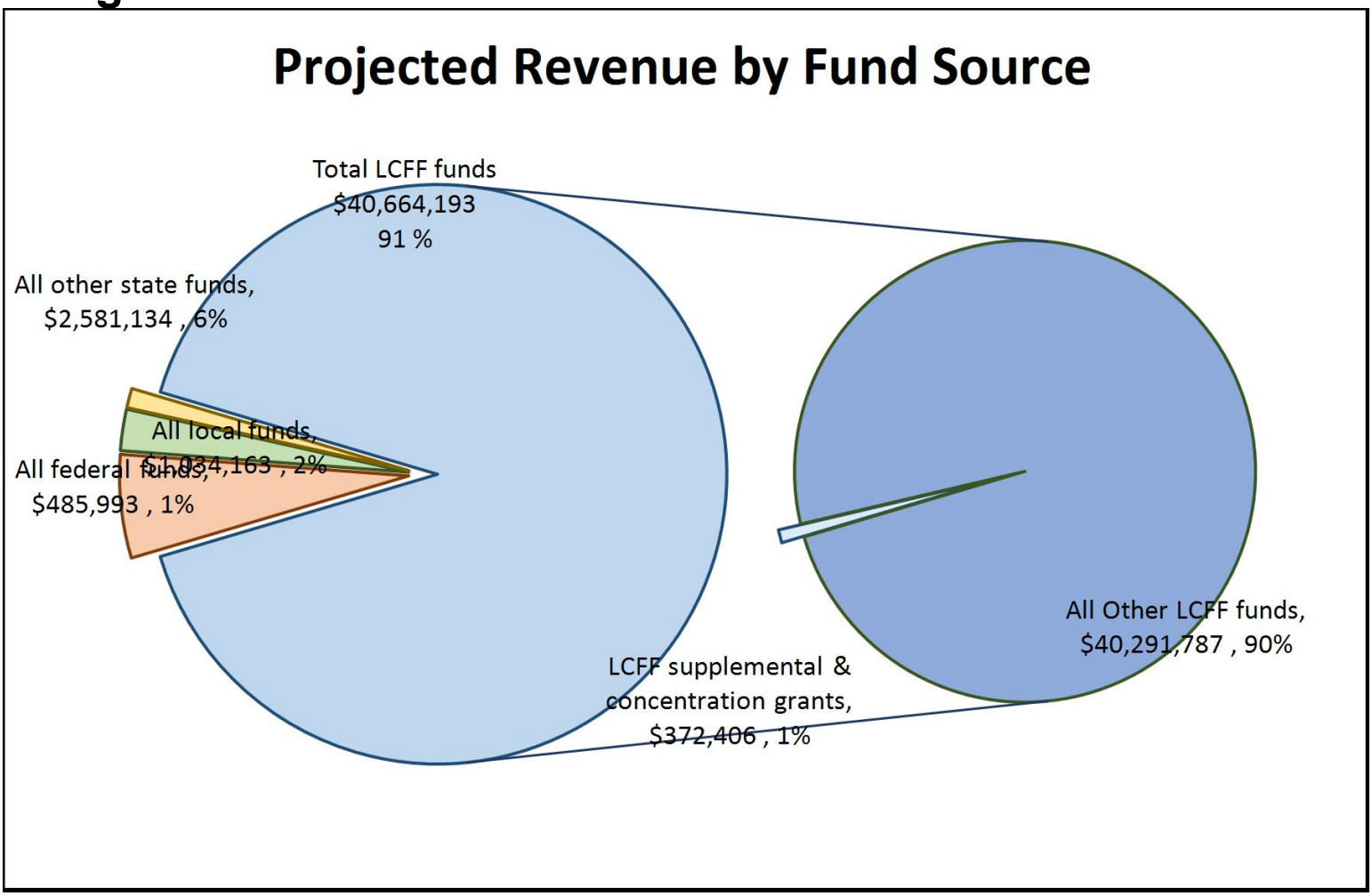
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Saratoga Union School District
CDS Code: 43696820000000
School Year: 2025-26
LEA contact information:
Dr. Ken Geisick
Superintendent
kgeisick@saratogausd.org
(408) 867-3424

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

Budget Overview for the 2025-26 School Year

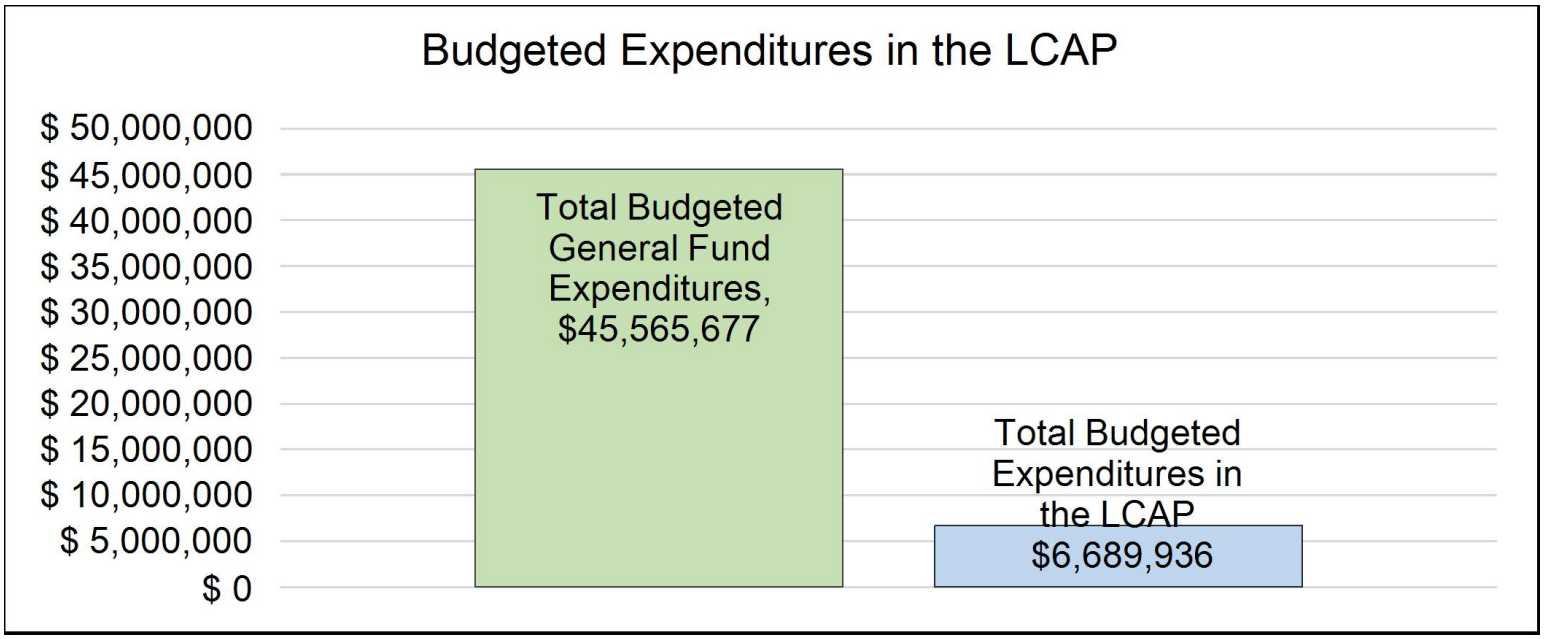


This chart shows the total general purpose revenue Saratoga Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Saratoga Union School District is $44,765,483, of which $40,664,193 is Local Control Funding Formula (LCFF), $2,581,134 is other state funds, $1,034,163 is local funds, and $485,993 is federal funds. Of the $40,664,193 in LCFF Funds, $372,406 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Saratoga Union School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Saratoga Union School District plans to spend $45,565,677 for the 2025-26 school year. Of that amount, $6,689,936 is tied to actions/services in the LCAP and $38,875,741 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

