>	\$1,116,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Academic Interventions (Not Contributing)	<p>LGSUHSD will implement Universal Design for Learning (UDL) and targeted academic interventions to build inclusive and equitable learning environments where Students With Disabilities (SWD) are able to reach proficiency and feel their learning needs are respected and supported.</p> <p>The District's new 10-year strategic plan calls for implementation of UDL throughout the District. During the 2024-25 school year, provide targeted training for IEP case managers, teachers of special education classes, and staff members -- classified and certificated -- who support SWD in general education classrooms.</p> <p>The Curriculum & Instruction Department, the Student Services Department, and site administration will work to evaluate the implementation of academic standards in special education courses to ensure instructional emphasis and materials are aligned with the current academic standards.</p> <p>Metrics to Monitor Effectiveness: 1.1 (SWD), 1.2 (SWD), 1.3 (SWD), 1.12 (SWD)</p>	\$1,167,200.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	TRANSFORM our classroom and school expectations, relationships, and practices to more fully align with our values.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

During the strategic plan design process, the stakeholder groups identified several key areas in which the District does not fully "practice what it preaches." Priorities and procedures seemed misaligned with the district's mission, vision, and/or values. The strategic plan calls for working to remedy this misalignment in four significant areas: (1) Curricular Pathways, where student interests should always guide opportunities, (2) Professional Development, where funding and focus should be aligned with priorities and expectations, (3) Grading Policies, where student grades and student learning should be strongly connected, and (4) Use of Data, where teaching practice should be shaped by evidence of what works.

Creating stronger alignment between our values and our practice in these areas will improve both the conditions of learning and student engagement in the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Basics: Instructional Materials Source: California School Dashboard, Basics: Teachers, Instructional Materials, Facilities	Year: 2023 Number of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials			Year: 2026 0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 1)	For Use At School And At Home: 284				
2.2	<p>Implementation of Academic Standards</p> <p>Source: California School Dashboard, Implementation of Academic Standards, Reflection Tool Rating Scale (1 - Exploring and Research Phase, 2 - Beginning Development, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability) average</p> <p>(State Priority 2)</p>	<p>Year: 2023</p> <p>Average rating: 3.4</p>			<p>Year: 2026</p> <p>4.5</p>	
2.3	<p>Percentage of Students Enrolling in Departmental Courses</p> <p>Source: LGSUHSD Aeries System</p> <p>(State Priority 7)</p>	<p>Year: 2023-24</p> <p>Applied Arts: 31.2%</p> <p>English: 94.8%</p> <p>Health & Physical Education: 38.5%</p> <p>Mathematics: 87.9%</p> <p>Science: 85.3%</p> <p>Social Studies: 82.4%</p> <p>Visual and Performing Arts: 44.4%</p> <p>World Languages: 62.7%</p>			<p>Year: 2026-27</p> <p>Applied Arts: 35%</p> <p>English: 95%</p> <p>Health & Physical Education: 40%</p> <p>Mathematics: 90%</p> <p>Science: 90%</p> <p>Social Studies: 95%</p> <p>Visual and Performing Arts: 50%</p> <p>World Languages: 67%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	<p>Average Number of Courses Per Student</p> <p>Source: LGSUHSD Aeries System</p> <p>(State Priority 7)</p>	<p>Year: 2023-24</p> <p>Los Gatos High School: 6.0</p> <p>Saratoga High School: 6.3</p>			Maintain at or above 6.0	
2.5	<p>Percentage of students reporting Low Boredom & High Value in school</p> <p>Source: California Healthy Kids Survey, Table A6.12A through A6.12D, Percentage of students in the Low Boredom & High Value profile group</p> <p>(State Priority 6)</p>	<p>Year: 2023-24</p> <p>LGHS</p> <p>9th: 19%</p> <p>10th: 17%</p> <p>11th: 19%</p> <p>12th: 23%</p> <p>SHS</p> <p>9th: 21%</p> <p>10th: 18%</p> <p>11th: 30%</p> <p>12th: 21%</p>			<p>Year: 2026-27</p> <p>All grade levels, all schools: 25%</p>	
