



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fullerton School District

CDS Code: 30665060000000

School Year: 2025-26

LEA contact information:

Robert Pletka, Ed.D

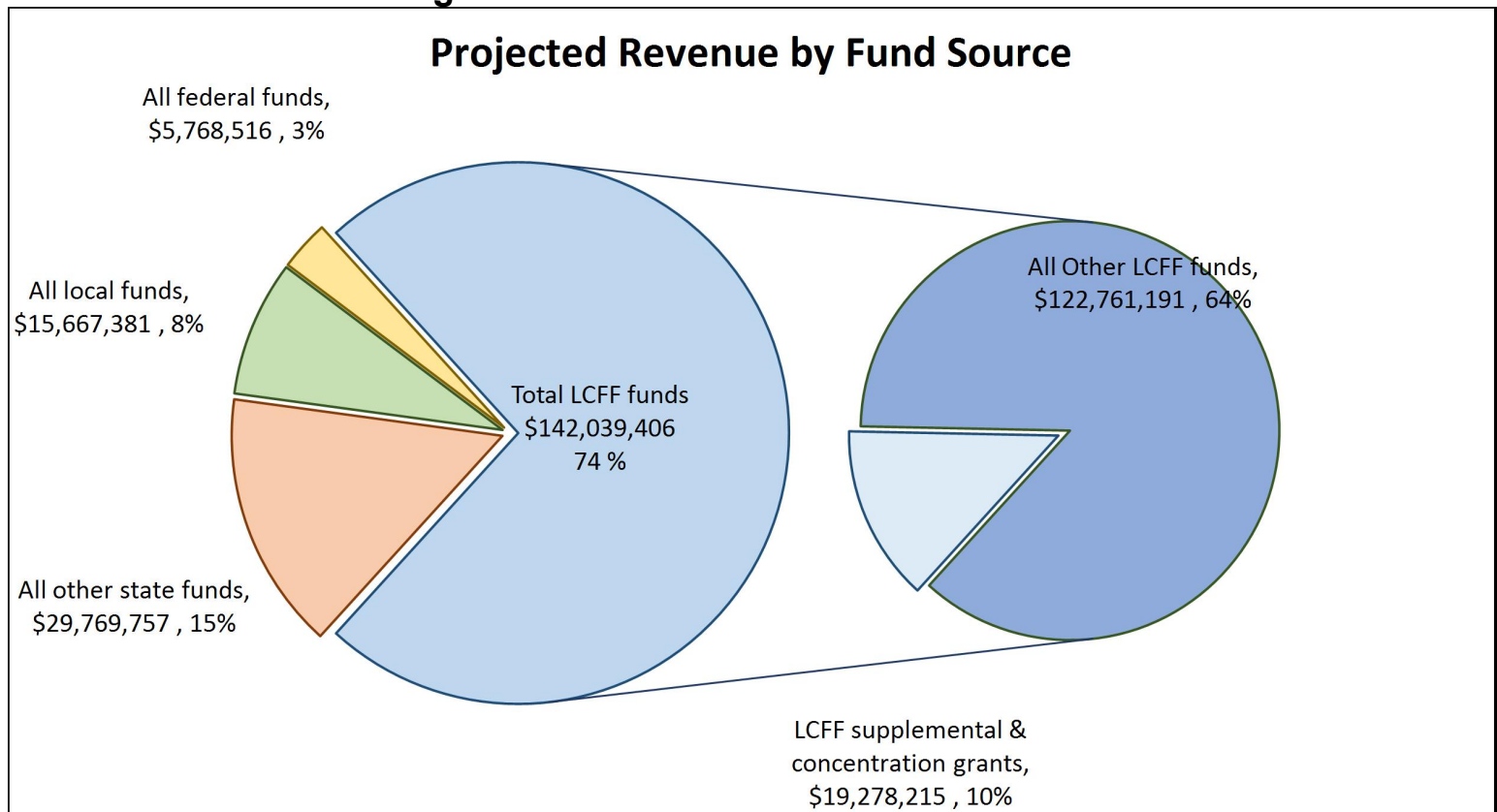
Superintendent

robert_pletka@myfsd.org

714-447-7400

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

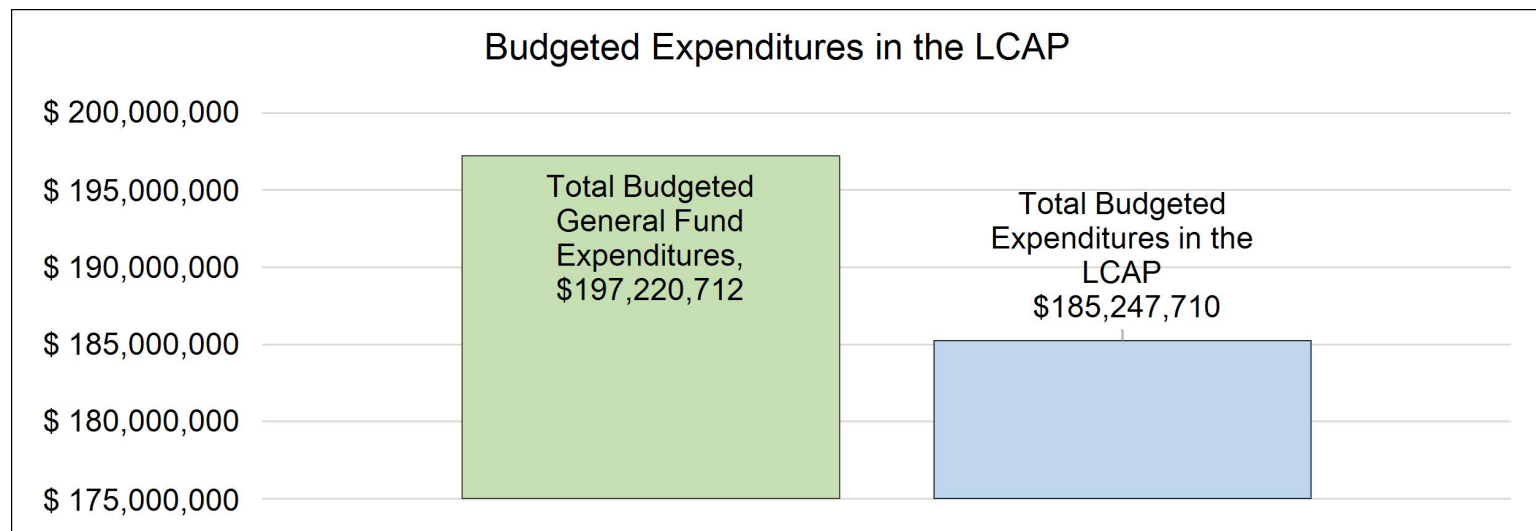


This chart shows the total general purpose revenue Fullerton School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fullerton School District is \$193,245,060.00, of which \$142,039,406.00 is Local Control Funding Formula (LCFF), \$29,769,757.00 is other state funds, \$15,667,381.00 is local funds, and \$5,768,516.00 is federal funds. Of the \$142,039,406.00 in LCFF Funds, \$19,278,215.00 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 Fullerton 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: Fullerton School District plans to spend \$197,220,712.00 for the 2025-26 school year. Of that amount, \$185,247,710.00 is tied to actions/services in the LCAP and \$11,973,002 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The STRS State On-Behalf Contribution accounts for \$7,334,150, and the balance is comprised of excluded extra time, substitutes, some Special Education, and general administrative expenditures.

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

In 2025-26, Fullerton School District is projecting it will receive \$19,278,215.00 based on the enrollment of foster youth, English learner, and low-income students. Fullerton School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fullerton School District plans to spend \$23,305,944.00 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

■ Total Budgeted Expenditures for High Needs Students in the LCAP

\$20,999,896

■ Actual Expenditures for High Needs Students in LCAP

\$24,299,735

\$ 0 \$ 5,000,000 \$ 10,000,000 \$ 15,000,000 \$ 20,000,000 \$ 25,000,000 \$ 30,000,000

This chart compares what Fullerton 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 Fullerton 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, Fullerton School District's LCAP budgeted \$20,999,896.00 for planned actions to increase or improve services for high needs students. Fullerton School District actually spent \$24,299,735.00 for actions to increase or improve services for high needs students in 2024-25.



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 |
|-------------------------------------|---------------------------------------|---|
| Fullerton School District | Robert Pletka, Ed.D Superintendent | robert_pletka@myfsd.org 714-447-7400 |

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.

The Fullerton School District (FSD) in Fullerton, California is dedicated to creating innovative and supportive educational environments for a student body spanning from preschool through 8th grade. With an enrollment of approximately 11,439 students, FSD encompasses 15 elementary schools, two TK-8 campuses, three junior high schools, and a homeschool program, MyFSD Academy. FSD's team of 1,614 staff members plays a crucial role in upholding FSD's standard of educational excellence, consistently striving to surpass state and national benchmarks and prepare students for future success. FSD is recognized for its exemplary achievements with accolades including California Distinguished School, National Blue Ribbon School, National Forum Schools to Watch, Title I Academic Achievement Award, Golden Bell Award, and Platinum honors from the California PBIS Coalition. FSD is also home to the Performance Academy Sports Program which supports the academic and athletic needs of elite scholar-athletes.

FSD is dedicated to equipping students with the skills and knowledge they need to thrive now and in their college and career pursuits. FSD provides students access to a wide range of experiences to ignite and enrich interests so that they can be empowered to impact the world in positive ways that are meaningful to them. This approach is grounded in a philosophy that views happiness not merely as an emotion but as a continuous process of self-discovery and purposeful impact, driven by personal actions. Recognizing the value of a wide range of educational opportunities, the district aims to provide experiences that broaden students' perspectives and deepen their engagement. All twenty of FSD's physical schools have award winning Speech and Debate programs, all elementary students receive art instruction through artist educators, two schools are Apple Distinguished Schools, and all fifteen elementary schools and two TK-8 campuses house STEM clubs. FSD's junior high schools offer a wide range of electives including digital arts, robotics, programming, secondary languages, 3D printing, journalism, cyber, networking, leadership, culinary, wood shop, Spanish language, Korean language, and performing arts. These

programs highlight FSD's commitment to delivering a comprehensive and empowering education, integrating arts and technology to support creativity, collaboration, critical thinking, and global citizenship. Collaborations with community organizations including colleges, universities, and local businesses, further enrich the educational experience.