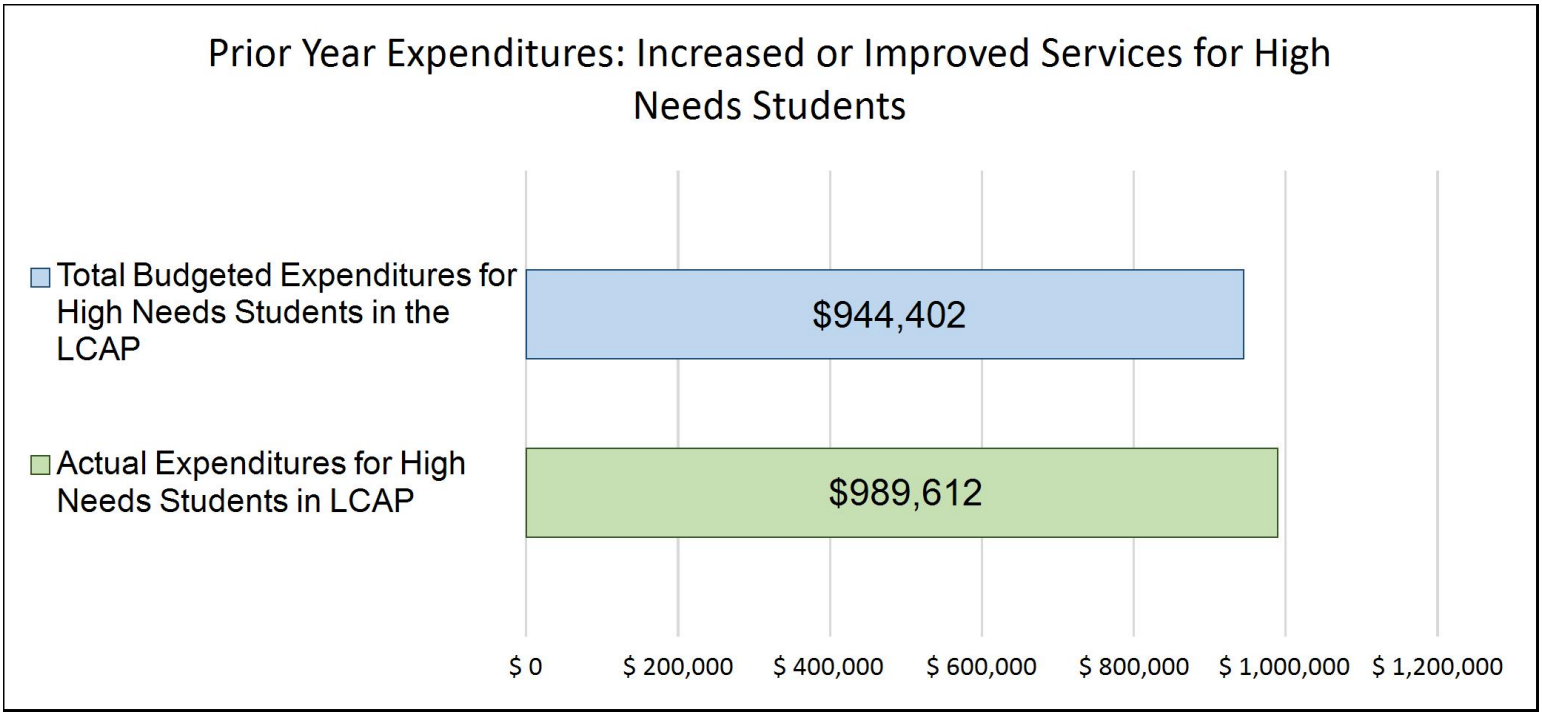
Salary and benefit costs that directly support students such as: Classroom teachers, classroom instructional aides, noon duty aides, and substitute costs of $13.2 million, Special Education program including staffing and services of $7.9 million, Routine Restricted Maintenance including staffing, repairs and general maintenance of district facilities of $1.9 million, utilities for $1.2 million, Insurance for $424K, Custodial staff and supplies for all district facilities of $1.4 million, Administration costs including school site administration and administrative support services, Educational and Student Support Services, District Office support services including staffing for Superintendent, District Office Administration, Business Services, Human Resources and Warehouse of $4.4 million, technology devices for students and staff of $302K, new furniture for elementary grades 2-3 and elementary Special Education classrooms of $505K, District support services including costs for legal, district-wide technology software, county financial software and support, professional development, audit services, legal and other services of $692K, a transfer to the Cafeteria fund of $260K and $301K to the Basic Aid Reserve Fund per board policy.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Saratoga Union School District is projecting it will receive $372,406 based on the enrollment of foster youth, English learner, and low-income students. Saratoga Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Saratoga Union School District plans to spend $1,008,778 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Saratoga Union School District's LCAP budgeted $944,402 for planned actions to increase or improve services for high needs students. Saratoga Union School District actually spent $989,612 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $45,210 had the following impact on Saratoga Union School District’s ability to increase or improve services for high needs students:

The Saratoga Union School District spent additional funds of $45,210 to provide additional staffing and translation services to support English Language Learners.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

Saratoga Union School District is located at the foot of the Santa Cruz Mountains on the western edge of Silicon Valley in Santa Clara County. The district encompasses parts of Saratoga, Monte Sereno, and Los Gatos. Its three elementary schools and one middle school are ranked among the top public schools in California. SUSD employs 110 FTE-certified personnel and 129 classified FTE personnel. All the schools have been recognized as California Distinguished Schools for exceptional student performance. Enrollment for 2025-26 is expected to be approximately 1,605. The three elementary schools, Argonaut, Saratoga, and Foothill, each have 250-350 students, while Redwood Middle School has approximately 650 students. The diverse population has various ethnicities, including 60% Asian, 20% White, 4.6% Hispanic, and 5.4% Two or More Races. There are (7.4%) English Learners, 9.8% Students with Disabilities, and 3% Socioeconomically Disadvantaged.

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

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

Reflections: Annual Performance

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

SUSD is an exceptionally high-performing district. The 2023 California Dashboard and local data, including iReady scores, have been used to measure student achievement. iReady reading and math assessments are given three times a year. After each testing cycle, data talks are held at each school site according to grade level, and students are identified for intervention or enrichment. Site reading and math intervention teachers work with the classroom teachers and administrator to determine which tier-one strategies the classroom teacher can apply and whether a student needs small group instruction with the intervention teacher. The third cycle of iReady testing has shown to be consistent with the CAASPP assessment in both ELA and math for the past three years. The 2023 Smarter Balanced ELA and math test results were “blue”, very high performing, for all students, with no student groups in “red”, very low performing, or “orange", low performing. The 2024 Smarter Balanced ELA is “green” and high performing, and the Smarter Balanced math and suspension data are “blue”, which is very high performing for all students, with no student groups in “red”, which is very low performing.

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

The expulsion rate remains at 0%, and the suspension rate remains at 0.1%. All students are in blue, an improvement from 2023, and no student groups are in “red” or very low performing. SUSD continues participating in professional development for Restorative Practices to learn more about alternative suspensions and other proactive disciplinary measures.

The 2023 California Dashboard data shows a high need related to student attendance. All students are performing low or "orange," and the chronic absenteeism rate is 6%, a 1.3% increase from the previous year. In 2024, the district remains in “orange” with a chronic absenteeism rate of 8%, a 2% increase. In 2023, at the district level, two student groups, socioeconomically disadvantaged students and students with disabilities, were identified as “red” or very low-performing. In 2024, there is an improvement with no student groups in red.

The Learning Recovery Emergency Block Grant (LREGB) funds were fully spent before June 30, 2025.

In 2023, the elementary site, Foothill Elementary, was identified as having a high level of absenteeism. The site was rated “red” and very low performing. Specifically, two student groups, Asian and students with disabilities, received a “red” performance rating. Actions targeting chronic absenteeism, specifically Foothill, are described in Goal 2 and include professional development for all staff and administrators, which is intended to improve the school climate through restorative practices and a Multi-Tiered System of Supports, MTSS. SUSD will be in year five of the MTSS initiative. This goal also covers counselors, psychologists, Social-emotional practices, provisions for our Foster Youth, and measures to improve school avoidance. In 2024, Foothill Elementary improved in chronic absenteeism and is not “orange” overall. The student group, Asians, is no longer in “red” and has improved to “yellow”. Students with disabilities are still in “red,” as are English Learners.

The 2023 spring California Healthy Kids Survey was administered to the three elementary schools. Redwood Middle School and the three elementary schools will take the survey in mid-May 2025. The CHKS is administered every other year. The report showed student school

connectedness at 82%. A KELVIN survey tool is administered three times yearly to students in grades 2-8 to measure a favorable growth mindset. Students rate a favorable mindset on the KELVIN survey at 76-77%. SUSD will continue to use Acknowledge Alliance at the middle school and Project Cornerstone at the elementary schools in addition to Toolbox curriculum and training for new teachers and staff. Digital citizenship lessons will continue to be a high priority as office referrals at the middle school show this is a concern.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
The Governing Board created a list of priorities during the fall of 2021. Each year, the priorities are updated and continue to drive the work that is being done:	Create coherence system-wide through processes, procedures, and common experiences for parents, teachers, staff, and students across all grade levels in SUSD while respecting that there is some uniqueness between the different school sites. • Ensure consistent curriculum, instructional practices, and expectations across each grade level TK-8 • Assess academic and social-emotional learning based on data, develop and implement a multi-year effort to address Strengthen Phase 2 of the MTSS framework. • Elevate MTSS practices to all teachers through knowledge and coaching • Implement quarterly MTSS Grant deliverables • Set the 2023-24 action plan with the district leadership team based on the Spring 2023 baseline data from the LEA self-assessment. • Integrate systems and data to monitor and follow students longitudinally in academics, behavior, mental wellness, and social-emotional learning (DRA, iReady, Kelvin, CAASPP/SBAC, SEL/Behavior Screener) to inform MTSS and COST interventions. • Ensure professional development for staff. Align programs with current laws and the Education Code.

Educational Partner(s)	Process for Engagement
	Continuously address, identify, and improve safety. • Continue positive partnerships with emergency services, including the Santa Clara County Office of the Sheriff, Fire Department, and School Resource Officer. • Annual completion of required safety training for students/staff Strengthen communication with the community. • Continuous communication and implementation of best practices to ensure that everyone has the information they need to help students succeed Identify innovative and equitable practices and share them across the district.
Public Board Meetings	August 22, 2023: focus on academic interventions; goal 1, District Operations, food services, and Proposition 28; goal 2 September 19, 2024: focus on Summer School results; goal 1 October 17, 2024: focus on the professional development day & Restorative Practices, CAASPP Results and iReady results; goal 1, Fall safety checks, progress on RMS kitchen construction; goal 2, Saratoga Education Foundation Family Fun Run; goal 3 November 7, 2024: Artificial Intelligence updates; goal 1 December 13, 2024: CA Dashboard Presentation, Redwood Middle School Electives; goal 1, Bullying Assembly; goal 2, Tech Updates (Starlink); goal 3 January 16, 2025: Comprehensive School Safety Plans, CSSP, Facilities Projects Report; goal 2 School Accountability Report Cards; goal 3

Educational Partner(s)	Process for Engagement
	February 13, 2025: Summer school and Jumpstart planning report, Math Pathways, MTSS Certification; goal 1, Mid-year LCAP report; goal 3 March 13, 2025: Restorative Practices Update, Student Data Privacy Application Vetting; goal 2, Second Interim Budget, Enrollment Update; goal 3 April 17, 2025: Professional Development Presentation; goal 1, Expanded Learning Opportunities Program Plan, Safe Routes to Schools; goal 2 May 15, 2025: Struggling Readers Adoption, Proposition 28 Presentation, Earth Day; goal 1, 5-6th-grade articulation, 8-9th-grade articulation; goal 3 June 4, 2025: Public hearing to review and discuss draft LCAP June 12, 2025: Board votes to approve LCAP
Superintendent's Advisory Council (Superintendent, Assistant Superintendent, PTA Presidents, Music and Sports Booster Presidents, Saratoga Education Foundation President, District Communications Coordinator)	September 10, 2024: District Initiatives include MTSS and PD, Sam Drazin with Changing Perspectives (goal 1). Summer facilities projects at RMS (goal 2). Enrollment concerns (goal 3) November 12, 2024: MTSS Grant and teacher/admin course; goal 1, Social Worker presentation; goal 2, Share-outs from parent groups; goal 3 February 11, 2025: Facilities and safety review (goal 2) April 29, 2025: MTSS, PD, new dyslexia screener, alignment and articulation for grades 5-6 and 8-9, (goal 1). Facilities including RMS kitchen, classroom furniture, chronic absenteeism (goal 2). Share out from PTA, SEF, Music Boosters (goal 3).