2.6	<p>Academic motivation</p> <p>Source: California Healthy Kids Survey, Table A6.9, Academic Motivation cluster, Average reporting "Agree" or "Strongly agree"</p> <p>(State Priority 6)</p>	<p>Year: 2023-24</p> <p>LGHS</p> <p>9th: 67%</p> <p>10th: 66%</p> <p>11th: 66%</p> <p>12th: 63%</p> <p>SHS</p> <p>9th: 65%</p> <p>10th: 67%</p> <p>11th: 71%</p> <p>12th: 68%</p>			<p>Year: 2026-27</p> <p>All grade levels, all schools: 70%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	<p>Percentage of staff reporting that Objective Data is Used in Decision Making</p> <p>Source: California Staff Survey, Table A6.7, School Uses Objective Data in Decision Making, Percentage of respondents answering "Strongly agree" of "Agree"</p> <p>(State Priority 6)</p>	<p>Year: 2023-24</p> <p>LGHS: 91%</p> <p>SHS: 89%</p>			<p>Year: 2026-27</p> <p>All schools: 95%</p>	
2.8	<p>Percentage of Students taking Advanced Placement or Honors classes</p> <p>Source: LGSUHSD Aeries system</p> <p>(State Priority 7)</p>	<p>Year: 2023-24</p> <p>65.8%</p>			<p>Year: 2026-27</p> <p>67.0%</p>	
2.9	<p>Percentage of English Learner students taking Advanced Placement or Honors classes</p> <p>Source: LGSUHSD Aeries system</p> <p>(State Priority 2)</p>	<p>Year: 2023-24</p> <p>31%</p>			<p>Year: 2026-27</p> <p>37%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of English Learner students, Socioeconomically Disadvantaged students, and Foster Youth who are enrolled in Strategic Learning or Academic Language Development classes Source: LGSUHSD Aeries system (State Priority 7)	Year: 2023-24 44%			Year: 2026-27 45%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Diverse Pathways	<p>LGSUHSD will maintain diverse programs and pathways that allow students to explore their interests.</p> <p>The District has historically had a very diverse set of curricular pathways at each school, as well as programs such as Middle College and SVCTE that are available on a district-wide basis. Maintaining these opportunities in an era of declining enrollment was a high priority for the strategic plan stakeholder teams. Of similar importance, though, was ensuring that these pathways are accessible to all students.</p> <p>Metrics to Monitor Effectiveness: 2.3, 2.4, 2.5</p>	\$272,300.00	No
2.2	Professional Development	<p>LGSUHSD will implement a robust and coherent professional development program for teachers, support staff, and administrators designed to improve the district's capacity to implement the strategic plan.</p> <p>The District invests significant resources into professional development, both in terms of dedicated FTE allocated to instructional coaches and compensated extra duty for collaboration time outside of the work year but also in terms of costs associated with providing internal training opportunities and sending staff to external trainings. Much of these resources have traditionally been provided through the LCAP, but they have also been provided through SPSAs and through dedicated small grants and large PD block grants from school-connected organizations. With so many funding sources, often with different guidelines and expectations, PD can suffer from a lack of coherence.</p> <p>This action will create a coherent PD plan that will allow the overlapping resources of the District, schools, and SCOs to focus on common goals.</p> <p>Metrics to Monitor Effectiveness: 2.2</p>	\$311,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Grading Policies	<p>LGSUHSD will adopt and implement consistent policies that lead to alignment between grades and student proficiency of course outcomes.</p> <p>The vast majority of District students are strongly motivated by grades, so much so that maximizing grades or grade point averages is often a central goal for our students, even at the expense of pursuing learning and personal interests. The strategic plan stakeholder groups identified several examples where grading policies created a perverse incentive or a moral hazard in the classroom. Issues related to grading, however, are complex and often controversial. We, therefore, intend to move slowly over the course of this LCAP to fully understand the problems with current grading policies, by assembling a committee of all stakeholders to study the issue and make recommendations. We will then convene a staff committee to draft proposed policy changes to address the issues highlighted by the stakeholder committee.</p> <p>Metrics to Monitor Effectiveness: 2.6</p>	\$19,400.00	No