Additionally, FSD extends beyond traditional academic boundaries, emphasizing the development of Social Emotional Skills and empathy. The district focuses on Digital Wellness, promoting responsible and safe engagement with technology. Through culturally relevant curricula, staff professional development, and community collaboration, FSD is committed to a culture of understanding, respect, and belonging.

#FSDlearns

Note: FSD has budgeted from funds other than the general fund, which results in higher expenditures in the LCAP.

Reflections: Annual Performance

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

Overall, FSD has grown in many indicators including ELA, Math, English learner progress, and decreasing chronic absenteeism. Most notably, FSD students overall grew 2.5 points in ELA, 2.8 points in Math, and 4.4% in English Learner progress. FSD also decreased chronic absenteeism by 2.7%.

FSD is in the second year of implementing signature strategies in ELA and Math. Concurrently, many student groups have demonstrated performance level growth on the CA Dashboard. In ELA, the following student groups demonstrated growth: FSD English Learners (grew from level 2 to 3), FSD Economically disadvantaged (grew from level 2 to 3), FSD students with disabilities (grew from level 1 to 2), FSD Foster Youth (grew from 2 to 3), and FSD African American students (grew from 2 to 4). In mathematics, the following student groups have demonstrated growth: FSD Foster Youth (grew from level 1 to 3), FSD Hispanic (grew from 2 to 3), and FSD African American (grew from 2 to 3). Additionally, the English learner progress indicator shows a growth from level 2 to 4 for FSD students. Therefore, FSD will continue the implementation of signature strategies described in detail in the 2024-2025 LCAP. Additionally, FSD students decreased overall chronic absenteeism, maintained overall suspension rate, and there was a 4.4% increase in English Learner Progress.

FSD is recommitting itself to improving academic outcomes for homeless students by getting them to school, so that they can receive the instruction and interventions that they need. Additionally, FSD will continue collaborating with community organizations, including Orangewood and the Orange County Social Services Agency, to provide individualized support for students and implement restorative practices. Recognizing the distinct and personal experiences of homeless and foster youth, the district remains committed to addressing their needs through a thoughtful balance of qualitative insights and quantitative data.

This LCAP includes actions for the following schools and student groups who received the lowest performance level on one or more state indicators as specified on the 2023 Dashboard. They are listed below to adhere with LCAP requirements for the three year cycle. The following data is from the 2023 CA Dashboard:

Fullerton School District Overall (ELA: Students with disabilities, Math: Foster Youth, Chronic Absenteeism: Foster Youth, Homeless students, Students with disabilities, Suspensions: Homeless students)

Beechwood School (EL progress overall, Chronic absenteeism: All students, ELs, Hispanic students, and Socioeconomically Disadvantaged students)

Commonwealth Elementary School (ELA: Students with disabilities, Chronic absenteeism: All students, ELs, Hispanic Students, Socioeconomically disadvantaged students, Students with disabilities)

Fern Drive Elementary School (ELA: Students with disabilities)

Golden Hill Elementary School for Creative and Performing Arts (Chronic absenteeism: All, ELs, Hispanic students, Socioeconomically disadvantaged students, Students with disabilities, White students)

Hermosa Drive Elementary School (EL progress overall, Chronic absenteeism: Students with disabilities)

Ladera Vista Junior High School of the Arts (ELA: ELs, Math: ELs, EL progress overall, Chronic absenteeism: Socioeconomically disadvantaged students)

Maple Elementary School (ELA: ELs)

Nicolas Junior High School (ELA: ELs, Students with disabilities, Chronic absenteeism: All students, Hispanic students, Socioeconomically disadvantaged students)

Orangethorpe Elementary School (EL progress overall, Chronic absenteeism: ELs, Socioeconomically disadvantaged students, Students with disabilities)

Pacific Drive Elementary School (ELA: All students, ELs, Hispanic students, Socioeconomically disadvantaged students, Students with disabilities, Math: Students with disabilities, Chronic absenteeism: All students, Hispanic students, Socioeconomically disadvantaged students, students with disabilities, and White students)

Raymond Elementary School (ELA: Students with disabilities)

Richman Elementary School (ELA: Students with disabilities, Chronic absenteeism: Hispanic, Students with disabilities)

Rolling Hills Elementary School (Math: Students with disabilities, Chronic absenteeism: All students, Asian students, ELs, Hispanic students, Socioeconomically disadvantaged students, Students with disabilities)

Sunset Lane Elementary School (Chronic absenteeism: Hispanic students)

Valencia Park Elementary School (Chronic absenteeism: Students with disabilities)

Woodcrest Elementary School (ELA: All students, ELs, Hispanic students, Socioeconomically disadvantaged students, Math: All students, ELs, Hispanic students, Socioeconomically disadvantaged students, Students with disabilities, EL progress overall, Chronic absenteeism: ELs, Students with disabilities)

Learning Recovery and Emergency Block Grant (LREBG):

FSD has unexpended LREBG funds for the 2025-2026 school year. LREBG-funded actions may be found in Actions 1.8, 3.4, 3.5, and 3.8. The FSD needs assessment substantiated findings from the 2024 California School Dashboard related to both academic achievement in Mathematics and chronic absenteeism. The data reflects a persistent achievement gap in Mathematics across student groups. FSD's overall Math Distance from Standard (DFS) is 20.5 points below the district's ELA DFS, indicating that students are underperforming in Math relative to ELA. While FSD's Math DFS is 45.9 points above the state average, Hispanic students perform only 24 points above the state average, and Homeless students perform 6.5 points below the state average.

Furthermore, despite a districtwide Math growth of 2.8 DFS points from 2022-23 to 2023-24, Homeless students and Long-Term English Learners (LTELs) experienced a decline in performance, signaling a need for targeted academic support. At the site level, the average Math

DFS for FSD's Title I schools is -58.7, compared to 27.4 for non-Title I schools. In response, FSD will allocate LREBG funds to support the placement of Math Rtl Coaches and Program Specialists at Title I schools to provide targeted, data-driven instructional support and intervention services. In addition, FSD will use LREBG funds to provide online assessment and intervention programs to identify and support students who are performing below grade level, further reinforcing efforts to close opportunity and achievement gaps. Program Specialists will not only support Math intervention efforts--they will support their sites' data-driven attendance plans. FSD's needs assessment also identified challenges related to student attendance. While the state's Chronic Absenteeism rate decreased by over 11 percentage points from 2022–24, FSD's rate only improved by 1.8 percentage points during the same period. Although FSD's overall chronic absenteeism rate is 8.2% lower than the state average, Homeless students in the district experience absenteeism rates that are 5.7% higher than their statewide peers.

Reflections: Technical Assistance

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

FSD is in year 2, progress monitoring phase, of the differentiated assistance cycle. FSD was in differentiated assistance during the 2023-2024 school year for the following: English Language Arts for students with disabilities, Math for youth in foster care, Chronic Absenteeism for youth in foster care, students experiencing homelessness, and students with disabilities, and Suspensions for students experiencing homelessness.

The following actions specifically address the areas for which FSD is receiving differentiated assistance:

Foster Youth in Math: Action 1.8

Foster Youth Chronic Absenteeism: Action 3.4

Students with Disabilities in ELA: Action 1.5

Students with Disabilities Chronic Absenteeism: Action 3.4

Students Experiencing Homelessness Suspensions: Action 3.2

Students Experiencing Homelessness Chronic Absenteeism: Action 3.4

English Language Arts for Students with disabilities & Math for youth in foster care:

FSD has a goal to reduce points below standard by 10 points for students with disabilities by May 2027. The 2024 CA Dashboard shows that FSD students with disabilities increased their ELA performance by 3.1 points, and youth in foster care increased 31.4 points in mathematics.

Some action steps established in Year 1 of the LCAP cycle to support this goal include training on resources such as Re-Think Ed, Heggerty Bridge to Reading for all special education staff, Sonday System training for new Resource Specialist Program staff, Zoo Phonics for new primary SDC staff, and administrator training on monitoring academic goals and progress on local and state indicators.

As mentioned in year 1 of the LCAP cycle, FSD has created a Foster Youth Dashboard that contains a section regarding academic needs. This section is maintained by various personnel such as principals, program specialists, district staff, Response to Intervention coaches, and Educational Specialists. It contains the service or intervention, if any, required by each student individually. The types of math interventions that students are receiving are dependent on the assessed needs of the individual student. Some examples of interventions include Tier 2 supports in class, intervention electives in junior high, and Tier 3 Bridges curriculum with Rtl teachers.

Chronic Absenteeism for Students in Foster Care, Students Experiencing Homelessness, and Students Receiving Special Education Services:

According to the 2024 CA Dashboard, FSD Foster Youth have decreased in chronic absenteeism by 7.2%. Students experiencing homelessness also decreased in chronic absenteeism by 5.6%. Students with disabilities also decreased in chronic absenteeism by 4.3%.

As outlined in the 1st year plan of the LCAP cycle, FSD established a goal to reduce chronic absenteeism through the "Attendance Roadmap" which includes all sites forming an attendance team that may include the principal, mental health personnel or mentor, a Social Services Assistant, Nurse, and/or family member. Attendance teams use their plans to identify students' barriers to regular school attendance and identify what supports and resources the family needs from the school site. The team also creates an action plan that includes planning for celebrations, check-ins, next steps for the family, and next steps for the school. The attendance roadmap initiative launched in the 2024-2025 school year.