Educational Partner(s)	Process for Engagement
District English Language Advisory Committee, DELAC	October 15, 2024: English learner designated curriculum new at RMS, explanation of initial / summative ELPAC; goal 1, translation services explained; goal 3 January 21, 2025: Summative ELPAC, Reclassification, monitoring, LLI curriculum overview, Middle school sessions, LCAP feedback; goals 1 & 3 March 18, 2025: Transitions from 5th to 6th grade and 8th to 9th, representatives from Saratoga High School shared offerings at the high school, middle school teachers shared offerings at RMS, summative ELPAC assessment was discussed
Saratoga Educational Foundation, SEF (Parents and Community Members)	September 19, 2024: SEF vision, fieldtrip and bus funding; goals 1, 3 November 21, 2024: Overview of districtwide SEL and behavior supports, funding for fieldtrips and special activities goal 2, SEF funding for parent communication goal 3 March 20, 2025: Professional development overview, Makerspace & Science Aide funds; goal 1
Special Education Advisory Committee (Director of Special Education, Occupational Therapists, Assistant to Director of Special Education, Psychologists, Parents, Instructional Aide, Principals)	September 26, 2024: Curriculum review (SAI, science of reading, Orton-Gillingham, Sonday, IMSE, Fundations) goal 1, Changing Perspectives with Sam Drazin: goal 2, Parent Nights (Disability awareness and Changing Perspectives), Quarterly newsletter; goal 3 December 12, 2024: MTSS and inclusion; goal 1, Special Education website, DisAbility Awareness Night; goal 3 March 20, 2025: Inclusion Journey review, Significant Disproportionality in Special Education; goal 1
SELPA	May 22, 2025: Shared district LCAP actions for students with disabilities, including MTSS, professional development focused on inclusion and targeted interventions, and alignment to the Special

Educational Partner(s)	Process for Engagement
	Education Plan (SEP) and CIM. (Goal 1). Discussed actions for SWD for chronic absenteeism. (Goal 3)
Elementary District Leadership Team (Assistant Superintendent, Principals, Teachers, Tech Director, Superintendent)	September 24, 2024: Multiple-Tiered System of Supports update and new website, October 2nd professional development, DRA3 assessment check-in; goal 1 October 22, 2024: Multiple-Tiered System of Supports update, Grade level planning guides,IT at middle school: goal 1, Dashboard data and chronic absentee concerns: goal 2 January 7, 2025: Collaboration vs prep time, district planning guides for math: goal 1, Second Step pilot, SEL screener pilot: goal 2 February 25, 2025: Special Education Updates from Changing Perspective, Assessment Calendar Alignment, Assessment Review; goal 1 RFEP Celebration; goal 2 March 25, 2025: Assessment Committee updates; goal 1Summer project facilities, Furniture updates; goal 2, SEF and fieldtrip busses; goal 3 April 22, 2025: New Units of Study, Second Step Curriculum, Assessment Review Committee Update; goal 1, EL Updates; goal 2 May 20, 2025: Finalization of Professional Development Calendar, Momentum in Teaching PD plan, Summer school updats; goal 1
Redwood Middle School Leadership Team (Principal, Assistant Principal, Teachers, Assistant Superintendent)	September 4, 2024: Teacher collaboration, professional development opportunities at COE, fieldtrips; goal 1, safety concerns including drills, cell phones, SRO visit; goal 2 October 2, 2024: Consistent grading practice, MTSS coursework, professional development day; goal 1 December 4, 2024: Department communication and consistency plans; goal 1, calendar plans; goal 3

Educational Partner(s)	Process for Engagement
	January, 2025: Departments focus on the collaborative model, including assignments, grading practices, activities, novels, and writing March/April, 2025: MTSS concerning accommodated tests, empathy interviews preview May, 2025: Finalizing collaborative model expectations, essay scoring, rubrics, empathy interviews
Parent Workshops	November 4, 2024: Comprehensive Sexual Education 8th-Grade Parent Night (Goal 2, 3) January 8, 2025: TK-8 Human Sexuality and How to Talk with Your Kids, Ivy Chen (Goal 2, 3) January 15, 2025: Comprehensive Sexual Education 5th-Grade Parent Night (Goal 2, 3) January 23, 2025: Inclusion is a Journey (Goal 2, 3) February 3, 2025: 8th Grade to High School Parent Night (Special Education) (goal 3) February 6, 2025: TK-5 New Parent Orientation Night (Goal 3) February 17, 2025: Helping Students Succeed Through Improved Study and Executive Function Skills (Goal 2, 3) February 27, 2025: Math Pathways Informational Night (Goal 1) March 12, 2025: Redwood Middle School New Parent Orientation (Goal 3) March 27, 2025: Disability Awareness Night (It Takes All of Us) Workshop (goal 3)

Educational Partner(s)	Process for Engagement
Principal Meetings / Principal Plus Meetings	Principals met weekly for two hours with Superintendent, Assistant Superintendent, and a Principals' Plus meeting occurred once a month. This meeting included all district leadership that attended the Principal meeting and the Director of Human Resources, Director of Technology, Director of Special Education, Director of Facilities, and the CBO. LCAP goals, services, and actions were discussed.
District Grade Level Collaboration (grade levels meet from across the district together with principals and assistant superintendent visiting groups)	September 25, 2024: Culturally and Linguistically Responsive Library review, History Social Science review, time to look at units October 23, 2024: Building Year-Long curriculum guides by grade level January 22, 2025: Completing Curriculum guides by grade level April 30, 2025: Grade level math assessment alignment, reading rubrics, entering data
Redwood Middle School Student Leadership	RMS Principal met with two leadership classes throughout the year to gather input on Redwood Middle School and general feedback.
Union Leadership (Classified and Certificated)	The superintendent and assistant superintendent met two times per month with the Union president (RMS) and an elementary representative. The Certificated and Classified Union Leadership received an early copy of the draft LCAP to provide feedback.
Surveys	An LCAP survey was sent to parents and staff in April/May 2025 to gather input on state priorities and ideas for ways SUSD can address the priorities. There were 187 responses. Of these responses, 82.9% were parents/guardians, and 13.9% were staff members. KELVIN Social-emotional survey was administered three times throughout the school year to students. California Healthy Kids Survey scheduled to be given to RMS and elementary students in May 2025.

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

Educational Partner feedback was collected from each group and organized by priority and then by educational partner group.

Survey feedback included:
*Priority 1: Teacher recruitment, selection, and support ranked the highest - general theme of concerns about wanting to make sure the district is hiring the most qualified teachers and keeping areas clean.
*Priority 2: Academic supports for students (e.g., summer school, before/after academic support programs) ranked highest. - Suggestions for after-school support classes in math and writing
*Priority 3: School-Family communication (e.g, school eNews, Parent Square, website, parent-teacher email, automated phone calls) ranked highest. There were comments about liking the parent education evenings and wanting opportunities for volunteers
*Priority 4, 7, 8: More student enrichment offerings (music, computer programming, robotics, theatre, etc.) ranked the highest - requests for enrichment activities to continue and be enhanced
*Priority 5: Increase extra-curricular activities (e.g., clubs, sports, visual and performing arts, etc.) ranked highest - requests for continued SEL instruction and finding ways to assist students late to school or missing school
*Priority 6: Social and Emotional Learning (recognizing and managing emotions, caring about others, making good decisions, and developing positive relationships) ranked highest - concerns about school safety and strategies to combat bullying

Staff feedback included:
* Need for remedies to behavior concerns (SEL, social worker, restorative practices)
* professional development for AI, workshop method, and UDL
*wanting to have alignment with other teachers at the same grade level and subject

DELAC feedback included:
*continued high-quality program during the school year and EL summer school

SAC/SEF feedback included:
*interest in arts and garden education during the school day
*wanting to maintain and strengthen academic enrichment, such as Makerspace and elementary hands-on science
*wanting community events for families to share and meet each other

Actions that are included in the LCAP based on feedback from educational partners:
*Continued academic support for students, intervention teachers, Read 180 at RMS, after-school tutoring, designated ELD teachers and aides, and academic summer school (Goal 1). These actions are continuing.
*Continued support for students' social-emotional well-being, Acknowledge Alliance, Toolbox, digital citizenship, Common Sense Media lessons, counseling services, and social worker (Goal 2). These actions are continuing.
*Professional development for restorative practices (Goal 2). This is a new action.

*Professional development for Universal Design Learning (UDL) and Artificial Intelligence (AI) (Goal 1). This is a new action,
*Clear communication between parents and SUSD staff, eNews, parent conferences, website, Parent Square, and parent informational series (Goal 3). These actions are continuing.
*Desire for consistency across sites and transitions from elementary to middle school and middle school to high school, transition conferences, spring DELAC, district collaboration, adoption, and professional development of a consistent curriculum vetted by teachers.
*Enrichment opportunities, music TK-8, Makerspace, elementary science aides, garden opportunities, STEM, art classes. Most of these actions are continuing.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Saratoga Union School District students will reach high academic achievement and experience continued growth by receiving high-quality curriculum and instruction aligned to Common Core State and Next Generation Science Standards, and assessments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Saratoga Union School District is high-performing in academics and extracurricular areas. The community values best practices in instructional strategies and highly engaging lessons focusing on STEM, music, and the arts. The Smarter Balanced proficiency for mathematics is 89%, for ELA, 86%, and for science, 80.81%. However, there are success gaps for student groups in ELA, including students with disabilities 50%, and Hispanic students, 65%. In mathematics, these student groups include students with disabilities, 53%, English learners, 55%, and Hispanic students, 73%.