2.4	Use of Data	<p>LGSUHSD will establish an ongoing system of collaborative staff reflection on assessment data and/or student work to inform, calibrate, and refine professional practice to improve student learning.</p> <p>The District has long preached the importance of reflection on student data and/or student work as a critical step toward improving student learning, however staff were often left to their own devices to curate data sets to analyze and to identify time in which to collaborate. This action seeks to create the time and the tools to allow staff to do the work that they already understand is important.</p> <p>Metrics to Monitor Effectiveness: 2.2, 2.7</p>	\$35,650.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	NURTURE caring communities that develop students' full identifies, linguistic/cultural/academic excellence, social-emotional health, and life potential.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Students must be safe and cared for in a school environment before they can thrive academically. Historical data from the District's California Health Kids Survey -- as well as several high-profile incidents -- have identified several areas connected to bullying, harassment, and social-emotional safety that are areas of concern for the District. The strategic plan stakeholder design teams recognized the significant strides the District has taken in the last three years to improve student experience in these areas, but the data are not yet where we want to be. This work requires coordinated effort by school personnel, as well as parents and the community at large, so this goal includes actions related to all three groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent and Family Engagement: Building Relationships Source: California School Dashboard, Parent and Family Engagement, Building Relationships Between School Staff and Families, Reflection Tool Rating Scale (1 - Exploration and	Year 2023 Average rating: 4.0			Year 2026 4.5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Research Phase, 2 - Beginning Development, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability) average (State Priority 3)					
3.2	Parent and Family Engagement: Building Partnerships Source: California School Dashboard, Parent and Family Engagement, Building Partnerships for Student Outcomes, Reflection Tool Rating Scale (1 - Exploration and Research Phase, 2 - Beginning Development, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability) average (State Priority 3)	Year 2023 Average rating: 4.0			Year 2026 4.5	
3.3	Parent and Family Engagement: Seeking Input	Year 2023 Average rating: 4.0			Year 2026 4.5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard, Parent and Family Engagement, Seeking Input for Decision-Making, Reflection Tool Rating Scale (1 - Exploration and Research Phase, 2 - Beginning Development, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability) average (State Priority 3)					
3.4	School Attendance Rate: Average Days Absent Source: DataQuest, Absentee by Reason report, Average Days Absent for Students with One or More Absences (Required Metric, State Priority 5)	Year: 2022-23 All Students: 8.7 Asian: 7.3 English Learners: 11.2 Hispanic: 10.1 Socioeconomically Disadvantaged: 9.2 Students with Disabilities: 14.1 Two or More Races: 9.6 White: 9.2			Year: 2025-26 At or below 9.0 days, or a decrease of 1 day from baseline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	<p>Chronic Absenteeism</p> <p>Source: DataQuest, Absenteeism Data report, Chronic Absenteeism</p> <p>(Required Metric, State Priority 5)</p>	<p>Year 2022-23</p> <p>All Students: 9.3%</p> <p>Asian: 6.2%</p> <p>English Learners: 14.3%</p> <p>Hispanic: 10.1%</p> <p>Socioeconomically Disadvantaged: 9.6%</p> <p>Students with Disabilities: 23.1%</p> <p>Two or More Races: 10.8%</p> <p>White: 10.8%</p>			<p>Year: 2025-26</p> <p>At or below below 5%, or a decrease of 3 percentage points from baseline</p>	
3.6	<p>High School Dropout Rate</p> <p>Source: DataQuest, Four-Year Adjusted Cohort Outcome report, Dropouts DIVIDED BY Cohort Students</p> <p>(Required Metric, State Priority 5)</p>	<p>Year 2022-23</p> <p>All Students: 1.7%</p> <p>Asian: 1.1%</p> <p>English Learners: 9.5%</p> <p>Hispanic: 1.4%</p> <p>Socioeconomically Disadvantaged: 1.9%</p>			<p>Year: 2025-26</p> <p>At or below 1%, or a decrease of 3 percentage points from baseline</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 3.4% Two or More Races: 2.1% White: 2.1%				
3.7	Suspension Rates Source: DataQuest, Suspension and Expulsion Data report, Suspension Rate (Required Metric, State Priority 6)	Year 2022-23 All Students: 0.4% Asian: 0.5% English Learners: 1.5% Hispanic: 0.4% Socioeconomically Disadvantaged: 0.5% Students with Disabilities: 1.5% Two or More Races: 0.3% White: 0.4%			Year: 2025-26 At or below 0.5%, or no more than one student suspended	