Specifically for Foster Youth and Homeless Students, FSD has created a Foster Youth Dashboard that includes attendance data. The principal updates this column regularly, and any time absenteeism rises to 5.1% or above, an absenteeism plan needs to be created and acted upon.

Suspensions for Students Experiencing Homelessness:

Suspensions for students experiencing homelessness decreased by 5%.

FSD is taking a multifaceted approach to supporting homeless students and reducing their suspension rates by creating a nurturing environment and providing targeted interventions. Staff receive training in restorative practices and trauma-informed care to approach situations with sensitivity. Mentorship programs connect students with supportive staff. ReThink Ed offers counselors and mental health support for students who require Tier 2 or 3 interventions, while Student Support Advisors (SSAs) provide holistic supports addressing academic, emotional, and basic needs. The district utilizes SWIS data to identify disciplinary trends and implements targeted solutions, including the Lunch Bunch program for social-emotional support. These strategies address root causes and aim to reduce suspensions.

FSD is proud to report that Woodcrest Elementary School is no longer identified for Comprehensive Support and Improvement (CSI) due to growth across multiple California Dashboard metrics. According to the CA Dashboard, Woodcrest students increased their English Language Arts scores by 26 points, moving closer on average to meeting the standard. In math, students improved by 37.8 points, growing closer on average to meeting the standard. English learner progress increased by 21%, suspension rates decreased by 1.7%, and chronic absenteeism declined by 5.1%. Some actions taken by Woodcrest that may have contributed to this growth is utilizing the FSD signature strategies in ELA and math, updating, monitoring, and providing interventions based on data from the internal FSD dashboard, participating in the collaborative inquiry cycle, and upholding the practices and values of their platinum PBIS program. Additionally, FSD funded a Program Specialist at Woodcrest to support interventions and instructional leadership efforts. FSD will continue to fund this position to maintain progress at Woodcrest.

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. Woodcrest Elementary School is no longer eligible for CSI due to growth in the metrics on the 2024 CA Dashboard compared to the 2023 dashboard.

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 |
|--|--|
| Parent Teacher Association | Members of the PTA were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Parents/guardians were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email. Additionally, parents who attended FSD's Block Party were also invited to fill out cards providing feedback on the four major goals. |
| Fullerton Elementary Teachers Association (FETA) | FETA members were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Teachers were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email. |
| Human Resources | Staff from Human Resources were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Staff members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email. The human resources department members who participated in the meetings included personnel from the Special Education department. |

| Educational Partner(s) | Process for Engagement |
|--|--|
| District English Learner Advisory Committee (DELAC) | DELAC members were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Community members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email. |
| Fullerton Education Foundation (FEF) | Members of FEF were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Community members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email. |
| California School Employees Association (CSEA) | Members of CSEA were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Staff members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email. |
| Champions for Learning | Members from Champions for Learning were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Community members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email. |
| All the Arts for All the Kids Foundation | Representatives of All the Arts for All the Kids were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Community members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email. |
| Fullerton Elementary School Management Association (FESMA) | Members of FESMA, including principals, were invited to LCAP advisory meetings throughout the school year in which they learned |

| Educational Partner(s) | Process for Engagement |
|--|---|
| | about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Administrators were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email. |
| Orange County Department of Education (OCDE) | Representatives from OCDE were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on final draft actions. |
| Business Services | Members Business Services were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Staff members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email. |
| Educational Services | Members of Educational Services were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Staff members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email. |
| Innovation and Instructional Support | Members of Innovation and Instructional Support were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Staff members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email. |
| Parents | Parents were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Parents were invited to participate in a survey which included questions regarding FSD's four major goals. Additionally, parents who attended FSD's Block Party were also |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | invited to fill out cards providing feedback on the four major goals. The survey was sent out through text and email. |
| Students | Students in grades 4-8 were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was pushed out to all students' devices, and teachers were encouraged to ask their students to fill out the survey. Students who attended FSD's Block Party were also invited to fill out cards providing feedback on the four major goals. A member from FSD's LCAP team also interacted with the Superintendent's Advisory Committee, a group made up of multiple students from each of our five junior high schools, to gain feedback from the students regarding LCAP goals. |
| Special Education Local Plan Area Administrator | The special education local plan area administrator from OCDE was invited to attend the LCAP Advisory Committee meetings to engage in the LCAP development process. The administrator attended meetings, engaged with committee members, and provided input. |

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

Throughout the school year, the LCAP Advisory Committee including the partners above met four times to navigate the LCAP process, assess feedback data, suggest actions, and provide feedback on the draft actions. Committee members voted on actions to establish priorities, influencing the LCAP team's direction. Feedback was gathered combining numerical survey data, which was averaged for each question topic with narrative insights. Narratives and feedback were collected through surveys that were distributed through Blackboard to the whole community, Block Party response cards, and through direct meetings with the Superintendent's Advisory Committee of students for a rich collection of feedback from all partners. The feedback was analyzed for themes. The themes were organized by groups (staff and community, and students) and goal and were considered by the advisory committee. The themes were discussed in groups and then recommendations were made by each group. Then, the whole advisory committee voted on each of the sub recommendations. The draft LCAP was posted on the FSD website for the public to view and provide feedback prior to a public hearing. A public hearing was held before adoption.

The following actions were revised or added to the LCAP based on feedback from students, staff, families, and the community, as derived from the advisory committee's analysis, recommendations, and prioritization:

Goal 1 Updates:

FSD is launching an Educational Specialist Academy in response to high turnover in special education staffing. The district is also expanding and strengthening course offerings focused on the trades, hands-on learning, and STEM, areas that parents identified as priorities. The LCAP now includes consistent nurse support at every site, professional development for nurses, and conference opportunities for Dual Language Academy (DLA) teachers.

Goal 2 Updates:

AI training will be expanded beyond staff to include parents and students, and is now reflected in the LCAP.

Goal 3 Updates:

The LCAP will include designated spaces on campuses where students can emotionally cool down. FSD values nonviolent crisis intervention (NCI), and it was added to the LCAP. Additionally, based on feedback from the student LCAP survey, visual vests for supervisors will be added to make staff more identifiable during non-structured times.

Goal 4 Updates:

The committee emphasized the need for clearer communication with families about the purpose of the Home Language Survey. As a result, the LCAP will communicate the survey's purpose to parents.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | All students will demonstrate proficiency or growth toward proficiency in English Language Arts (ELA) and Math | 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 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Within the Fullerton School District, the LCAP goal that "all students will demonstrate proficiency or growth toward proficiency in ELA and Math" goes beyond just measuring academic success; it lays the groundwork for student empowerment to make a positive difference both now and in their future endeavors. This objective is woven into FSD's philosophy that prioritizes student voice, choice, and agency in their learning journey. By connecting the dots between proficiency or growth in ELA and Math and the capability to communicate effectively, tackle problems, and develop projects that benefit both local and global communities, FSD highlights the essential role these subjects play in preparing students to be active and contributing citizens.

This holistic strategy is supported by focused interventions, opportunities for advanced learning, and a commitment to every student benefitting from their educational experience. Through initiatives like local iReady assessments, Speech and Debate, GATE, AP Testing, the Middle College program, and courses that expose students to trades and career technical education, FSD aims for educational experiences that meet each student's unique needs. Moreover, the integration of Social Emotional Learning (SEL) into lessons emphasizes the development of empathy, self-awareness, and cooperative skills, supporting students' capacity to use their academic achievements for the greater good.

In championing this goal, the Fullerton School District firmly believes in the power of education to transform students into proactive societal contributors. The philosophy that weaves through FSD's fabric not only highlights ELA and Math as crucial academic milestones but also as indispensable tools for societal betterment, college readiness, and career success. This belief reinforces the district's dedication to using education as a vehicle for equipping students with the skills and confidence needed to initiate meaningful change.

In line with this overarching goal, FSD is also dedicated to specifically enhancing the academic progress of Students with Disabilities in English Language Arts and Foster Youth in Math. Recognizing these areas as crucial for improvement based on the California Dashboard,

FSD is adopting a proactive stance for growth and support. This dual focus on both broad academic goals and targeted support needs illustrates FSD's approach to education, emphasizing both the development of foundational academic skills and the importance of creating a welcoming, supportive learning environment for all students. Through these concerted efforts, FSD aims to nurture an educational community where every student is equipped for success and empowered to contribute positively to society.

Furthermore, during the first year of this LCAP cycle (2023), the following student groups were two levels below FSD's average on the California Dashboard:

English Learners (ELA)
African American (ELA, Math)
Foster Youth (ELA)
Hispanic (ELA, Math)
Homeless (ELA, Math)
Socioeconomically Disadvantaged (ELA)
Students with Disabilities (Math)