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

The actions in goal one focus on maintaining the current Common Core State Standards, CCSS, aligned academic curriculum and professional development, and high-quality enrichment such as music, Makerspace, art, and STEM. In addition, actions such as designated ELD teachers, aides, and specialized instruction are focused on maintaining a high level of service to English learners. Hiring district social workers to help connect families with resources and to focus on our foster youth and socioeconomically disadvantaged students has been advantageous. SUSD added actions for students with disabilities in the first year of the LCAP and saw gains of 30% in CAASPP ELA and gains of 26% in CAASPP mathematics, so these actions will remain in place, along with professional development for all teachers and staff with Sam Drezin for inclusion and best practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Teachers in the LEA are appropriately assigned and fully credentialed. Source: School Accountability Report Card, SARC	2023-24: 96.2% of SUSD teachers are fully credentialed.	2024-25: 100% of SUSD teachers are appropriately assigned and fully credentialed.		2026-27: 100% of SUSD teachers are fully credentialed.	+3.8%
1.2	Priority 1: Basic Every student in the school district has sufficient access to the standards-aligned instructional materials Source: School Accountability Report Card, SARC, local library and technology check-out system	2023-24: 100% of SUSD students have access to standards-aligned instructional materials in all subjects.	2024-25: 100% of SUSD students have access to standards-aligned materials in all subject areas.		2026-27: 100% of SUSD students have access to standards-aligned instructional materials in all subjects.	no change
1.3	Priority 2: Implementation of State Standards Implementation of state board adopted academic content and performance	2023-24: 18 of 23 - 78% of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5	2024-25: 23 of 23 - 100% of responses on the CA School Dashboard Implementation of Academic Standards Self-		2026-27: 20 of 23 - 86% of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool	+12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards for all students Source: CA Dashboard	(Full Implementation and Sustainability)	Reflection Tool were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)		that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	
1.4	Priority 2: Implementation of State Standards How the programs and services will enable English learners to access the Common Core State Standards and the ELD standards for purposes of gaining academic content knowledge and English language proficiency Source: Local English learner data base and local summer school roster	2023-24: 28 - (31%) English learner students enrolled in an intense ELD summer support program	Summer 2024: 22 - (38%) English learner students enrolled in an intense ELD summer support program		2026: 33% English learner students enrolled in an intense ELD summer support program	+7%
1.5	Priority 2: Implementation of State Standards How the programs and services will enable English learners to access the Common Core State Standards and the ELD standards for purposes of gaining	2023-24: 61.4% of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessment for English Language Arts/Literacy	2024-25: 70% of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessment for		2026-27: 66% of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessment for	+8.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	academic content knowledge and English language proficiency Source: Educlimber, local data base, and SBAC		English Language Arts/Literacy		English Language Arts/Literacy	
1.6	Priority 4: Student Achievement Student performance on statewide standardized assessments Source: SmarterBalance Assessment	2022-23: All Students meeting or exceeding standard 85% ELA 88% Math 79% Science	2023-24 results: All Students meeting or exceeding standard 86% ELA 89% Math 80% Science		2025-26: All Students meeting or exceeding standard 88% ELA 90% Math 82% Science	+1% ELA +1% Math +1% Science
1.7	Priority 4: Student Achievement Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California Source: CA Dashboard	2022-23: 76.3% of current EL students who progressed at least one ELPI level, or maintained ELPI level 4	2023-24 results: 61% of current EL students progressed at least one ELPI level, or maintained ELPI level 4		2025-26: 78% of current EL students who progressed at least one ELPI level, or maintained ELPI level 4	-15.3%
1.8	Priority 4: Student Achievement English learner reclassification rate	2022-2023: 49% of English Learner students reclassified to Fluent English	2023-24: 27% of English Learner students reclassified to Fluent English		2025-26: 35% of English Learner students reclassified to Fluent English	-22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local data base	Proficient during the school year	Proficient during the school year as of May 1, 2025.		Proficient during the school year	
1.9	Priority 7: Course Access Extent to which pupils have access to and are enrolled in: a broad course of study Source: Local School Schedules	2023-24: All RMS Students Visual Arts/Media Production 38% Performing Arts/Music 57% STEM/Digital Design 33% Foreign Language: 28.85% 2023-24: All TK-5 Students Music 100% Makerspace 100%	2024-25: All RMS Student Visual Arts/Media Production 35% Performing Arts/Music 65% STEM/Digital Design/Makerspace 30% Foreign Language 34% 2024-25: All TK-5 Students Music 100% Makerspace 100%		2026-27: All RMS Students Visual Arts/Media Production: 45% Performing Arts/Music 60% STEM/Digital Design: 40% Foreign Language: 30% 2026-27: All TK-5 Students Music 100% Makerspace 100%	RMS Students: Visual Arts/Media Production -3% Performing Arts/Music +8% STEM/Digital Design/Makerspace -3% Foreign Language +5.15% TK-5 Students: Music 0% Makerspace 0%
1.10	Priority 7: Course Access The extent to which pupils have access to and are enrolled in: programs and services developed and provided to unduplicated pupils Source: Middle School Rosters, Powerschool	2023-24: 24% of English learners, Foster Youth, and Socioeconomically disadvantaged students in advanced math classes in grades 6-8	2024-25: 27% of English learners, Foster Youth, and Socioeconomically disadvantaged students in advanced math classes in grades 6-8		2026-27: 31% of English learners, Foster Youth, and Socioeconomically disadvantaged students in advanced math classes in grades 6-8	+3%
1.11	Priority 7: Course Access	2023-24: 72% of students with disabilities who are in general	2024-25: 72% of students with disabilities who are in general		2026-27: 74% of students with disabilities who are in general	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Extent to which pupils have access to and are enrolled in, programs and services developed and provided to students with disabilities Source: Local Special Education Rosters	education classes 80% or more of the time	education classes 80% or more of the time		education classes 80% or more of the time	
1.12	Priority 7: Course Access Extent to which pupils have access to and are enrolled in, programs and services developed and provided to students with disabilities Source: Middle School Schedule	2023-24: 100% of middle school English learners and Students with Disabilities and students in reading/math intervention who are able to access an elective without a requirement to enroll in zero period	2024-25: 100% of middle school English learners, Students with Disabilities, and students in reading/math intervention who are able to access an elective without a requirement to enroll in zero period		2026-27: 100% of middle school English learners and Students with Disabilities and students in reading/math intervention who are able to access an elective without a requirement to enroll in zero period	0%
1.13	Priority 8: Student Outcomes Student outcomes, if available, for the course described under EC 51210 and 51220 as applicable Source: iReady and MARS	2023-24: iReady meeting or exceeding standard Winter Math 89% Winter Reading 86% 2023-24: MARS meeting or exceeding standard Algebra 95.7% proficient Geometry 100% proficient	2024-2024: iReady meeting or exceeding standard Winter Math 87% Winter Reading 87% 2024-25: MARS meeting or exceeding standard Math Department and District		2026-27: iReady meeting or exceeding standard Winter Math 90% Winter Reading 88% 2026: MARS meeting or exceeding standard Algebra 95% proficient	iReady meeting or exceeding standard: Winter Math -2%% Winter Reading +1%% MARS meeting or exceeding standard: Math Department and District decided to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			decided to discontinue the MARS assessment		Geometry 95% proficient	discontinue the MARS assessment

Goal Analysis [2024-25]

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

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

SUSD successfully implemented the planned actions.
Action 1.1 Assessments—The assessment coordinator oversaw the implementation of i-Ready, SBAC, CAST, ELPAC, DRA, and ESGI and assisted administration and teachers in successfully viewing and analyzing the data in Educlimber so it could be used in COST and data talks to provide acceleration and intervention for students.
Action 1.2 Innovation—Students experienced Makerspace, Music, STEM, Visual Arts, and garden experiences to offer a well-rounded education.
Action 1.3 Science—Three elementary science aides assisted to ensure students had robust hands-on experiences. The Twig and FOSS curriculum was successfully used in science.
Action 1.4 ELD—An ELD/Reading intervention teacher and an aide at each site ensured the English learning students' needs were met.
Action 1.5 Mathematics—Eureka Math was fully implemented at the elementary level. Math was enhanced by using i-Ready (Mypathways), Math 180, after-school tutoring, and a membership in the Silicon Valley Mathematics Initiative (SVMI). An elementary math TOSA provided intervention to struggling math students.
Action 1.6 Extended Time—Students in need received after-school tutoring, Academic Summer School, and an intensive ELD summer program.
Action 1.7 Interventions—Three designated ELD and reading intervention teachers successfully supported students at the elementary level. At RMS, a Read 180 program was provided to identified students.
Action 1.8 ELA/ELD- Professional Development through Momentum was successfully implemented. The district library teams collaborated several times throughout the school year and successfully used the systems provided.

Modified Implementation:
Action 1.2 Innovation - The garden art aide at SES was hired after the start of the year. The art aide at FES was not hired due to lack of interested candidates.
Action 1.9 New Teacher Induction - There was only one, not two teachers who participated in the New Teacher Project from SUSD.

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

Total planned expenditures for Goal #1 was $3,511,729 and actual estimated expenditures were $3,361,944 for an overall goal difference of ($117,212).

Action 1.1 ESGI - Online DRA assessment cost more than anticipated.
Action 1.1 SVMI membership - The district reduced the contract price based on need.
Action 1.2 PLTW Materials—The district did not purchase any new robotics materials this year because it had excess supplies from the previous year.
Action 1.2 Elementary Rhythm and Moves - Increase in contract over original estimate
Action 1.2 Visual Art Aide and Garden Aide - Hired late, and one aide was not hired due to a lack of candidates applying.
Action 1.6 After School Tutoring (COST) - More tutoring was offered with COST team reviewing needs and making recommendations.
Action 1.6 Summer School instructional materials - an additional purchase of phonics materials was made.
Action 1.7 Additional training hours were offered to teachers for Orton Gillingham training for the ELA/ELD adoption.
Action 1.6 ESY Instructional Materials and Services - LCAP included OT and speech-contract services, but only speech was contracted for fewer hours than anticipated.
Action 1.8 RMS ELA/ELD Adoption PD & Release Time - PD was offered during a non-student workday.
Action 1.9 Original budget included two new teachers, but only one teacher needed training.