3.8	Expulsion Rates Source: DataQuest, Suspension and Expulsion Data report, Expulsion Rate	Year 2022-23 All Students: 0% Asian: 0% English Learners: 0%			Year: 2025-26 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Required Metric, State Priority 6)	Hispanic: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0% Two or More Races: 0% White: 0%				
3.9	Promotion of Parent Involvement Source: California School Parents Survey, Table A6.1, Promotion of parental involvement cluster, Average reporting "Strongly agree" or "Agree" (State Priority 3)	Year: 2023-24 LGHS: 81% SHS: 86%			Year: 2026-27 90%	
3.10	Communication with Parents about School Source: California School Parents Survey, Table A6.2, School keeps me well-informed about school activities, Percent reporting "Strongly agree" (State Priority 3)	Year: 2023-24 LGHS: 56% SHS: 61%			Year: 2026-27 67%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	<p>Student Perceived Safety at School</p> <p>Source: California Healthy Kids Survey, Table A8.1, Perceived Safety at School, Percentage of respondents answering "Very safe" or "Safe"</p> <p>(State Priority 6)</p>	<p>Year: 2023-24</p> <p>LGHS 9th: 79% 10th: 77% 11th: 81% 12th: 85%</p> <p>SHS 9th: 80% 10th: 88% 11th: 86% 12th: 92%</p>			<p>Year: 2026-27</p> <p>95%</p>	
3.12	<p>Prevalence of Harassment</p> <p>Source: California Healthy Kids Survey, Table A8.2, Reasons for Harassment, Past 12 Months, Percentage of respondents indicating they had experienced any form of harassment (including harassment based on race, ethnicity, national origin, religion, gender, sexual orientation, disability, immigration status, or other reasons)</p> <p>(State Priority 6)</p>	<p>Year: 2023-24</p> <p>LGHS 9th: 30% 10th: 29% 11th: 26% 12th: 24%</p> <p>SHS 9th: 24% 10th: 19% 11th: 20% 12th: 17%</p>			<p>Year: 2026-27</p> <p>All grade levels: 15% or less</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	<p>Emotional Safety at School</p> <p>Source: California Healthy Kids Survey, Table B.II.3.2, Emotional safety at school cluster, Average reporting "Pretty much true" or "Very much true"</p> <p>(State Priority 6)</p>	<p>Year: 2023-24</p> <p>LGHS 9th: 62% 10th: 69% 11th: 67% 12th: 72%</p> <p>SHS 9th: 65% 10th: 66% 11th: 71% 12th: 68%</p>			<p>Year: 2026-27</p> <p>75%</p>	
3.14	<p>Community Newsletter</p> <p>Source: LGSUHSD Community Newsletter, Issues published per school year</p> <p>(State Priority 3)</p>	<p>Year: 2023-24</p> <p>Two issues per year</p>			<p>Year: 2026-27</p> <p>Maintain two issues per year</p>	
3.15	<p>Total parent attendance counts at parent meetings that meet the needs of low income, English Learner and foster youth students.</p> <p>Source: LGSUHSD internal data collection</p> <p>(State Priority 3)</p>	<p>Year: 2023-24</p> <p>3</p>			<p>Year: 2026-27</p> <p>45</p>	
3.16	<p>Percent of parents of students with a disability</p>	<p>Year: 2022-23</p>			<p>Year: 2025-26</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	that indicated full participation in the IEP process Source: California Department of Education, Special Education Division, Local Level Annual Performance Report (State Priority 3)	100%			100%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Well-Being	<p>LGSUHSD will ensure that every student will feel safe and included at school; feel empowered to express their authentic identities; and engage in personal and intellectual pursuits aligned with their distinct values, strengths, and interests.</p> <p>The District will continue the MOSAIC curricular modules during tutorial periods, supported by staff MOSIAC leadership team. MOSAIC content for the year will be developed to match the highest need areas identified in the previous year's California Healthy Kids Survey, which the District will continue to administer to all students in all grade levels every year.</p> <p>The District will also continue to support the campus wellness centers and on-campus mental health counselors for drop-in support, peer-to-peer groups, and one-on-one services.</p> <p>The District will continue to engage an outside attorney as its Title IX Compliance Officer to provide independent assessment, investigations, and findings for all Title IX complaints.</p> <p>The District will continue to support an anonymous tip service for students, parents, and community members to anonymously alert school staff about safety issues.</p> <p>Metrics to Monitor Effectiveness: 3.4, 3.5, 3.6, 3.7, 3.8, 3.11, 3.12, 3.13</p>	\$926,800.00	No