FSD is dedicated to bridging these gaps and uplifting every student's performance through the actions below. With targeted support and innovative educational strategies, FSD is committed to pursuing positive outcomes in ELA and Math for English Learners, African American students, Foster Youth, Hispanic students, Homeless individuals, Socioeconomically Disadvantaged students, and Students with Disabilities.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|---|----------------|---|--|
| 1.1 | CAASPP Distance from Standard (DFS) - ELA *Unduplicated student groups | 2023 ELA DFS: *ELs: -31.3 *LTELs: (Baseline est. in yr.1) *Foster Youth: -79.8 Homeless: -68.9 *SocioEcon Dis: -22.3 Stud w/Disab: -89.4 Af American: -19.6 Am Ind/Alskn: -3.8 Asian: 92 Filipino: 65.2 Hispanic: -30.7 Nat Hawa/PacIs: -28.7 White: 37.1 | 2024 ELA DFS: *ELs: -27.5 *LTELs: -68.6 *Foster Youth: -56.9 Homeless: -84.1 *SocioEcon Dis: -17.9 Stud w/Disab: -86.2 Af American: -2 Am Ind/Alskn: 14.4 Asian: 94.2 Filipino: 69.5 Hispanic: -29.5 | | 2026 ELA DFS: *ELs: -21.3 *LTELs: (dependent on baseline est. in yr.1) *Foster Youth: -69.8 Homeless: -58.9 *SocioEcon Dis: -12.3 Stud w/Disab: -79.4 Af American: -9.6 Am Ind/Alskn: 6.2 | *ELs: +3.8 *LTELs: N/A *Foster Youth: +22.9 Homeless: -15.2 *SocioEcon Dis: +4.4 Stud w/Disab: +3.2 Af American: +17.6 Am Ind/Alskn: +18.2 Asian: +2.2 Filipino: +4.3 Hispanic: +1.2 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|--|----------------|--|--|
| | | Two or More: 52.8 California Dashboard Red Performing Student Groups in Baseline Year by Site (DFS) FSD Overall SWD: -89.4 Commonwealth SWD: -140.3 Fern Drive SWD: -85.4 Ladera Vista ELs: -72.5 Maple ELs: -79.8 Nicolas ELs: -74.3 SWD: -162.8 Pacific Drive ELs: -73.3 Hispanic: -73.1 Socio Dis: -75.9 SWD: -144.1 Raymond SWD: -76.9 Richman SWD: -115.4 | Nat Hawa/PacIs: -8.1 White: 40.1 Two or More: 53.7 California Dashboard Red Performing Student Groups in Baseline Year by Site (DFS) FSD Overall SWD: -86.2 Commonwealth SWD: -150.7 Fern Drive SWD: -74.7 Ladera Vista ELs: -70.7 Maple ELs: -73.4 Nicolas ELs: -64.5 SWD: -129.6 Pacific Drive ELs: -55.4 Hispanic: -54.4 Socio Dis: -54 SWD: -121.6 Raymond | | Asian: 97 Filipino: 69.2 Hispanic: -20.7 Nat Hawa/PacIs: -18.7 White: 42.1 Two or More: 57.8 Commonwealth SWD: -130.3 Fern Drive SWD: -75.4 Ladera Vista ELs: -62.5 Maple ELs: -69.8 Nicolas ELs: -64.3 SWD: -152.8 Pacific Drive ELs: -63.3 Hispanic: -63.1 Socio Dis: -65.9 SWD: -134.1 Raymond SWD: -66.9 Richman SWD: -105.4 Woodcrest | Nat Hawa/PacIs: +20.6 White: +3 Two or More: +0.9 Commonwealth SWD: -10.4 Fern Drive SWD: +10.7 Ladera Vista ELs: +1.8 Maple ELs: +6.4 Nicolas ELs: +9.8 SWD: +33.2 Pacific Drive ELs: +17.9 Hispanic: +18.7 Socio Dis: +21.9 SWD: +22.5 Raymond SWD: -4.2 Richman SWD: -18.1 Woodcrest ELs: +27.1 Hispanic: +24 Socio Dis: +32 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|---|---|
| | | Woodcrest ELs: -95.2 Hispanic: -81.9 Socio Dis: -81.3 | SWD: -81.1 Richman SWD: -133.5 Woodcrest ELs: -68.1 Hispanic: -57.9 Socio Dis: -49.3 | | ELs: -85.2 Hispanic: -71.9 Socio Dis: -71.3 | |
| 1.2 | CAASPP Overall Performance Level: ELA | 2023 ELA Level 4 Green | 2023 ELA Level 4 Green | | Maintain Level 4 or Increase to Level 5 | 0 |
| 1.3 | CAASPP Distance from Standard (DFS) - Math *Unduplicated student groups | 2023 Math DFS: *ELs: -48.7 *LTELs: (Baseline est. in yr.1) *Foster Youth: -117 Homeless: -94.8 *SocioEcon Dis: -46.9 Stud w/Disab: -111.3 Af American: -43.3 Am Ind/Alskn: -17.9 Asian: 85.8 Filipino: 42.8 Hispanic: -59.1 Nat Hawa/PacIs: -32 White: 18.8 Two or More: 28.6 California Dashboard Red Performing Student Groups in Baseline Year by Site (DFS) FSD Overall Foster Youth: -117 Ladera Vista | 2024 Math DFS: *ELs: -45.1 *LTELs: -113.8 *Foster Youth: -85.6 Homeless: -112.5 *SocioEcon Dis: -42 Stud w/Disab: -101.5 Af American: -37.3 Am Ind/Alskn: -11.3 Asian: 86.5 Filipino: 36.9 Hispanic: -55.2 Nat Hawa/PacIs: -28.7 White: 19.9 Two or More: 29.9 California Dashboard Red Performing Student Groups in | | 2026 Math DFS: *ELs: -38.7 *LTELs: (Dependent on Baseline est. in yr.1) *Foster Youth: -97 Homeless: -84.8 *SocioEcon Dis: -36.9 Stud w/Disab: -101.3 Af American: -33.3 Am Ind/Alskn: -7.9 Asian: 90.8 Filipino: 47.8 Hispanic: -49.1 Nat Hawa/PacIs: -22 White: 23.8 Two or More: 33.6 Ladera Vista ELs: -105.3 | *ELs: +3.6 *LTELs: N/A *Foster Youth: +31.4 Homeless: -17.7 *SocioEcon Dis: +4.9 Stud w/Disab: +9.8 Af American: +6 Am Ind/Alskn: +6.6 Asian: +0.7 Filipino: -5.9 Hispanic: +3.9 Nat Hawa/PacIs: +3.3 White: +1.1 Two or More: +1.3 Ladera Vista ELs: +3.6 Pacific Drive SWD: +37 Rolling Hills |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--|----------------|--|--|
| | | ELs: -115.3 Pacific Drive SWD: -149.7 Rolling Hills SWD: -119.4 Woodcrest ELs: -107.2 Hispanic: -99.5 Socio Dis: -99.9 SWD: -123.1 | Baseline Year by Site (DFS) FSD Overall Foster Youth: -85.6 Ladera Vista ELs: -111.7 Pacific Drive SWD: -112.7 Rolling Hills SWD: -137 Woodcrest ELs: -78 Hispanic: -67.8 Socio Dis: -59.2 SWD: -89.9 | | Pacific Drive SWD: -139.7 Rolling Hills SWD: -109.4 Woodcrest ELs: -97.2 Hispanic: -89.5 Socio Dis: -89.9 SWD: -113.1 | SWD: -17.6 Woodcrest ELs: +29.2 Hispanic: +31.7 Socio Dis: +40.7 SWD: +33.2 |
| 1.4 | CAASPP Overall Performance Level: Math | 2023 Math Level 4, Green | 2023 Math Level 3 Yellow | | Maintain Math Level 4, Green or increase to level 5 | -1 |
| 1.5 | iReady Distance from Standard - ELA *Unduplicated student groups | iReady ELA Diagnostic Distance From Standard (DFS) (Spring 2024) Overall: -18.7 *Eng Learners: -70.2 *Long Term English Learners: -61.7 *Foster Youth: -37.9 Homeless: -76.9 *Econ Disadv: -36.6 Special Ed: -79.8 | iReady ELA Diagnostic Distance From Standard (DFS) (Spring 2025) Overall: -27.0 *Eng Learners: -66.3 *Long Term English Learners: -67.3 *Foster Youth: -37.1 | | iReady ELA Diagnostic (Spring 2024) Overall: -8.7 *Eng Learners: -60.1 *LTELs: -51.7 *Foster Youth: -27.9 Homeless: -66.9 *Econ Disadv: -26.6 Special Ed: -69.8 | Overall: -8.3 *Eng Learners: +3.9 *Long Term English Learners: -5.6 *Foster Youth: +0.8 Homeless: -19.0 *Econ Disadv: -11.9 Special Ed: -3.2 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--|----------------|--|--|
| | | | <p>Homeless: -95.9 *Econ Disadv: -48.5 Special Ed: -83.0</p> <p>Note: In the Spring of 2025, the following schools did not take iReady D3 and opted to administer the SBAC Interim instead- Acacia Elementary, Beechwood School, Parks Jr. High School, Sunset Lane Elementary School. All schools administered iReady D3 in the Spring of 2024.</p> | | | |
| 1.6 | <p>iReady Distance from Standard - Math</p> <p>*Unduplicated student groups</p> | <p>iReady Math Diagnostic Distance From Standard (DFS) (Spring 2024) Overall: -13.7 *Eng Learners: -39.4 *Long Term English Learners: -50.1 *Foster Youth: -34.4 Homeless: -48.8 *Econ Disadv: -27.3 Special Ed: -54.4</p> | <p>iReady Math Diagnostic Distance From Standard (DFS) (Spring 2025) Overall: -20.2 *Eng Learners: -39.3 *Long Term English Learners: -52.6 *Foster Youth: -26.5</p> | | <p>iReady Math Diagnostic (Spring 2024) Overall: -3.7 *Eng Learners: -29.4 *LTELs: -40.1 *Foster Youth: -24.4 Homeless: -38.8 *Econ Disadv: -17.3 Special Ed: -44.4</p> | <p>iReady Math Diagnostic Distance From Standard (DFS) (Spring 2025) Overall: -6.5 *Eng Learners: +0.1 *Long Term English Learners: -2.5 *Foster Youth: +7.9</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|---|----------------|--|--|
| | | | Homeless: -57.8 *Econ Disadv: -35.4 Special Ed: -58.9 Note: In the Spring of 2025, the following schools did not take iReady D3 and opted to administer the SBAC Interim instead- Acacia Elementary, Beechwood School, Parks Jr. High School, Sunset Lane Elementary School. All schools administered iReady D3 in the Spring of 2024. | | | Homeless: -9 *Econ Disadv: -8.1 Special Ed: -4.5 |
| 1.7 | LCAP Student Survey The survey measures rigor, connectedness, and safety with 4 point scale: 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time 3 or higher is FSD's desired outcome | 2023 - 2024 Academic Rigor All: 2.88 Elem: 3 Jr. High: 2.8 | 2024 - 2025 Academic Rigor All: 2.96 Elem: 3.03 Jr. High: 2.86 | | 2026-2027 All: Increase to 3 or higher Elem: Maintain 3 or higher Jr. High: Increase to 3 or higher | All: +0.08 Elem: +0.03 Jr. High: +0.06 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|--|--|
| 1.8 | LCAP Parent Survey 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time 3 or higher is FSD's desired outcome | 2023-2024 Academic Rigor: 3.3 Partnerships: 3.29 | 2024-2025 Academic Rigor: 3.25 Partnerships: 3.23 | | 2026-2027 Maintain 3 or higher | Academic Rigor: -0.05 Partnerships: -0.06 |
| 1.9 | CA Dashboard EL Progress Indicator and Reclassification Rate | 2023-2024: Progress Indicator: 45.3% Reclassification Rate: 19% | 2024-2025: Progress Indicator: 49.7% Reclassification Rate: 16.7% | | 2025-2026 EL Progress Indicator Status Level: High 55% Reclassification Rate: Maintained or higher | Progress Indicator: +4.4% Reclassification Rate: -2.3% |
| 1.10 | Principal Reflection Survey 5 point scale | 2024 Principal Survey (Max rating = 5) Progress in providing professional learning to staff (Average: 3.99) Progress in making standards- aligned instructional materials available (Average: 4.1) Progress in providing support to staff where they can improve in delivering instruction (Average: 3.97) Progress in implementing other adopted academic standards (PE, Health, | 2025 Principal Survey (Max rating = 5) Progress in providing professional learning to staff (Average: 4.03) Progress in making standards- aligned instructional materials available (Average: 4.14) Progress in providing | | 2027 Principal Survey (Max rating = 5) Progress in providing professional learning to staff (Average: increase to 4) Progress in making standards- aligned instructional materials available (Average: 4 or higher) Progress in providing | Principal Survey (Max rating = 5) Progress in providing professional learning to staff: +0.04 Progress in making standards- aligned instructional materials available: +0.04 Progress in providing support to staff where they can improve in |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|---|
| | | VAPA, etc.) (Average: 3.78) Progress on support for teachers and administrators on Identifying professional learning needs (Average: 3.83) | support to staff where they can improve in delivering instruction (Average: 3.69) Progress in implementing other adopted academic standards (PE, Health, VAPA, etc.) (Average: 3.96) Progress on support for teachers and administrators on Identifying professional learning needs (Average: 3.98) | | support to staff where they can improve in delivering instruction (Average: increase to 4) Progress in implementing other adopted academic standards (PE, Health, VAPA, etc.) (Average: increase to 4) Progress on support for teachers and administrators on Identifying professional learning needs (Average: increase to 4) | delivering instruction: -0.28 implementing other adopted academic standards (PE, Health, VAPA, etc.): +0.18 Progress on support for teachers and administrators on Identifying professional learning needs: +0.15 |
| 1.11 | Williams Audit Ratings 1. Number of teacher mis-assignments 2. Number of students without access to instructional materials. 3. Number of instances where facilities do not | 2023-2024 1. Teachers: 100% compliance 2. Instructional materials: 100% compliance 3. Facilities: 100% of schools in "good repair" | 2024-2025 1. Teachers: 100% compliance 2. Instructional materials: 100% compliance 3. Facilities: 100% of schools in "good repair" | | 2026-2027 1. Teachers: 100% compliance 2. Instructional materials: 100% compliance 3. Facilities: 100% of schools in "good repair" | 1. Teachers: 0 2. Instructional materials: 0 3. Facilities: 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|---|----------------|--|---|
| | meet the "good repair" standard. | | | | | |
| 1.12 | Broad Course of Study Percentage of students who have access | 2023-2024: 100% of students have access to required courses as well as the opportunity for enrichment and interventions. | 2024-2025: 100% of students have access to required courses as well as the opportunity for enrichment and interventions. | | 100% of students have access to required courses as well as the opportunity for enrichment and interventions. | 0 |
| 1.13 | Percentage of total participants of English learners, including LTELs, Foster Youth, and Low-income students in signature FSD programs (STEM Nation, FSD Fest, Speech and Debate, FSD Hockey) | 2023-2024: English Learners Percentage: 11.8% Foster Youth Percentage: 0.2% Low-Income Students Percentage: 43.8% | 2024-2025: English Learners Percentage: 9.2% Foster Youth Percentage: 0.3% Low-Income Students Percentage: 47.1% | | English Learners Percentage: 14.8% (1% increase per year) Foster Youth Percentage: 0.3% (which is equal to the percentage of Foster Youth in FSD) Low-Income Students Percentage: 46.8% (1% increase per year) | English Learners Percentage: -2.6% Foster Youth Percentage: +0.1% Low-Income Students Percentage: +3.3% |
| 1.14 | Preschool Early Development Index (EDI) | Fall 2022 Percentage of Children on Track- Physical Health & Well-being: 86% Social Competence: 79% | The latest EDI update was not available in time for this year's LCAP. | | Maintain the following above 60%: Physical Health & Well-being, Social Competence, | Not available |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|--|----------------------------------|
| | | Emotional Maturity: 82% Language & Cognitive Development: 74% General Knowledge & Communication: 78% Across All Domains: 55% Baseline of under 60%- Gross and Fine motor skills: 54% Overall social competence: 50% Prosocial and helping behavior: 40% Communication skills and general knowledge: 42% | | | Emotional Maturity, Language & Cognitive Development, General Knowledge & Communication, Across All Domains Increase the following to at least 60%: Across All Domains, Gross and Fine motor skills, Overall social competence, Prosocial and helping behavior, Communication skills and general knowledge | |