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

SUSD continues to make significant progress in all academic areas, in part due to a robust Coordination of Services Team (COST) system, which uses assessment data (i-Ready, SBAC, ESGI, DRA) gathered and organized by the DATA TOSA from the Educlimber system (Action 1.1). The COST teams meet at each school two times per month. All students needing intervention receive services from certified intervention teachers and aides using research-based curriculum (Action 1.7, 1.8). Students needing intervention may attend summer school or ESY (Action 1.8), where SUSD has tracked significant summer growth due to high-quality teachers and low class sizes. Grade levels K-8th measured anywhere from 40% to 100% growth on summer school pre/post assessments. Students are given a wide variety of enrichment classes at the elementary level, including Makerspace, music, art, and rhythm-based P.E., which ranked high on the parent desire LCAP survey (Action 1.2). At RMS, students enjoy STEM, foreign language, clubs, and after-school sports (Action 1.2). CAST science scores continue to increase and are supported by science aides, Twig, and the FOSS curriculum (Action 1.3). English learning students are successfully supported with designated ELD teachers and an EL summer program (Action 1.4). 61% of current EL students progressed at least one ELPI level, or maintained ELPI level 4, and 27% of English Learner students reclassified to Fluent English Proficient.

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

Action 1.1 A California required Struggling Readers Screener will be added. Action 1.2 SUSD has eliminated the Rhythm and Moves contract and hired two elementary P.E. teachers to replace the contract.

Action 1.13 The middle school math department and principal decided to discontinue the MARS assessment since the data did not provide timely information. They will continue with the formative MARS Tasks.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Use assessments to measure and analyze student progress and drive instruction	*1.0 FTE district assessment coordinator will continue to assist with implementing iReady benchmark assessments three times yearly to measure student growth. The coordinator will also assist teachers and principals in COST and data talks. *A data management system, Educlimber, will store data and records to measure growth over the years (SBAC, iReady, Report Cards, 504s, ELPAC, Reclassification). The system will assure consistency in practice and record. Teachers and administrators can access individual detailed records for intervention purposes. *The iReady assessment tool will be administered three times throughout the school year in reading and math in grades K-8 so teachers can measure growth in small increments to serve students who are not meeting standards. *The Developmental Reading Assessment and Educational Software for Guiding Instruction, ESGI, will be administered at the TK-5 grade levels. An Assessment Team will assist teachers in administering assessments in classrooms three times per school year. *The Formative software will be used to administer the math placement tests at Redwood Middle School. Action 1.1 will be monitored with Metric 1.1 (fully credentialed teachers), Metric 1.6 (student performance on standardized tests), and Metric 1.13 (student outcomes on local assessments).	$298,988.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Provide opportunities to students for innovation in technology, music, garden, and arts.	*Three Makerspace aides at the elementary level, professional development, and materials will be available to create a space for guided student creativity and exploration. *Music teachers in TK-8 and materials will be available to all students as research shows music can improve social skills, expression, and confidence. *A STEM teacher at Redwood Middle School will create a space for guided student creativity and exploration. *Two elementary P.E. teachers will offer a unique music-based physical fitness program to TK-5 students. *Technology tools will increase students' active participation and technological abilities. (Typing Club 3-5, Seesaw TK-2, RazKids K-5, Newsela, Handwriting without Tears, Keyboarding without Tears). *Visual Arts elementary aide will assist classroom teachers with preparation and materials. *Visual Arts teacher and aide at Redwood Middle School will be available to all students to encourage exploration and creativity. *Garden aides at the elementary level will assist students with developing an understanding of the natural world when actively engaging in scientific theory, a healthy lifestyle, a sense of community, and creativity. Action 1.2 will be monitored with Metric 1.1 (fully credentialed teachers), Metric 1.2 (access to standards-aligned materials), Metric 1.3 (implementation of CCSS), Metric 1.9 (students enrolled in a broad course of study), Metric 1.12 (middle school access to electives for EL, SWD, interventions)	$1,943,343.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Science - full implementation of NGSS TK-8	*Three elementary science aides will be available (one at each site) to prep hands-on experiments from the adopted Twig curriculum and help teachers during lessons. (materials and consumables) *Next Generation Science Standards (Twig and FOSS) consumable materials will ensure all students receive high-quality and engaging instruction. *Gizmos online NGSS at RMS. Action 1.3 will be monitored with Metric 1.2 (fully credentialed teachers) and Metric 1.3 (implementation of CCSS),	$153,631.00	No
1.4	ELA/ELD focused services for English learner students	*Three Additional ELD/Reading Intervention teachers (one at each elementary site) for focused instruction. (supplemental, LCFF, and federal funds) *English language development, ELD, aides at each elementary site to push into classrooms to assist English learner students with writing skills. (LCFF funds and federal funds) *One Designated ELD/ELA teacher at the middle school to work with newcomer students during one period and English learners and reclassified students who need additional assistance during a second period. (supplemental funds) Action 1.4 will be monitored with Metric 1.1 (fully credentialed teachers), Metric 1.7 (growth on ELPI), and Metric 1.8 (reclassification).	$839,561.00	Yes
1.5	Mathematics - full implementation CCSS TK-8	*Eureka math consumables are for full implementation in grades TK-5. *The iReady (Mypathways) mathematics program will be used, and progress will be monitored at all sites. IXL Learning will be used for Algebra and geometry where the iReady levels are unavailable.	$269,326.00	No

Action #	Title	Description	Total Funds	Contributing
		*One elementary math intervention teacher will serve students performing below proficiency level in grades 2-5. *Math 180 will be used instead of Math 6 for students far below grade level, including Students with Disabilities and unduplicated students when applicable. *Team teaching in a general education mathematics class with one Resource teacher and one general education mathematics teacher to enable students who would benefit from smaller class sizes and additional instruction to access the general education on-grade-level course. *After-school math tutoring for students identified through the Coordination of Services Team, COST. (cost in 1.6) Membership in the Silicon Valley Mathematics Initiative (SVMI) will provide access to a variety of resources and services designed to enhance math education, including professional learning and instructional resources for educators. Action 1.5 will be monitored with Metric 1.1 (fully credentialed teachers), Metric 1.2 (sufficient materials), Metric 1.3 (access to CCSS), Metric 1.10 (access provided to unduplicated population), Metric 1.11 (SWD in general education), Metric 1.12 (middle school access to electives for EL, SWD, interventions), Metric 1.13 (iReady results)		
1.6	Extended time for students performing below grade level and English learners	*After-school tutoring will be offered to students who need additional support in either math or reading *Academic Summer School will be offered to all students barely at or below grade level in reading, writing, and math. (teachers, aides, supplies) *An Intensive Academic Summer School with specific courses for English language development (ELD) will be offered to English-learning students.	$174,832.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Extended School Year with the opportunity to mainstream into the general education academic summer school will be offered to all students with this service indicated on their IEP. Action 1.6 will be monitored with Metric 1.4 (English learners in summer school) and Metric 1.11 (SWD mainstreaming opportunities)		
1.7	ELA/ELD Interventions	*Three Designated ELD and reading intervention teachers (one at each elementary site) (also shared in goal 1.4) will be available to support students performing below grade level. (Cost in 1.4) *Read 180 at RMS (licenses, materials, professional development) Action 1.7 will be monitored with Metric 1.13 (iReady)	$5,000.00	No
1.8	ELA/ELD full implementation CCSS TK-8	*3-5 Writers Workshop pilot Kits (updated) and supplemental materials will be purchased to ensure SUSD students receive a high-quality, engaging education. Primary kits were purchased the previous year. *Momentum in Teaching professional development (Reader/Writers Workshop will return for a series of multiple-day sessions). *The district library team, supplies, Follett system, online library program, and library books for each school site will ensure all students can access optimal reading materials. Additionally, Makin Publishing will assist library clerks in making informed decisions about purchasing additional non-fiction books. Action 1.8 will be monitored with Metric 1.1 (fully credentialed teachers), Metric 1.2 (sufficient materials), Metric 1.3 (implementation of CCSS)	$238,091.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	New Teacher Induction	*New teacher induction training will be continued for new teachers, discussing progress and induction support. Action 1.9 will be monitored with Metric 1.1 (fully credentialed teachers)	$22,400.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SUSD will support all students with social-emotional and physical well-being in order to create safe, inclusive, and positive learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As early as 2019, SUSD formed a community committee comprised of teachers, parents, administrators, and classified staff to assess the social-emotional needs of students. The outcome of this committee was to determine survey assessment tools (CHKS and KELVIN) and possible curricula (Toolbox, RULER, Acknowledge Alliance). As time has passed, the district continues to reevaluate the social-emotional and behavioral needs of the students. When students returned to school from the COVID-19 shutdown, there were more emotional concerns voiced by parents and students. SUSD began a journey to learn about the umbrella of Multi-Tiered Systems of Support in 2021. Through this process, tiers 1, 2, and 3 support have been identified for academic, social-emotional, and behavioral needs. As a result, SUSD decided to employ one social worker in 2023, in addition to Cassy counseling services, behavioral aides, middle school counselors, and psychologists. This year, the district will add one more social worker to replace Cassy's counseling services. Parent groups and Project Cornerstone parents have expressed concerns about inclusion. The district leadership teams, Elementary DLT and RMS Leadership, have looked into inclusion strategies, library resources, and professional development. SUSD has contracted Sam Drazin from Changing Perspectives to assist the district in a review of inclusive practices and professional development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1: Basic School facilities are maintained in good repair Source: Facility Inspection Tool, FIT	2023-24: 100% of sites passing the Williams Compliance review (i.e. the facilities are in good repair - as measured by the FIT tool)	2024-25: 100% of sites passing the Williams Compliance review (i.e. the facilities are in good repair - as measured by the FIT tool)		2026-27: 100% of sites passing the Williams Compliance review (i.e. the facilities are in good repair - as measured by the FIT tool)	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Priority 5: School Engagement School attendance rates Source: Local attendance rates	2023-24: District average daily attendance rate as of May 31st: 96.15%	2024-25: District average daily attendance rate as of May 10, 2025 is 96.34%		2026-27: District average daily attendance rate as of May 31st: 97%	+0.19%
2.3	Priority 5: School Engagement Middle school dropout rates Source: Local data	2023-24: 0% of middle school school students dropped out of school	2024-25: 0% of middle school school students dropped out of school as of May 1, 2025.		2026-27: 0% of middle school school students	0%
2.4	Priority 6: School Climate Student Suspension Rate Source: CA Dashboard	2022-23: 1% of students suspended one or more times	2023-24: 0.071% of students suspended one or more times		2025-26: 0.5% of students suspended one or more times	-0.071%
2.5	Priority 6: School Climate Student Expulsion Rate Source: Local data	2023-24: 0% of students were expelled	2024-25: 0% of students were expelled as of May 1, 2025.		2026-27: 0% of students expelled	0%
2.6	Priority 6: School Climate	2023-24: KELVIN Survey positivity rating for school	2024-25: KELVIN Survey positivity rating for school connectedness		2026-27: KELVIN Survey positivity rating for school connectedness	KELVIN Survey connectedness: Winter Elementary +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Source: KELVIN and CHKS survey tools	connectedness and sense of safety: Winter Elementary 77% Winter Middle School 76% CHKS positivity rating for School Connectedness: 2023 spring Elementary 82% 2022 winter RMS 71% COVID Year Perceived school safety: 2023 spring Elementary 90% 2022 winter RMS 81% COVID Year	and sense of safety: Winter Elementary 82% Winter Middle School 82% CHKS positivity rating for school connectedness: 2025 spring Elementary 77% 2025 spring RMS 73% sense of safety: 2025 spring Elementary 88% 2025 spring RMS 83%		and sense of safety: Winter Elementary 79% Winter Middle School 78% CHKS positivity rating for school connectedness and sense of safety: 2026 spring Elementary 85% 2025 spring RMS 83%	Winter Middle School +6% sense of safety: Winter Elementary +5% Winter Middle School +6% CHKS Survey connectedness: Spring Elementary -5 Spring Middle School +2 Sense of Safety: Spring Elementary -2 Spring Middle School +2
2.7	Priority 6: School Climate Acknowledge Alliance lesson completion (grades6-8) and Digital citizenship lessons (TK-5) Source: Acknowledge Alliance roster data and Elementary Digital Citizenship Roster	2023-24: All 6-8 grade Acknowledge Alliance lessons were completed. All TK-5 digital citizenship lessons were completed.	2024-25: All 6-8 grade Acknowledge Alliance lessons are in progress and predicted to be completed on time. All TK-5 digital citizenship lessons are on schedule and predicted to be completed on time.		To complete all TK-8 grade lessons annually	0%