3.2	Community Partnerships	<p>LGSUHSD will leverage strategic community, business, and foundation partnerships and alliances to identify and coordinate resources that support the successful implementation of the strategic plan goals.</p> <p>The District will join and participate in community organizations within the Los Gatos and Saratoga communities. The District will also promote the Seal of Civic Engagement honor at graduation.</p> <p>Metrics to Monitor Effectiveness: 3.2, 3.3, 3.14</p>	\$32,390.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Family Engagement	<p>LGSUHSD will promote family and community engagement to ensure all parents/guardians will feel respected, engaged, and valued by their child's school.</p> <p>The District will continue to provide information to parents through weekly school newsletters and monthly district newsletters. The District will also enlarge and formalize stakeholder advisory committees (e.g., Superintendent's Advisory Committee, Principal's Advisory Committees, District Budget Advisory Committee) at the site and district levels, with an emphasis on ensuring the participation in these committees reflects the diversity of our school communities. The District will also continue to use the California Parent Survey annually to gather feedback from parents and guardians.</p> <p>Metrics to Monitor Effectiveness: 3.1, 3.2, 3.3, 3.9</p>	\$91,950.00	No
3.4	Transparent Communication	<p>LGSUHSD will implement a comprehensive system for sharing timely, relevant information with and collecting feedback from the community to maintain transparent communication and promote trust.</p> <p>The District will continue to monthly district electronic newsletters to those who has subscribed through the district website and will continue to publish printed biannual reports to the community, mailed to all postal addresses in the district. The District will also continue to solicit feedback from the community at large through online surveys connected to the biannual reports.</p> <p>Metrics to Monitor Effectiveness: 3.1, 3.2, 3.3, 3.10, 3.14</p>	\$126,100.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	EMBRACE high-leverage services & approaches that translate our values into actions.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

LGSUHS believes that all District employees exist to support students. This goal gives focus to the work of staff who may be several steps removed from our classrooms, including operational and administrative support services. These services directly affect the learning environment of our students, the working environment of our staff, the availability of highly qualified staff, and articulation to and from our high schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Basics: Teachers Source: California School Dashboard, Basics: Teachers, Instructional Materials, and Facilities, Local Indicator Report (State Priority 1)	Year: 2023 Misassignments of teachers of English Learners: 6 Total misassignments: 68 Vacant teacher positions: 28			Year: 2026 Misassignments of teachers of English Learners: 0 Total misassignments: 15 Vacant teacher positions: 0	
4.2	Teacher Assignments	Year: 2021-22			Year: 2024-25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: DataQuest, Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) report (State Priority 1)	Total Teaching FTE: 161.9 (for informational purposes) Clear Credential Holders (% of teaching FTE): 88.9% Out-of-Field Assignments (% of teaching FTE): 0.6% Intern Credential Holders (% of teaching FTE): 0.0% Misassignments (% of teaching FTE): 9.6%			Clear Credential Holders (% of teaching FTE): Maintain above 80% Out-of-Field Assignments (% of teaching FTE): Maintain less than 1% Intern Credential Holders (% of teaching FTE): Maintain 0% Misassignments (% of teaching FTE): 2%	
4.3	Basics: Facilities Source: California School Dashboard, Basics: Teachers, Instructional Materials, and Facilities (State Priority 1)	Year: 2023 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies): 396			Year: 2026 0	
4.4	California Green Ribbon Schools Award Status Source: California Department of Education	Year: 2023 No award			Year: 2026 Bronze Level Award	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 1)					