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.

FSD's educators continued implementing signature core strategies in both ELA and Math with evidenced based strategies. FSD's evidence-based literacy strategies vary by grade level. The strategies that were emphasized this year in elementary included Interactive Read Aloud, and Teacher/Student Talk Moves. Secondary strategies focused on Talk Moves, Pedagogical Reading Structures (Notice and Note), and Common Formative Assessments for priority standards and SBAC targets. In mathematics, FSD implemented signature strategies of

interactive warm-ups/routines, the Problem Solving Protocol (Three Read Protocol and 5 Practices for Meaningful Discussion), and digital Common Formative Assessments for progress monitoring. Quick writes were embedded where appropriate, acknowledging that they may not be suitable for every content context. FSD trained teachers both centrally and at the site. FSD also carried out site based professional development that was tailored to the needs of the school for ELA.

In ELA, the district has expanded core literacy strategies and training opportunities to meet the needs of teachers and students across grade levels. While Orton-Gillingham (OG) training was initially focused on K-2 educators, early adopters in third grade participated in training. Additionally, upper-grade elementary teachers seeking to improve their literacy instruction received training in morphology. Recognizing that teachers' professional learning needs arise at different times throughout the year, the district has emphasized a Community of Practice approach. This has allowed targeted professional development (PD) based on emerging needs. The district has prioritized Interactive Read Aloud and Notice and Note strategies, integrating culturally relevant texts to support student engagement and comprehension. To reinforce literacy interventions, Response to Intervention (RTI) support has been strengthened at the junior high level through Read 180, with a combination of one-on-one coaching, classroom-based support, and professional development for teachers. A scope and sequence that supports student progression across grades was developed for OG, Wonders, Writer's Workshop, reading units of study and Heggerty (TK-2). Some instructional assistants (IAs) supporting RTI were trained in OG and Heggerty this past summer, with targeted Wednesday sessions providing practical, routine-based strategies for intervention. TK educators also had access to an optional, paid Heggerty training to reinforce foundational literacy instruction. Some TK teachers attended the OG training.

To support middle school readers, the Innovation and Instructional Support (IIS) team curated a selection of high-interest books based on student checkout patterns. Following circulation data analysis, the district expanded access by purchasing additional e-books, so that students have greater flexibility in accessing reading materials.

In math, the district continued to build capacity in mathematics instruction through a range of professional learning opportunities. A Cognitively Guided Instruction (CGI) TK-8 training was offered for teachers seeking to deepen their understanding of student mathematical thinking and problem-solving strategies. In addition, grade-level Professional Learning Communities (PLCs), made up of teachers who chose to participate, engaged in full-day learning sessions focused on new instructional strategies. These sessions allowed teams to collaborate, implement best practices, and align their approaches to student learning. The Algebra Readiness Test was calibrated for consistency in assessing students' preparedness for higher-level mathematics. In junior high, 7th and 8th-grade math teachers participated in professional learning incorporating article studies and collaborative group discussions to refine approaches. The district strengthened high school articulation through the high school district's Math Teacher on Special assignment meeting with junior high teachers to align expectations, curriculum, and pathways for student transition to high school mathematics. Beyond teacher training, the district also invested in support structures for students and families. After-school intervention instructional assistants (IAs) received targeted training from RTI coaches, equipping them with strategies to support students effectively. Additionally, parent support workshops, including those held during ELAC meetings, provided families with tools and resources to assist their children in developing math skills at home.

Additionally, after-school interventions through ELOP provided students in the program with academic support and extended learning opportunities beyond the school day to strengthen their skills. In preschool, the district remains committed to designing welcoming and accessible learning environments grounded in a constructivist Reggio-inspired model. Dual language teachers attended conferences to expand their expertise in bilingual education, language acquisition strategies, and culturally responsive teaching, bringing back best practices

to strengthen instruction and support multilingual learners. Training on ELD strategies and the Ellevation platform was available to any teachers interested in expanding their skills and supporting multilingual learners.

The substitute shortage at FSD has improved over the past year due to recruitment efforts and market conditions, increasing the availability of substitutes to support classrooms and enabling more teachers to attend professional development. However, the ongoing shortage still limits the scalability of training, affecting the consistency and cohesion of professional learning. Despite these challenges, FSD has continued to optimize training opportunities by offering sessions during the school day and after-school. Additionally, on student-free days, teachers engaged in training on a range of topics, including behavioral interventions and the integration of artificial intelligence for both instructional planning and use.

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.