Goal Analysis [2024-25]

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

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

SUSD made significant progress in implementing planned actions.

Successful Implementation:
2.1 Counseling Services—The RMS counselor, psychologists, behavior aides, Inclusion Program Specialist, and social worker successfully implemented services.
2.2 Social-emotional Learning—The Project Cornerstone ABC Readers, Toolbox curriculum at the elementary level, and Acknowledge Alliance at the middle school were all successful, as measured by survey data (KELVIN and CHKS).
2.3 Safety—The CPR/AED/First Aid training was successfully implemented. Programs such as Gaggle and Speak-up successfully monitored student behavior.
2.4 Foster Youth Services—All Foster Youth were enrolled immediately and closely monitored by the site principal and school social worker.
2.5 Inclusive Practices - Professional development offered to all staff in the area of inclusivity was successfully implemented by Sam Drezin.
2.6 Restorative Practices - A consultant who was well-received by staff provided staff development throughout the year.

Modified Implementation:
2.3 Safety - The vision screener was not purchased this year, but vision was tested.

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

Total planned expenditures for Goal #2 was $2,491,777 and actual estimated expenditures were $2,236,661 for an overall goal difference of ($255,116).

2.1 One school counselor resigned and will be replaced with a second social worker in 2025-2026 who was not originally in the LCAP therefore the LCAP funds were not fully spent. A psychologist retired and the newly hired psychologist is at a lower pay rate. The itinerant behavior aides were not included in the LCAP and will be in the future, therefore $102,622 appears to be overspent, but is in a different budget.
2.2 Toolbox Training - The SEL TOSA completed this training so the LCAP funds were not all needed.
2.2 Acknowledge Alliance - Contract price increased based on the needs of RMS.
2.2 SEL TOSA 20 hours - SEL TOSA did not need all of the allocated hours to provide the program.
2.3 Vision Screener & Hearing Tests - The vision screener was not purchased this year because there were enough materials.
2.6 Inclusive Classroom Libraries PD (Teacher Created Materials) - Additional texts were purchased.
2,6 Restorative Justice Consultant - Additional sessions were scheduled at the teachers' request.

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

All metrics show a high success rate. The KELVIN and CHKS show high success that students feel connected and safe. The FIT report is 100% compliant at all schools. There have been zero drop-out or expulsions. The suspension rate has dropped to 0.06% meeting the goal of 0.5%. The attendance metric improved by 0.19%, but is still 0.66% away from the 97% goal. Many strategies have been implemented including monthly reviews of chronically absent students in both COST and Principal meetings, followed by phone calls and a committee was formed and led by the district social worker to review school refusal. What has been discovered is that some SUSD families who have relatives out of the country take extended vacations adversely affecting the attendance rate.

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

Goal 2 metrics indicate the actions are well aligned with SUSD's needs; therefore, most will remain the same. In Action 2.1, one school counselor resigned and will be replaced in 2025-26 with a social worker. The same counseling services will be provided. SUSD will not be using the counseling contractor since we will be hiring a second social worker.
The California Healthy Kids Survey data was incorrectly reported in the 2023-24 baseline metric LCAP. We now know the baseline rate was actually:
CHKS positivity rating for School Connectedness:
2023 spring Elementary 82%
2022 winter RMS 71% COVID-19 Year

Perceived school safety:
2023 spring Elementary 90%
2022 winter RMS 81% COVID-19 Year

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Promote positive behaviors	*Provide Redwood Middle School counselor, district psychologists, itinerant behavior aides, an Inclusion Program Specialist, to support students in engaging in socially positive behavior. *Provide counseling services in-classroom workshops, group sessions, and individual sessions as tier 1, 2, and 3 supports.	$2,315,953.00	No

Action #	Title	Description	Total Funds	Contributing
		*Provide two 0.90 FTE social workers with a Pupil Personnel Services, PPS degree to adequately support high-needs students. Action 2.1 will be monitored with Metric 2.4 (suspension rate), Metric 2.5 (expulsion rate), Metric 2.6 (safety survey)		
2.2	Social-emotional learning for a positive foundation	*Use Project Cornerstone ABC Readers to encourage empathy through literature and discussion. *Implement online classroom citizenship lessons for students through (Common Sense Media), assemblies, and parent workshops. *Provide social-emotional curriculum for TK-5 (Toolbox) and professional development for new-to-district teachers. *Acknowledge Alliance for SEL at RMS to create positive learning environments where all students feel they have the tools to self-regulate and respond when unsafe. *Social-emotional Teacher to assist in instructing new-to-district personnel in Toolbox curriculum, update SEL website, book study for teachers/staff, serve as a liaison across elementary and middle school, and provide parent education evening. (approximately 10 hours) *KELVIN survey tool and CHKS to monitor student social-emotional needs. Action 2.2 will be monitored with Metric 2.2 (attendance), Metric 2.3 (dropout rate), Metric 2.6 (Acknowledge Alliance/KELVIN survey), and Metric 2.7 (Rosters for Acknowledge Alliance and Digital Citizenship)	$121,405.00	No
2.3	Ensure safety and good health practices	*CPR/AED/First Aid training for all staff will be offered to keep certification current. *Emergency service radios will be maintained.	$31,011.00	No