4.5	<p>College-Going Rate</p> <p>Source: DataQuest, College-Going Rate for California High School Students by Postsecondary Institution Type report, College-Going Rate</p> <p>(State Priority 8)</p>	<p>Year: 2020-21</p> <p>All Students: 88.3%</p> <p>Asian: 93.2%</p> <p>Hispanic: 81.0%</p> <p>Socioeconomically Disadvantaged: 78.7%</p> <p>Students with Disabilities: 78.6%</p> <p>Two or More Races: 85.7%</p> <p>White: 85.6%</p>			<p>Year: 2023-24</p> <p>90%, or 3 percentage point growth over baseline</p>	
4.6	<p>Perceptions of Clean and Well-Maintained Facilities and Property</p> <p>Sources: (1) California Staff Survey, Table A6.9, Percentage of respondents who replied "Agree" or "Strongly agree" that "This school has clean and well-maintained facilities and properties"</p>	<p>Year: 2023-24</p> <p>Los Gatos High School</p> <p>Staff: 94%</p> <p>Parents: 89%</p> <p>Students 9th: 67%</p> <p>Students 10th: 68%</p> <p>Students 11th: 68%</p> <p>Students 12th: 72%</p> <p>Saratoga High School</p>			<p>Year: 2026-27</p> <p>Staff and Parents: 95% or above</p> <p>Students, all grade levels: 75%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>(2) California School Parent Survey, Table A9.1, Percentage of respondents who replied "Agree" or "Strongly agree" that "This school has clean and well-maintained facilities and properties"</p> <p>(3) California Healthy Kids Survey, Table A6.15, Percentage of respondents who replied "Agree" or "Strongly agree" that "My school is usually clean and tidy"</p> <p>(State Priority 1)</p>	<p>Staff: 92%</p> <p>Parents: 91%</p> <p>Students 9th: 75%</p> <p>Students 10th: 70%</p> <p>Students 11th: 78%</p> <p>Students 12th: 73%</p>				
4.7	<p>Staff working environment</p> <p>Source: California Staff Survey, Table A6.4, Staff working environment cluster, Average reporting "Strongly agree" to the four questions in this cluster (i.e., "This school is a supportive and inviting place for staff to work", "This school promotes trust and collegiality among staff", "This school is a safe place for</p>	<p>Year: 2023-24</p> <p>LGHS: 36%</p> <p>SHS: 29%</p>			<p>Year: 2026-27</p> <p>40%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	staff", and "This school promotes personnel participation in decision-making that affects school practices and policies") (State Priority 1, State Priority 6)					
4.8	Use of Objective Data in Decision Making Source: California Staff Survey, Table A6.7, School Uses Objective Data in Decision Making, Percentage of respondents answering "Strongly agree" or "Agree" (State Priority 6)	Year: 2023-24 LGHS: 91% SHS: 89%			Year: 2026-27 95%	
4.9	School connectedness -- 9th grade Source: California Healthy Kids Survey, Table A6.8, School connectedness cluster (In-School Only), Percentage of 9th grade respondents reporting "Strongly agree" or "Agree"	Year: 2023-24 LGHS 9th grade: 69% SHS 9th grade: 71%			Year: 2026-27 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 6)					

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Continuous Improvement	LGSUHSD will apply a framework of continuous improvement (i.e., plan, do, study, act) to evaluate all major initiatives and programs. The District will analyze the effectiveness of new and ongoing work to ensure that resources are being allocated in ways that best serve students. Successful programs will be celebrated. Weaknesses will be addressed. And resources that, over time, do not achieve the desired results will be reallocated. The initial work during the 2024-25 school year will include designing a continuous improvement protocol and training leaders in its use.	\$49,675.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics to Monitor Effectiveness: 4.3, 4.8		
4.2	Articulation	<p>LGSUHSD will establish and maintain systems for articulation with feeder districts and post-secondary institutions to ensure successful transition to and from high school.</p> <p>The District will work to establish stronger connections with its four feeder districts to improve the matriculation process for all students. Initial work will focus on improving course placement recommendations in subjects where 9th graders have choices when registering for classes and in sharing data about incoming students to better prepare intervention plans for students likely to need support early in high school.</p> <p>The District will also work to learn more about the experiences of its students after graduation, beginning by analyzing National Clearinghouse data on college matriculation and completion. We will also work to improve the response rates to alumni surveys so that the data they collect are more representative of all students.</p> <p>Metrics to Monitor Effectiveness: 4.5, 4.9</p>	\$25,650.00	No