Actions 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, and 1.12 experienced increases of over 10% between the budgeted amounts and the estimated actuals. A significant contributor to this increase was the incorporation of a 2.5% on-schedule salary adjustment, retroactive to July 1, 2024, which resulted in approximately \$2.6 million in additional expenditures under Goal 1.

Additional funding became available after the budget was adopted and was reflected in the estimated actuals. This included part of the \$131,459 in Literacy Coaches funding used to support a Program Specialist and professional development in actions 1.4 and 1.12; part of the \$72,227 for Literacy Screenings in action 1.8; and \$110,679 from a one-time Special Education school-based health incentive grant for action 1.5. School and foundation donations also increased available funding, with \$715,959 in school donations and \$186,560 from school foundations, which cover parts of actions 1.6, 1.7, and 1.10.

Unbudgeted expenditures from carryovers and fund balances were also added. These included part of the \$1,687,463 from the Inclusive Early Education Expansion Program for facility improvements under action 1.9; part of the \$162,532 in Phelps Grant carryover for instructional materials, field trips, contracted services, and non-capitalized equipment, which cover parts of actions 1.6, 1.7, and 1.10; part of the \$1,049,806 in Arts and Music Grant expenditures for actions 1.4, 1.5, 1.7, and 1.8; and for actions 1.4, 1.6, 1.8, 1.9, and 1.12, \$423,430 from the Learning Recovery Emergency Block Grant for instructional supplies. An additional \$146,235 in Lottery funds was used for textbooks in action 1.6; Proposition 28 funding was spent on \$315,773 in teacher salaries, extra time, and benefits, along with \$72,293 for consultants, \$44,946 for field trips, and \$29,893 for non-capitalized equipment purchased by schools in actions 1.4, 1.5, 1.7, and 1.9.

Further increases were due to \$147,316 in ESSA School Improvement Grant funding for actions 1.8 and 1.9; and Special Education-related expenditures, including \$286,272 for Early Intervention PreK, as well as Medi-Cal carryover and additional revenues totaling \$721,000 for non-public agency aides, \$91,173 for test kits, and \$90,000 for consultants under actions 1.5 and 1.8. Additionally, for action 1.8, a portion of the \$469,737 Title I carryover was allocated for instructional materials, and a portion of the \$245,731 ASER ESSER III carryover was used to support Elevo programming under actions 1.8 & 1.9. We also identified \$518,928 in certificates of participation and other expenditures under the business division for action 1.11.

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

FSD has demonstrated growth across multiple metrics in Goal 1. As the instructional community builds capacity in signature strategies, sustains MTSS interventions, expands professional development, and engages in collaborative inquiry cycles, student achievement in ELA and Math is improving across most student groups.

Academic Metrics:

In terms of resources, for Metric 1.11 (Williams Audit), the district maintained 100% compliance in teacher assignments, access to materials, and facilities, confirming baseline conditions of learning are met. For Metric 1.12 (Course Access), 100% of students continue to have access to a broad course of study.

For Metric 1.1, CAASPP ELA, the following student groups experienced growth in Distance From Standard: FSD students overall, English learners, Foster Youth, Socioeconomically Disadvantaged Students, Students with Disabilities, African American students, American Indian/Alaskan students, Asian students, Filipino students, Hispanic students, Native Hawaiian or Pacific Islander students, White students, and students of two or more races. For Metric 1.3, CAASPP Math, the following student groups experienced growth in Distance From Standard: FSD students overall, Foster Youth, Socioeconomically Disadvantaged Students, Students with Disabilities, African American students, American Indian/Alaskan students, Asian students, Hispanic students, Native Hawaiian or Pacific Islander students, White students, and students of two or more races. One group that did not make growth is homeless students in both ELA and Math. On the CAASPP ELA, their Distance From Standard decreased 15.2 points, and on the CAASPP Math, their Distance From Standard decreased 17.7 points. Another group who did not experience growth were Filipino students who slightly decreased their distance from standard from 42.8 points above standard to 36.9 points above standard on the CAASPP Math. However, Filipino students maintained their "green" rating on this metric. Additionally, for Metric 1.9 (EL Progress Indicator), 49.7% of ELs made progress toward English proficiency, a 4.4% increase from the previous year.

Enrichment Metrics:

Participation in signature FSD programs (STEM Nation, FSD Fest, Speech and Debate, FSD Hockey) shows progress in two areas. Low-Income Students: Participation increased from 43.8% to 47.1% (+3.3%), aligning with the goal of a 1% annual increase. Foster Youth participation grew slightly from 0.2% to 0.3%, now matching their overall district representation. English Learner participation decreased from 11.8% to 9.2% (-2.6%), missing the projected 1% annual growth. This decline indicates a need to reassess outreach and access strategies for English learners.

Survey Metrics:

Additionally, the LCAP student, parent, and principal surveys show that FSD is on target to reach the goal of maintaining a level 3 or higher on areas like academic rigor and partnerships. For metric 1.7 (Student Survey), scores increased from 2.88 to 2.96 overall, with junior high students increasing from 2.8 to 2.86. This suggests students are perceiving greater academic rigor, which correlates with the district's increased focus on instructional quality through Signature Strategies and targeted PD. For Metric 1.8 (Parent Survey), while still above the desired threshold of 3.0, scores slightly decreased (Academic Rigor: 3.3 --> 3.25; Partnerships: 3.29 --> 3.23).

The Principal Reflection Survey results support the effectiveness of the district's actions under Goal 1. Average ratings increased or remained stable across key indicators:

Professional learning for staff: Increased from 3.99 to 4.03

Standards-aligned materials availability: Increased from 4.1 to 4.14

Support to improve instructional delivery: While this dropped slightly (3.97 to 3.69), the overall ratings remain high

Implementation of other academic standards (PE, Health, VAPA): Rose from 3.78 to 3.96

This feedback reflects strong implementation of Actions 1.1, 1.6, and 1.10, particularly around professional learning, access to high-quality materials, and standards-based planning. The slight dip in support for instructional delivery suggests an area for deeper coaching and feedback structures.

Contributions of Specific Actions to Progress- The following are reflections of actions that are correlated with the successes. Also included are some challenges along with the actions taken to address them:

Action 1.1: FSD is continuing to build cohesiveness regarding professional development. "FSD Core Practices" are now being synonymously called "FSD Signature Strategies." This growing cohesiveness has enabled more consistent language, aligned instructional focus, and shared opportunities for continuous improvement across school sites. Teachers had opportunities to engage in professional development of the FSD Signature Strategies and many other focus areas through the summer institute offered in August 2024 and through trainings during the school year. Principals engaged in professional development regarding curriculum, continuous improvement, and policies. FSD is systematically training teachers in Orton-Gillingham strategies with the vast majority of K-2 teachers having been trained by the end of the 2024-2025 school year. Next year, FSD will focus on 3rd grade teachers.

Action 1.2: FSD is growing its Dual Language programs by adding classes. Middle college courses continue to engage interested students in college level curriculum. More teachers were onboarded to the Career Ready Practices, and Maple Elementary School became a part of the Career Connected School network through the Orange County Department of Education.

Action 1.3: In order to fill instructional assistant positions, FSD held an Instructional Assistant job fair in which interested applicants could apply, test, and interview in person.

Action 1.4 and 1.12: 49.7% of English learners made progress toward English language proficiency, which is an increase of 4.4% compared to the previous year. The EL Jump Start academy, GLAD strategy training for teachers, and Ellevation training for teachers continue to support students in making progress toward proficiency. The district collaborated with the community through DELAC meetings to collectively support the growth of English learners. FSD also incorporated instructional rounds for administrators in order to improve EL instruction.

Action 1.5: In order to provide early, meaningful support that strengthens their practice and encourages long-term commitment to both the district and the profession, FSD has developed an Educational Specialist Academy that is planned to launch in the Fall of 2025. The Educational Specialist Academy is an optional one-year program designed to support interns, brand new teachers, and educators who are new to FSD in their role as Education Specialists. While all new Education Specialists will still be required to complete two years of Induction to clear their credentials, this academy offers an initial year of targeted support before they begin that process. Participants will be paired with a dedicated mentor and engage in professional development that is specific to the unique responsibilities of Educational Specialists in FSD. FSD has been working to address over-identification of Hispanic students in the qualifying area of Specific Learning Disability (SLD). Two root causes are being addressed: students that are chronically absent as well as a focus on core instruction & response to intervention practices. Efforts have included the training of school psychologists in differentiating between language acquisition and learning disability and

the use of the C-LIM. Additionally, in order to reduce significant disproportionality, FSD will focus on classroom Tier 1 and Tier 2 instruction in addition to pull out supports. This Districtwide realignment aims to produce consistent understanding, practices, and procedures. These efforts aim to provide timely interventions before special education identification, helping prevent the premature or inappropriate referral of Hispanic students in the Specific Learning Disability category. Progress will be measured through reduced referrals to special education, increased attendance, High Reliability Schools training, expanded Orton-Gillingham training, instructional rounds, training surveys, teacher pre/post assessments, Tier 2 classroom data, District Benchmarks, and site-based progress monitoring tools.

Action 1.6: Book circulation patterns suggested that expanding access to high-interest, appropriately leveled texts could support stronger engagement among middle school readers. The Innovation and Instructional Support (IIS) team analyzed circulation data to identify the most frequently checked-out books among middle schoolers and strategically expanded the district's e-book collection to provide students greater access to high-interest reading materials.

Action 1.7: FSD has strengthened communication channels to inform families of Foster Youth and students experiencing homelessness of enrichment opportunities. FSD's signature enrichment programs have seen an increase of in the percentage of foster youth and low-income students participating in the signature programs.