Action #	Title	Description	Total Funds	Contributing
		*Programs (Gaggle with Speak-Up and Securly) will be used to monitor online student behavior and safety. *Professional development for the school nurse and health and emergency supplies. *Vision screener and contracted hearing test nurse. *Safe facilities maintained by the facilities department Action 2.3 will be monitored with Metric 2.1 (facilities in good repair)		
2.4	Foster Youth Services	The site principal and 0.10 FTE social worker will act as the Foster Youth liaison to ensure all FY are enrolled in one day, monitored for academic and social needs, and have priority access to tutoring, summer school, and SEL classes/counseling. Collecting Foster Youth parent/guardian information is included in the enrollment process, and Foster Youth parent/guardians are included in our parent engagement activities. To serve foster youth students better and provide relevant, trauma-informed care practices and professional development to all staff. Action 2.4 will be monitored by a monthly check-in between the Assistant Superintendent, Social Worker, and Principal to monitor any Foster Youth focused on academic success/needs, social needs, and attendance.	$44,920.00	Yes
2.5	Inclusive Practices	*Provide professional development to all staff in the area of inclusivity (Sam Drezin) *Inclusive library books will be purchased at each site to update reading options and assist students in finding books that represent themselves. Action 2.5 will be monitored by Metric 2.6 (school climate surveys)	$58,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Restorative Practices	*SUSD will partner with a consultant to bring restorative practices to all staff for building relationships and creating positive classroom environments. Action 2.6 will be monitored by Metric 2.6 (school climate surveys)	$8,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SUSD district and school sites will maintain and encourage meaningful family, student, and community engagement that supports student learning.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Saratoga is an exceptional community that values the whole child's development, including rigorous academics, social-emotional well-being, cultural diversity, and artistic endeavors. Our parents and community members see themselves as part of the school community and enjoy many partnership opportunities, including community input groups, task forces, community foundations (SEF), and PTAs. SUSD believes involving educational partners, including parents, students, teachers, and staff, creates trust, buy-in, and increased engagement. We are committed to improving communication methods to make everyone feel welcomed, valued, and heard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3: Parental Involvement and Family Engagement Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site Source: LCAP Survey	2023-24: 62.3% of parents responded Strongly Agree or Agree to the parent survey item: Parents have opportunities to give input into the decision-making process at school. (25.7% marking Don't know)	2024-25: 62.4% of parents responded Strongly Agree or Agree to the parent survey item: Parents have opportunities to give input into the decision-making process at school. (25.7% marking Don't know)		2026-27: 70% of parents respond Strongly Agree or Agree to the parent survey item: Parents have opportunities to give input into the decision making process at school.	+0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Priority 3: Parental Involvement and Family Engagement How the LEA will promote parental participation in programs for low income, English learner and foster youth students Source: ELOP Survey	2023-24: 79% Parent satisfaction with Expanded Learning Opportunities Program (ELOP) for low-income, English Learner, and Foster Youth students	2024-25: 87% Parent satisfaction with Expanded Learning Opportunities Program (ELOP) for low-income, English Learner, and Foster Youth students.		2026-27: 85% Parent satisfaction with Expanded Learning Opportunities Program (ELOP) for Low Income, English Learner, and Foster Youth students	+8%
3.3	Priority 3: Parental Involvement and Family Engagement Percent of parents of students with a disability who indicated full participation in the IEP process Source: Special Education online data system for IEPs	2023-24: 99% of parents of students with a disability indicated full participation in the IEP process	2024-25: 100% of parents of students with a disability indicated full participation in the IEP process as of February 2025.		2026-27: 100% of parents of students with a disability indicate full participation in the IEP process	+1%
3.4	Priority 5: Student Engagement Chronic Absenteeism Rate Source:CA Dashboard	2023-24: All students: 6.0 % Socioeconomically Disadvantaged: 28.1% Students with Disabilities: 16.5% Foothill Elementary: All students 13.7% Asian 11.8%	2024-25: All students: 8.0 % Socioeconomically Disadvantaged: 21.7% Students with Disabilities: 18.7%		2026-27: All students: 4.0 % Socioeconomically Disadvantaged: 10.0% Students with Disabilities: 10.0%	All students: +2.0% Socioeconomically Disadvantaged: -6.7% Students with Disabilities:+2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities 22.0%	Foothill Elementary: All students 14.9% Asian 11.2% Students with Disabilities 23.3%		Foothill Elementary: All students 4.0 % Asian 4.0 % Students with Disabilities 10.0%	Foothill Elementary: All students +1.2% Asian: -0.6% Students with Disabilities: +1.3%
3.5	Priority 3: Parental Involvement and Family Engagement How the LEA will determine the translation needs of English learner parents Source: DELAC meetings, parent/teacher conferences	2023-24: Maintain 100% of translation services available at parent/teacher conferences and DELAC meetings. (Mandarin, Spanish)	2024-25: As of May 1, 2025 100% of translation services have been available at parent/teacher conferences and DELAC meetings. (Mandarin, Spanish)		2026-27: 100% of translation services available at parent/teacher conferences and DELAC meetings (Mandarin, Spanish)	0%
3.6	Priority 3: Parent involvement and Familiy Engagement How the LEA will determine the translation needs of English learner parents Source: School Experience Survey question: If you would benefit from translation services, do you find them easy to access?	2024-25: Baseline School Experience Surveys were conducted at each site. 100% of parents who marked they use translation services also marker that they agreed or strongly agreed the services were easy to access.	2024-25: The results of the School Experience Surveys were 100% of parents who marked they use translation services also marker they agreed or strongly agreed the services were easy to access.		2026-27: 85% satisfaction rate of parents who would benefit from translation services find it easy to access.	0%

Goal Analysis [2024-25]

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

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

SUSD made significant progress in implementing the planned actions.

Successful Implementation:
3.1 Translation Services—Translation services were successful in parent conferences and parent meetings. They were also used to translate documents.
3.2 Staff/Student Voices—SUSD has a robust system for sharing ideas and gathering input, including district leadership teams, site teams, and Special Education teams. RMS offered a well-attended elective for site leadership.
3.3 Parent Workshops - SUSD held several parent workshops throughout the year, which were well attended.
3.4 Parent Committees and Communication—The Superintendent's Advisory Committee, DELAC, CSE parent night, and Math Pathways evening were held with excellent attendance. Some offerings use Zoom.
3.5 Digital Communication—Messages and communication were made possible through Parent Square, Finalsite (website), and Powerschool tools.
3.7 School Refusal Teams—Each school site carefully tracked students who were not attending school regularly and created plans for them.
3.8 Relationships—Students in danger of chronic absence were monitored monthly at the district principal's meeting. Staff shared ideas for building connections to be used in these situations.

Modified Implementation:
3.3 Parent Workshops—The Saratoga Education Foundation (SEF) started funding parent workshops this year and held many well-attended sessions throughout the school year.
3.6 Attendance Committee—SUSD successfully developed school refusal protocols and a protocol for chronic absenteeism. However, the attendance awareness articles were not shared monthly, and this will be planned for the following school year.

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

Total planned expenditures for Goal #1 was $183,233 and actual estimated expenditures were $209,848 for an overall goal difference of $26,615.

Action 3.1 Additional translation services were needed throughout the year including translation for IEPs through DTS.
Action 3.2 Employee benefits were slightly higher than anticipated.
Action 3.3 Our Saratoga Educational Foundation took on parent workshops so they orgainized a year long series instead of the district's planned contract with My Digital Tat2.

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

Goal three focused on communicating and sharing district initiatives with the community. Action 3.1 We saw a higher use of translation services, including for essential documents like IEPs. Action 3.2 District leaders met regularly with administrators and teachers to work together on data, school systems, and professional development. Action 3.3 We held many parent workshops to share information about district programs, such as Inclusion Workshops, Math Pathways, DELAC, and the Comprehensive Sexuality Curriculum. This year, the Saratoga Educational Foundation handled social-emotional parent education.
Action 3.6 was partially completed. We built absenteeism protocols and are still improving them. The support system (MTSS) for absenteeism was addressed, and the tiers are partly done. Development will continue next school year. We didn't share the absenteeism articles with the community this year but plan to in 2025-26. For Action 3.7, we reviewed attendance data regularly in COST and Principal meetings, and we keep updating our plans as we learn what works. At Foothill Elementary, attendance for Asian students improved from red "very low" on the CA Dashboard to yellow "medium." However, it stayed red "very low" for Students with Disabilities, and English Learners also moved into red "very low."

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

There are very few changes that will be made to goal three. Action 3.3 will change from Parent Workshops (My Digital Tat2) to generalized workshops not covered in other actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Translation Services	*The translator will be present for parent input meetings, including DELAC, CSE, IEPs, SST, 504s, and parent conferences, to welcome as many voices from our diverse population as possible. *Document Tracking Services/translations will be used to share district plans with the community. Action 3.1 will be monitored with Metric 3.5 and 3.6 (translations services available at parent/teacher conferences and DELAC, parent satisfaction with availability LCAP survey)	$4,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Staff and Student Voices	*District Leadership Teams will meet monthly with representatives from all sites, grade levels, and departments, and Special Education teachers to discuss district initiatives, professional development, students with disabilities, and other concerns. *RMS Leadership class will be offered as an elective so students can find ways to shape the culture and climate at RMS and to give input to site leadership. Action 3.2 will be monitored with Metric 3.4 (absenteeism rate)	$116,673.00	No
3.3	Parent Adult Education	*Workshops for parents will be offered to share current SUSD programs and initiatives and better inform parents of services and how to access them. (Cost included in 3.4) Action 3.3 will be monitored by Metric 3.1 (parent satisfaction on survey)		No
3.4	Parent Committees	*Comprehensive Sexual Education parent night will be offered so parents understand the curriculum that will be taught in grades 5 and 8 and have an opportunity to ask questions (Cardea) *Ivy Chen "How to Talk to Your Children About Their Bodies TK-8" evening will encourage parents to have healthy conversations about growth and body image with their children. *DELAC, SAC will be held regularly so parents can understand the district offerings and initiatives, ask questions, and share ideas. *Zoom will be used for many community meetings to increase attendance. *An informational series highlighting programs in the district will be held quarterly to better inform parents about offering that exist in the district.	$8,100.00	No

Action #	Title	Description	Total Funds	Contributing
		Some areas that have been highlighted in the past are CASSY counseling, Toolbox, Reader/Writers Workshop. Action 3.4 will be monitored with Metric 3.1 (parent satisfaction survey)		
3.5	Digital Communication	*Parent Square will be used to message the staff and parents about school and community events. *District communication coordinator will continually update the district website (Finalsite). *PowerSchool will be used for parents and students to access information, schedules, and grades. Action 3.5 will be monitored by Metric 3.1 (parent satisfaction survey)	$36,302.00	No
3.6	A district Attendance Committee with representatives from each school will be formed to create district protocols and build strategies at each MTSS tier. District CA Dashboard data shows LEA student groups (Socioeconomically Disadvantaged 28.1% chronically absent and Students with Disabilities	*Develop School Refusal/Avoidance protocols, one for middle school site and one for elementary school sites. *Create a chronic absenteeism protocol for use district-wide, including family meetings and steps of the SARB process. *Build a document with various strategies for absenteeism at each MTSS tier: Tier 1 strategies aim to encourage better attendance for all students and prevent absenteeism before it affects achievement, e.g., recognition of good and improved attendance and connection to caring adults in the school. Tier 2 interventions are designed to remove barriers to attendance for students at a greater risk of chronic absenteeism. These students and families receive personalized attention as part of the engagement strategy (10% absenteeism), e.g., an Individualized student success plan that	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	16.5% chronically absent)	includes attention to attendance, family visits, check-in/Check-out, and restorative alternatives to discipline and suspension. Tier 3 interventions provide intensive support to students who miss the most school, often involving not just schools but other agencies such as health and social services (20%), e.g., Student attendance review board, individualized learning and success plan, and interagency case management. *An attendance awareness article will be shared with families monthly to raise awareness. Action 3.6 will be monitored by Metric 3.4 (chronic absenteeism) There are no costs for these actions as they are included in the scope of duties for staff.		
3.7	School Refusal/Avoidance Teams at each school site to address Chronic Absenteeism due to School Refusal CA Dashboard shows Foothill Elementary School as overall 13.7% chronically absent and specifically Asian students as 11.8% chronically absent, and Students with Disabilities 22% chronically absent	*Each school team will determine which steps need to be taken for individual students and assign a caring adult; monthly reporting at Principals' meeting Specifically, at Foothill, a team will focus on supporting school-wide attendance and providing additional support to Asian students and Students with Disabilities groups. Action 3.7 will be monitored by Metric 3.4 (chronic absenteeism) and local attendance data. There are no costs for these actions as they are included in the scope of duties for staff.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Relationship are key to school attendance and success as shown by research.	*Attendance will be monitored closely and reviewed monthly at a district principal's meeting, where students with concerns about attendance will be identified, and a caring adult will be assigned. This collaborative district monitoring step oversees the progress at each school site. Action 3.8 will be monitored by Metric 3.4 (chronic absenteeism) and local attendance data. There are no costs for these actions as they are included in the scope of duties for staff.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$372,406	$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
2.094%	0.000%	$0.00	2.094%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Extended time for students performing below grade level and English learners **Need:** Students performing below proficiency in English language arts and math **Scope:**	Intensive academic summer school in small groups will give students who are performing below proficiency levels a boost in the summer months	Metric 1.4 and Metric 1.11