4.3	Human Resources	<p>LGSUHSD will establish consistent hiring and onboarding practices to recruit highly qualified staff, promote career exploration opportunities within the district, and expand recognition programs that highlight the accomplishments of current staff members and programs.</p> <p>The District will work to streamline the hiring and onboarding process and improve the efficiency HR procedures. Over the three years of this plan, the District anticipates moving to a new integrated HR management software system, in parallel with the Santa Clara County Office of Education.</p>	\$115,450.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The District will also identify way to support career development for both classified and certificated employees.</p> <p>The District will continue and expand it work highlighting the accomplishments of current staff members.</p> <p>Metrics to Monitor Effectiveness: 4.1, 4.2, 4.7</p>		
4.4	Green Ribbon Schools	<p>LGSUHSD will transform campuses into Green Ribbon Schools that promote a sustainable environment, nutritious food options, and efficient use of resources.</p> <p>The District will work over the course of this three year LCAP to qualify for recognition in the California Green Ribbon School, first at the Bronze Level. This multi-faceted application process will serve as the "north star" for facilities, operations, and food service departments, as they work to improve the student experience in our schools. Early work will focus on creating consistency in how our schools handle recyclable and compostable waste, improving the efficiency of indoor and outdoor lighting systems, and improving the operational efficiency of the food service program.</p> <p>Metrics to Monitor Effectiveness: 4.3, 4.4, 4.6</p>	\$45,650.00	No
4.5	Infrastructure	<p>LGSUHSD will ensure that our financial and technology infrastructure is healthy, service-oriented, and ready to support strategic plan/LCAP implementation.</p> <p>The District will work to improve its internal financial reporting and processing systems so schools and departments have better insight into how budgets are being spent over the course of the year. This will involve increasing the frequency of reconciliation and consolidating requisition processing into a single system, instead of three separate systems today.</p>	\$102,600.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The District will also adopt a new technology plan to replace the document that has guided technology infrastructure since the passage of the last general obligation bond. While stakeholder input will ultimately shape the contents of the new plan, we anticipate its focus will move from upgrading hardware infrastructure to improving efficiency and integration of software systems. This plan will be created during the second half of 2024 with implementation beginning in early 2025 and continuing throughout the course of this LCAP cycle.</p> <p>Metrics to Monitor Effectiveness: 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$904,932	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.337%	0.000%	\$0.00	2.337%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	<p>Action: Academic Interventions (Contributing)</p> <p>Need: English Learner progress is Red on the 2023 Dashboard. This is the only significant subgroup among unduplicated students who are scoring below Green/High in any metric.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>English Learners have only been a reportable subgroup in the District for two years, and they are still not reportable subgroups at either of the District's two schools. As a result, little specific attention has been paid to the language acquisition program and how ELs are served in core curricular classrooms. While some components of this action, including expansion of ELD and EL Support as well as training for the teachers of those classes, will specifically benefit English Learners, we also plan to provide UDL training and support in core curriculum classrooms that serve the largest share of EL students.</p> <p>Socioeconomically Disadvantaged students are a reportable subgroup in the District, but their achievement is consistent with their non-SED peers. Therefore, the District will continue the academic interventions that were in place throughout the last LCAP: dedicated support programs, strategic learning intervention classes, and facilitated credit recovery programs.</p>	<p>Metrics to Monitor Success: 1.1 (SED), 1.2 (SED), 1.3 (SED), 1.7, 1.8 , 1.10 (EL & SED), 1.11 (EL & SED), 1.16</p>