Action 1.8: FSD continues to use MTSS processes and monitoring tools to support students. Additionally, a majority of sites expanded their interventions to outside of normal school hours. The Encore after school program also purchased virtual intervention curriculum for Title 1 sites that is being used to support students. In order to improve outcomes for homeless students, students identified under the McKinney-Vento (MKV) program who need additional support in math and ELA are being prioritized for Tier 2 interventions through the district's Response to Intervention (RTI) program. RTI coaches work closely with Social Service Assistants (SSAs) to provide targeted academic and social-emotional support before, during, and after testing. In preparation for testing, RTI coaches facilitate goal-setting sessions with students and send home goal-setting letters. SSAs then reference these letters during their regular check-ins with families to reinforce academic focus and encourage parent engagement. During the testing window, RTI coaches conduct ongoing check-in meetings in the morning before testing with RTI-identified students to provide encouragement and monitor well-being. After testing, SSAs follow up with families to share that testing has been completed and highlight a student success story, strengthening family connections and celebrating growth.

Action 1.9: In order to assess development learning in early childhood, the Transitional Kindergarten (TK) report card has been aligned to the Desired Results Developmental Profile (DRDP). TK teachers received training to collect observational data for the DRDP and completed the DRDP online training through the California Early Childhood Online (CECO) platform. In the absence of state-adopted Common Core standards for TK, teachers benchmark student progress using the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) assessment three times a year. To support social-emotional development, TK teachers participated in Social and Emotional Foundations for Early Learning (SEFEL) training, which included behavioral strategies specifically tailored to 4-year-olds. Administrators were also trained on developmentally appropriate activities and environments for this age group. At the start of the year, TK teachers engaged in training on creating appropriate classroom environments for TK students.

A committee piloted Creative Curriculum, a play-based program that will be implemented next year to promote consistent and coherent instructional practices across TK classrooms. A consultant worked with TK teachers over the course of six full days to support the development of play-based learning centers and provocations and also provided a launch session at the beginning of the year focused on play-based learning.

In preschool, program expansion included adding PM classes at Hermosa Drive and Maple, as well as full-day and extended half-day options at Sunset Lane. Preschool instructional aides and teachers in need of renewal received CPR training. A behavioral and mental health consultant is now working directly with preschool staff to support students and families through strategies that strengthen home-to-school connections. The latest EDI update was not available in time for this year's LCAP.

Action 1.10: FSD continues to support grade level and subject matter PLCs both at the school site and district level. Teachers meet at their sites by grade level and subject matter, and teachers who elect to join subject specific PLCs at the district level can choose from various PLCs for learning and collaboration. Additionally, FSD is continuing the practice of Collaborative Inquiry Cycles for continuous improvement, but we are not doing the Breakthrough Team Challenge through an outside consultant.

Action 1.11: FSD supported principals in developing their School Plans for Student Achievement (SPSA) through PD and also dedicated time for developing and writing the SPSA. To support strategic planning, FSD will hold a vision-building retreat for managers and administrators in the summer of 2025.

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.

FSD did not hold the Emerging Leaders Academy this year. As the academy is taught by existing FSD administrators, this did not cause major material differences in expenditures. FSD has held an information sessions for next year's academy. The Lindamood-Bell Academies for English Learners are no longer part of the district's collective approach. Instead, there is an emphasis on Orton-Gillingham (OG) strategies to support foundational literacy. Reader's Workshop has been replaced with reading units of study. Additionally, the Breakthrough Team Challenge is no longer being implemented. The district put more emphasis on the Collaborative Inquiry Cycle (CIC) to guide school teams in analyzing data, reflecting on practice, and planning targeted next steps to support student achievement. The latest Early Development Index (EDI) update was not available to be included in this LCAP's metrics. The data will be ready for next year's LCAP.

The Arts Teacher on Special Assignment in Action 1.1 retired. The arts integration team, including the district arts team and the Arts Lead Teachers, will continue to support all school sites.

Regarding Metric 1.5 and 1.6: In the Spring of 2025, the following schools did not take iReady D3 and opted to administer the SBAC Interim instead- Acacia Elementary, Beechwood School, Parks Jr. High School, Sunset Lane Elementary School. All schools administered iReady D3 in the Spring of 2024. The option to administer SBAC interim assessments in place of i-Ready Diagnostic 3 was offered this year, based on the perceived advantages of using an assessment closely aligned with the SBAC. However, this approach will be reevaluated for the following school year.

Action 1.8 has been revised to include LREBG funding.