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** ELA/ELD focused services for English learner students **Need:** supplemental supports for English learning for students not proficient in English - based on analysis of ELPAC scores and grades we determined that we needed to provide supplemental services. **Scope:** Limited to Unduplicated Student Group(s)	Specially trained teachers will work in small group or individually with students who are not yet proficient in English.	Metric 1.1 (fully credentialed teachers), Metric 1.7 (growth on ELPI), and Metric 1.8 (reclassification)
2.4	**Action:** Foster Youth Services **Need:** Foster Youth students need consistency of program and supports without delay. Possible data includes academic (iReady, DRA), suspension data, and attendance. **Scope:**	The social worker and principal will ensure no delay in support and consistency of school time. The social worker dedicates additional time and resources to Foster Youth.	A monthly meeting will be held between the Assistant Superintendent, Social Worker, and Principal to monitor academics (iReady, DRA) and social needs (attendance, counseling services) of any enrolled Foster Youth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.1	**Action:** Translation Services **Need:** Families who need translation services to fully participate per Home Language Survey and DELAC meeting input. **Scope:** Limited to Unduplicated Student Group(s)	There are families throughout the district who require translation services per the home language survey, responses to conference translation offerings, and DELAC meeting input	Metric 3.5 and 3.6

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

Not applicable to SUSD.

Additional Concentration Grant Funding

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

The district does not receive concentration grant funding as our unduplicated population is less than 55%.

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

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

2025-26 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	$17,780,899	372,406	2.094%	0.000%	2.094%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,241,926.00	$748,762.00	$318,871.00	$380,377.00	$6,689,936.00	$6,064,611.00	$625,325.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Use assessments to measure and analyze student progress and drive instruction	All	No			All Schools	Ongoing, 3 years	$211,234.00	$87,754.00	$298,988.00				$298,988.00	
1	1.2	Provide opportunities to students for innovation in technology, music, garden, and arts.	All	No			All Schools	Ongoing, 3 years	$1,873,243.00	$70,100.00	$1,593,045.00	$211,009.00	$139,289.00		$1,943,343.00	
1	1.3	Science - full implementation of NGSS TK-8	All	No			All Schools	Ongoing, 3 years	$135,531.00	$18,100.00	$6,000.00	$12,100.00	$135,531.00		$153,631.00	
1	1.4	ELA/ELD focused services for English learner students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing, 3 years	$839,561.00	$0.00	$784,626.00			$54,935.00	$839,561.00	4.413%
1	1.5	Mathematics - full implementation CCSS TK-8	All	No			All Schools	Ongoing, 3 years	$214,376.00	$54,950.00	$217,876.00	$51,450.00			$269,326.00	
1	1.6	Extended time for students performing below grade level and English learners	English Learners	Yes	LEA-wide	English Learners	All Schools	June-July, yearly	$144,232.00	$30,600.00	$174,832.00				$174,832.00	0.983%
1	1.7	ELA/ELD Interventions	All	No			All Schools	Ongoing, 3 years	$0.00	$5,000.00		$5,000.00			$5,000.00	
1	1.8	ELA/ELD full implementation CCSS TK-8	All	No			All Schools	one year	$168,197.00	$69,894.00	$217,275.00	$20,816.00			$238,091.00	
1	1.9	New Teacher Induction	All	No			All Schools	one year	$0.00	$22,400.00	$22,400.00				$22,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Promote positive behaviors	All	No			All Schools	Ongoing, 3 years	$2,315,953.00	$0.00	$1,681,233.00	$315,630.00		$319,090.00	$2,315,953.00	
2	2.2	Social-emotional learning for a positive foundation	All	No			All Schools	Ongoing, 3 years	$691.00	$120,714.00	$2,296.00	$112,757.00		$6,352.00	$121,405.00	
2	2.3	Ensure safety and good health practices	All	No			All Schools	Ongoing, 3 years	$0.00	$31,011.00	$31,011.00				$31,011.00	
2	2.4	Foster Youth Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing, 3 years	$44,920.00	$0.00	$44,920.00				$44,920.00	0.253%
2	2.5	Inclusive Practices	All	No			All Schools	one year	$0.00	$58,000.00	$46,000.00	$12,000.00			$58,000.00	
2	2.6	Restorative Practices	All	No			All Schools	one year	$0.00	$8,000.00		$8,000.00			$8,000.00	
3	3.1	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing, 3 years	$0.00	$4,400.00	$4,400.00				$4,400.00	0.024%
3	3.2	Staff and Student Voices	All	No			All Schools	Ongoing, 3 years	$116,673.00	$0.00	$72,622.00		$44,051.00		$116,673.00	
3	3.3	Parent Adult Education	All	No			All Schools	Ongoing, 3 years								
3	3.4	Parent Committees	All	No			All Schools	Ongoing, 3 years	$0.00	$8,100.00	$8,100.00				$8,100.00	
3	3.5	Digital Communication	All	No			All Schools	Ongoing, 3 years	$0.00	$36,302.00	$36,302.00				$36,302.00	
3	3.6	A district Attendance Committee with representatives from each school will be formed to create district	All	No			All Schools	One year and revisited	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		protocols and build strategies at each MTSS tier. District CA Dashboard data shows LEA student groups (Socioeconomically Disadvantaged 28.1% chronically absent and Students with Disabilities 16.5% chronically absent)														
3	**3.7**	School Refusal/Avoidance Teams at each school site to address Chronic Absenteeism due to School Refusal CA Dashboard shows Foothill Elementary School as overall 13.7% chronically absent and specifically Asian students as 11.8% chronically absent, and Students with Disabilities 22% chronically absent	All Students with Disabilities	No			All Schools	one year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.8**	Relationship are key to school attendance and success as shown by research.	All	No			All Schools	one year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2025-26 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
$17,780,899	372,406	2.094%	0.000%	2.094%	$1,008,778.00	5.673%	11.346 %	**Total:**	$1,008,778.00
								LEA-wide Total:	$174,832.00
								Limited Total:	$833,946.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	ELA/ELD focused services for English learner students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$784,626.00	4.413%
1	1.6	Extended time for students performing below grade level and English learners	Yes	LEA-wide	English Learners	All Schools	$174,832.00	0.983%
2	2.4	Foster Youth Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$44,920.00	0.253%
3	3.1	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,400.00	0.024%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,186,739.00	$6,105,453.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Use assessments to measure and analyze student progress and drive instruction	No	$287,001.00	$284,553.00
1	**1.2**	Provide opportunities to students for innovation in technology, music, garden, and arts.	No	$1,615,635.00	$1,500,522.00
1	**1.3**	Science - full implementation of NGSS TK-8	No	$144,267.00	$143,764.00
1	**1.4**	ELA/ELD focused services for English learner students	Yes	$774,050.00	$789,281.00
1	**1.5**	Mathematics - full implementation CCSS TK-8	No	$255,489.00	$246,979.00
1	**1.6**	Extended time for students performing below grade level and English learners	Yes	$209,216.00	$174,664.00
1	**1.7**	ELA/ELD Interventions	No	$4,899.00	$5,816.00
1	**1.8**	ELA/ELD full implementation CCSS TK-8	No	$210,772.00	$210,764.00
1	**1.9**	New Teacher Induction	No	$10,400.00	$5,600.00
2	**2.1**	Promote positive behaviors	No	$2,268,572.00	$2,300,414.00
2	**2.2**	Social-emotional learning for a positive foundation	No	$107,136.00	$113,557.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Ensure safety and good health practices	No	$34,135.00	$28,331.00
2	2.4	Foster Youth Services	Yes	$19,597.00	$19,585.00
2	2.5	Inclusive Practices	No	$58,337.00	$61,992.00
2	2.6	Restorative Practices	No	$4,000.00	$9,783.00
3	3.1	Translation Services	Yes	$3,250.00	$6,082.00
3	3.2	Staff and Student Voices	No	$108,818.00	$134,986.00
3	3.3	Parent Adult Education	No	$2,000.00	$0.00
3	3.4	Parent Committees	No	$8,965.00	$9,630.00
3	3.5	Digital Communication	No	$60,200.00	$59,150.00
3	3.6	A district Attendance Committee with representatives from each school will be formed to create district protocols and build strategies at each MTSS tier. District CA Dashboard data shows LEA student groups (Socioeconomically Disadvantaged 28.1% chronically absent and Students with Disabilities 16.5% chronically absent)	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.7**	School Refusal/Avoidance Teams at each school site to address Chronic Absenteeism due to School Refusal CA Dashboard shows Foothill Elementary School as overall 13.7% chronically absent and specifically Asian students as 11.8% chronically absent, and Students with Disabilities 22% chronically absent	No	$0.00	$0.00
3	**3.8**	Relationship are key to school attendance and success as shown by research.	No	$0.00	$0.00

2024-25 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)
$336,850.00	$944,402.00	$989,612.00	($45,210.00)	5.594%	5.862%	0.268%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	ELA/ELD focused services for English learner students	Yes	$712,339.00	$789,281.00	4.220%	4.677%
1	1.6	Extended time for students performing below grade level and English learners	Yes	$209,216.00	$174,664.00	1.239%	1.034%
2	2.4	Foster Youth Services	Yes	$19,597.00	$19,585.00	0.116%	0.116%
3	3.1	Translation Services	Yes	$3,250.00	$6,082.00	0.019%	0.035%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$17,396,973.00	$336,850.00	0.00	1.936%	$989,612.00	5.862%	11.550%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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 the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024