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

Additional Concentration Grant Funding

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

Not applicable. LGSUHSD does not receive Concentration Grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	38,724,110	904,932	2.337%	0.000%	2.337%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,507,615.00				\$4,507,615.00	\$3,866,315.00	\$641,300.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Voice	All	No			All Schools	One year	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
1	1.2	Universal Design for Learning (UDL)	All	No			All Schools	One year	\$24,800.00	\$7,000.00	\$31,800.00				\$31,800.00	
1	1.3	Multi-Tiered System of Supports (MTSS)	All Students with Disabilities	No			All Schools	One year	\$24,800.00	\$7,000.00	\$31,800.00				\$31,800.00	
1	1.4	Graduate Profile	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.5	Academic Interventions (Contributing)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	One year	\$1,089,700.00	\$26,500.00	\$1,116,200.00				\$1,116,200.00	
1	1.6	Academic Interventions (Not Contributing)	Students with Disabilities	No			All Schools	One year	\$1,167,200.00	\$0.00	\$1,167,200.00				\$1,167,200.00	
2	2.1	Diverse Pathways	All	No			All Schools	One year	\$0.00	\$272,300.00	\$272,300.00				\$272,300.00	
2	2.2	Professional Development	All	No			All Schools	One year	\$259,000.00	\$52,000.00	\$311,000.00				\$311,000.00	
2	2.3	Grading Policies	All	No			All Schools	One year	\$12,400.00	\$7,000.00	\$19,400.00				\$19,400.00	
2	2.4	Use of Data	All	No			All Schools	One year	\$25,650.00	\$10,000.00	\$35,650.00				\$35,650.00	
3	3.1	Student Well-Being	All	No			All Schools	One year	\$805,800.00	\$121,000.00	\$926,800.00				\$926,800.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Community Partnerships	All	No			All Schools	One year	\$28,390.00	\$4,000.00	\$32,390.00				\$32,390.00	
3	3.3	Family Engagement	All Students with Disabilities	No			All Schools	One year	\$76,950.00	\$15,000.00	\$91,950.00				\$91,950.00	
3	3.4	Transparent Communication	All Students with Disabilities	No			All Schools	One year	\$102,600.00	\$23,500.00	\$126,100.00				\$126,100.00	
4	4.1	Continuous Improvement	All	No			All Schools	One year	\$44,675.00	\$5,000.00	\$49,675.00				\$49,675.00	
4	4.2	Articulation	All	No			All Schools	One year	\$25,650.00	\$0.00	\$25,650.00				\$25,650.00	
4	4.3	Human Resources	All	No			All Schools	One year	\$50,450.00	\$65,000.00	\$115,450.00				\$115,450.00	
4	4.4	Green Ribbon Schools	All	No			All Schools	One year	\$25,650.00	\$20,000.00	\$45,650.00				\$45,650.00	
4	4.5	Infrastructure	All	No			All Schools	One year	\$102,600.00	\$0.00	\$102,600.00				\$102,600.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
38,724,110	904,932	2.337%	0.000%	2.337%	\$1,116,200.00	0.000%	2.882 %	Total:	\$1,116,200.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$1,116,200.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Academic Interventions (Contributing)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,116,200.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,085,936.00	\$2,519,740.00

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	Tiered Academic Interventions	Yes	\$1,336,000.00	1,336,000
1	1.2	Graduate Profile	No	\$52,750.00	38,750
1	1.3	Professional Learning Communities	No	\$964,727.00	604,655
1	1.4	Curriculum Alignment	No	\$337,538.00	139,176
1	1.5	CTE	No	\$55,000.00	45,874
2	2.1	Advisory Modules	No	\$118,750.00	119,272
2	2.2	Restorative Practices	No	\$0.00	0.00
2	2.3	Sexual Harassment/Assault Prevention and Coordination	No	\$90,000.00	104,665
3	3.1	Training for Teachers on Learning Management Systems	No	\$97,461.00	97,461
3	3.2	Training for Students on Learning Management Systems and Digital Citizenship	No	\$0.00	0.00
3	3.3	Technology Advisory Committee	No	\$31,210.00	31,387

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)
3	3.4	Educational Technology Leaders	No	\$0.00	0.00
3	3.5	Student Advisory Committee	No	\$2,500.00	2,500

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$802,511	\$1,336,000.00	\$1,336,000.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Tiered Academic Interventions	Yes	\$1,336,000.00	\$1,336,000.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$39,957,779	\$802,511	0.43%	2.438%	\$1,336,000.00	0.000%	3.344%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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