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 | Professional Development For All Appropriate Staff For Positive Student Learning Outcomes | <p>As a component of high-quality instruction, FSD invests in Professional Development (PD), emphasizing continuous learning and instructional improvement. PD offers targeted training and skill enhancement for all appropriate staff.</p> <p>Key actions include, but are not limited to, the following:</p> <p>Provide Professional Development Opportunities for All Appropriate Staff:</p> <ul style="list-style-type: none"> • Evidence-based FSD Core Practices in ELA and Math: Identify and implement three core practices each for English Language Arts and Mathematics • Arts Integration strategies through Arts Lead Teachers • Differentiation Strategies for GATE students, high-achievers, and students with disabilities, including differentiated instructional strategies and curriculum resources that meet students' needs • Monthly educational leadership training for administrators • Monthly Principal staff development • Staff conference attendance for broader learning • Summer Institute for Principals & Teachers focused on curriculum and leadership • Computational thinking, coding, and STEM • Hands-on Math and Science techniques • Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS) - ELA and Math • Health and Physical Education Standards • History/Social Studies Framework and Content Standards • Culturally Responsive and Relevant Teaching • Social-Emotional Skill Development • Information Literacy • Visual, Performing, and Media Arts • New Teacher orientation and training • Strategic School Vision Planning for administrators • Professional development for nurses | \$1,840,983.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|-----------------|--------------|
| | | <ul style="list-style-type: none"> Conference attendance for Dual Language Academy teachers | | |
| 1.2 | Advanced Coursework and College and Career Readiness | <p>Provide student access to advanced learning opportunities and college and career readiness.</p> <p>Offer a variety of opportunities that are aligned with career readiness, such as, but not limited to:</p> <ul style="list-style-type: none"> Gifted and Talented Education (GATE) Courses that focus on trades Align electives to Career Technical Education (CTE) standards and integrate Career Ready Practices (CRPs), including financial literacy Python and Apple Swift Coding at CS Pathway/Elective Schools, Cybersecurity/Networking Advanced Manufacturing, 3D Print, Graphic Design Honors and AP courses for junior high students Middle College opportunities for junior high students Spanish and Korean Dual Language programs Dual Language Academy Bi-literacy Attainment Award Hands-on STEAM Showcase opportunities Advancement Via Individual Determination (AVID) Junior High Ambassador Program Professional development on CTE and CRPs for elective teachers Advanced elective courses Congressional App Challenge High school articulation | \$637,622.00 | No |
| 1.3 | Recruit and Maintain High-Quality Staff | <p>To secure and maintain a workforce of high-quality staff, FSD will prioritize comprehensive strategies that include robust recruitment processes and a focus on employee retention. This approach will encompass proactive outreach to identify and attract skilled candidates and ongoing career development opportunities to encourage professional growth and job satisfaction. Furthermore, FSD will implement feedback mechanisms to</p> | \$60,785,016.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| | | <p>foster a culture of excellence and learning. By investing in these key areas, FSD will strive to create an environment that not only attracts but also retains top-tier professionals dedicated to advancing educational outcomes for all students.</p> <p>Examples of actions include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Peer Assistance Review (PAR) • Teacher induction program • Teacher preparation program • Administrator mentor program • Classified school employee professional development • Recruitment fairs • New teacher professional development • Training for certificated teachers pursuing administrative positions | | |
| 1.4 | Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff | <p>Improve the educational experience and outcomes for English Learners (ELs) by implementing a comprehensive support system. Focus on enhancing both designated and integrated English Language Development (ELD) to improve language proficiency and academic achievement. Conduct regular assessments to monitor student progress, guiding tailored instruction and intervention. Additionally, provide professional development for educators so they are equipped with effective ELD strategies. The action also encompasses targeted intervention programs, access to bilingual aides, engagement of parents in language development, and the use of culturally relevant materials, all designed to create a welcoming and supportive learning environment for EL students.</p> <p>FSD wants families new to the community to feel embraced from the start, offering them a comprehensive package of resources, detailed school information, and dedicated contacts for personalized support. Through ELAC/DELAC meetings, FSD extends vital resources and guidance to parents, creating a strong foundation for their engagement in the educational community. To address the holistic wellness of newcomers, Community Liaisons and Social Service Assistants (SSAs) offer flexible check-ins for a seamless integration through regular, personal interactions. On the instructional front, FSD is committed to delivering high-quality</p> | \$4,585,341.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <p>education tailored for newcomer students. This includes specialized training for staff on the ELLevation platform, monthly educational resources for teachers, and a focus on literacy and early reading through proven programs and strategies. For junior high students, FSD provides dedicated instructional periods daily, coupled with enriching extended learning opportunities over the summer for 1st through 7th graders, laying a strong foundation for academic success and personal growth.</p> <p>Research evidence shows that parental involvement is likely to have positive impact on student achievement, summer school is likely to have a small positive impact on student achievement, response to intervention has potential to considerably accelerate student achievement, reading strategies have potential to accelerate student achievement, parental programs are likely to have positive impact on student achievement, and dual language programs have a strong correlation with student achievement. Additionally, positive self-identity developed through culturally relevant learning is likely to have a positive effect on student achievement. The actions below are for ELs across the district, including the following schools, which are in the red in EL Progress on the CA Dashboard: Beechwood School, Hermosa Drive Elementary, Ladera Vista JHS, Orangethorpe Elementary, and Woodcrest Elementary.</p> <p>Examples of actions include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Professional development on EL approaches to evidence-based FSD signature practices in English Language Arts and Math • Check-ins with Social Service Assistants • Parent Engagement through English Learner Advisory Committee (ELAC) & District English Learner Advisory Committee (DELAC) • Rtl Coaches • Supplemental instructional materials • English Language Development instruction • EL Jump Start Academy • Spanish events in Speech and Debate • ELD Committee/Multilingual Taskforce • EL Teacher Leads • Guided Language Acquisition and Design (GLAD) training • Implement ELLevation software to identify, track, and respond to the needs of English learners | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------------|--|-----------------|--------------|
| | | <ul style="list-style-type: none"> • Newcomer Plan for English Learners • English Language Development (ELD) strategies professional development • Dual Language Academy Teacher Training | | |
| 1.5 | Special Education Student Support | <p>Increase/improve services to meet the assessed learning needs of special education students through, but not limited to, the following:</p> <ul style="list-style-type: none"> • Provide professional development on behavioral interventions for all teachers, not just those exclusively teaching student qualifying for special education. • Create focus groups with a lens to improve services and address root causes of disproportionality • Review policies and infrastructures to address contributing factors to disproportionality • Train school psychology staff in differentiating disability from other contextual factors in order to address disproportionality within special education. By equipping staff with the skills to accurately identify disabilities and students who truly require special education services, FSD can provide appropriate and effective forms of support to student who require them. • Provide evidence-based instructional practices, including the FSD signature strategies in ELA and Math, to Special Education Staff. • Three lead Behavior Intervention Associate (BIA) staff and a total of 10 associates to support 20 school sites. • Continue to provide additional behavior specialists and instructional assistants to support students with disabilities. • Continue to expand the co-teach instructional model across the district and into Transitional Kindergarten. • Provide professional development on the co-teach instructional model in order to expand opportunities for students with disabilities. • Continue to offer Extended School Year opportunities to students who are eligible through their IEP. • Access to after-school opportunities for special education students. | \$21,178,295.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|---|----------------|--------------|
| | | <ul style="list-style-type: none"> • Provide professional development for general education teachers on strategies for differentiation in order to maximize the time special education students are in regular education classes. • Adhere to FSD's Attendance Roadmap for chronic absenteeism to increase attendance as chronic absenteeism may negatively impact student achievement. Use MTSS attendance model and follow school site plans to intervene on an as needed basis. • Educational Specialist Academy | | |
| 1.6 | Standards-Aligned Curriculum and Materials | <p>Provide both students and teachers access to rigorous, standards-aligned and culturally relevant instructional materials, encompassing both print and digital formats, across all core content areas. Being culturally relevant is important for many reasons including engagement and positive self-identity. Research shows that positive identity is likely to have a positive effect on student achievement.</p> <p>Examples include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Comprehensive English Language Arts and English Language Development curricula • Writers Workshop • FSD Core Practices, also known as FSD Signature Strategies, in ELA and Math • Orton-Gillingham • High Reliability Schools • Cotsen • Math curriculum • Williams Instructional Materials • Science curriculum and hands on kits • PE Equipment | \$1,337,141.00 | No |
| 1.7 | Participation in Exploratory Enrichment | <p>Increase participation of English learners (including LTELs), Foster Youth, and students experiencing economic hardship in exploratory enrichment. Provide students enrichment opportunities for exploration and personal</p> | \$5,886,649.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <p>growth in a wide range of interests. Opportunities include, but are not limited to:</p> <ul style="list-style-type: none"> • STEM clubs at all elementary sites • FSD All the Arts experience centers: Clay Lab, Colors, Shapes, & Numbers Lab, Civilizations and Cultures • Family Arts Nights at all elementary schools and PK - 8 sites • STAGE programs and performances • Speech and Debate clubs, classes, and competitions • Arts and STEM Showcase opportunities • High-interest clubs and activities for junior high school students • E-sports • Street Hockey <p>According to Visible Learning MetaX, coding has "potential to accelerate" student achievement, drama and arts have "potential to considerably accelerate" student achievement, robotics has the "potential to considerably accelerate" student achievement, STEM programs have the "potential to considerably accelerate" student achievement, gaming has "potential to accelerate" student achievement, and exercise and sports programs "likely have a positive impact" on student achievement.</p> <p>Exploratory enrichment activities, including those listed above, serve as contributing actions for English learners (including LTELs), Foster Youth, and students experiencing economic hardship in the following ways:</p> <ol style="list-style-type: none"> 1. Exploratory enrichment activities provide students with additional learning opportunities and experiences that they might not otherwise have, helping to bridge any educational gaps. 2. Promoting Engagement and Retention - By offering a wide range of exploratory activities, schools can significantly increase engagement among students. These activities can make school more appealing and relevant to students, potentially reducing absenteeism and increasing retention rates. 3. Enhancing Academic Achievement - Participation in exploratory enrichment activities has been linked to improved academic outcomes. | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-----------------|--------------|
| | | <p>These activities can support the development of critical thinking, problem-solving skills, and creativity, which are transferable to academic subjects and also to college and career readiness.</p> <p>4. Supporting Social and Emotional Development - Many pupils face challenges that impact their social and emotional well-being. Exploratory enrichment activities provide a supportive environment where students can build confidence, resilience, and social skills. By participating in group activities and clubs, they can form meaningful connections with peers and adults and have a sense of belonging and community.</p> <p>5. Preparing for Future Opportunities - Exploratory enrichment activities expose pupils to a variety of potential career paths and fields of interest, including those in STEM, the arts, and digital technologies. This exposure is crucial for helping students envision and prepare for future educational and career opportunities, particularly in areas where certain populations are underrepresented.</p> <p>To increase English learner, Foster Youth, and economically disadvantaged student participation in exploratory enrichment, FSD will implement strategies designed to remove barriers to participation and provide access such as providing opportunities free of charge, subsidizing fees, and providing information about programs in multiple languages. Additionally, FSD will create programs that are culturally relevant and supportive. Collaborations with community organizations will further enrich offerings, providing unique experiences that broaden students' horizons.</p> | | |
| 1.8 | Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness | <p>Increase and improve services to target low income and foster youth. Create and identify systems and tools that help identify student academic learning needs and match those needs to effective interventions, services, and programs.</p> <p>According to evidence based on research on Visible Learning MetaX, response to intervention has potential to considerably accelerate student achievement, mentoring is likely to have a small positive impact on student achievement, accountability systems are likely to have positive impact on</p> | \$27,746,743.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>student achievement, and the well-being of students is likely to have a positive impact on student achievement. Visible Learning MetaX defines well-being as the holistic experience of students. It involves considering what best serves their overall interests, and well-being is characterized by the experience of positive emotions and the minimization of negative emotions.</p> <p>Furthermore, after-school programs are likely to have a positive impact on student achievement by preventing students from being alone at home for extended periods after school, offering additional academic time to those who are struggling with key curriculum elements, and decreasing instances of crime and victimization during after-school hours. Additionally at FSD, students in the expanded learning program receive enrichment opportunities in STEM, art, and sports which have been cited in action 1.7 as having potential to considerably accelerate or likely to have a positive impact on student achievement.</p> <p>Examples of actions include, but are not limited to the following:</p> <ul style="list-style-type: none"> -Maintain by regularly updating and monitoring the internal data dashboard to track progress on multiple measures (SBAC, iReady, absences, interventions, programs, supports). -Analyze data and use outcomes to inform improvement of efforts and MTSS based interventions to match and serve Low-Income Youth and Foster Youth. -Provide coaching support to sites in using dashboards to identify needs and match supports for Low-Income Students and Foster Youth. -Bi-weekly family check-ins for assessing and addressing academic needs as needed. -Response to Intervention programs and teachers at every school site in mathematics and language arts/literacy -Mentor team support for at-risk students, including Foster Youth, English Language Learners, socioeconomically disadvantaged students, and students experiencing homelessness -Expanded Learning: Programs after school and during breaks to provide ELs, students experiencing financial hardship, and foster youth with additional academic support, enrichment activities, and personal development opportunities. | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| | | <p>LREBG Action</p> <p>LREBG Rationale: FSD is allocating LREBG funds to support Response to Intervention (RtI) coaches based on strategies that promote accelerated learning recovery in mathematics. More background on this LREBG action rationale can be found in the Annual Updates: Reflections section of this LCAP. According to the What Works Clearinghouse guide, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, and Assisting Students Struggling with Mathematics: Intervention in the Elementary grades, mathematics intervention includes several practices for improving outcomes in students at risk of math difficulties. RtI coaches play a critical role in implementing these practices, including:</p> <ul style="list-style-type: none"> -Screening of students to identify those at risk -Delivering explicit, systematic instruction to targeted students -Using multiple representations such as visual representations to deepen mathematical understanding -Supporting capacity for solving word problems based on common problem structures -Building fluency of basic arithmetics -Teaching clear mathematical language so students can communicate understanding <p>LREBG Action Metrics: 1.3, 1.6</p> <p>LREBG Funds: FSD has unexpended LREBG funding. LREBG Funds supporting this action in the 2025-2026 School Year: \$1,345,750 The apportionment of additional funds beyond the amount listed above is currently unknown. When the amount is known, FSD's LCAP team will report on the expenditure amounts as a part of the LCAP mid-year update, and the amount will be documented in the 2026-2027 LCAP.</p> | | |
| 1.9 | Pre-Kindergarten, TK, and Kindergarten | Recognize early years as pivotal for embedding foundational skills in Mathematics and English Language Arts (ELA). This strategic focus immerses children from the outset in learning experiences that connect | \$879,461.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>basic math concepts and literacy, building a strong foundation for their future academic journey. Through integrated, playful, and engaging activities, PK and TK programs aim to cultivate a deep-seated love for learning, critical thinking, and problem-solving skills. This approach emphasizes the district's commitment to preparing students for success not only in these core subjects but across their entire educational and personal development paths.</p> <p>Pre-school programs, including kindergarten, are likely to have a positive impact on student achievement. Evidence suggests that Full-Day Kindergarten enhances academic performance, which is linked to long-term health advantages. When focused on low-income communities, Full-Day Kindergarten has the potential to promote health.</p> <p>Researchers advocate for employing trained bilingual staff, and training mainstream early childhood educators to work effectively with English language learners. Furthermore, they emphasize the importance of offering high-quality preschool environments and expanding access for children from the most economically disadvantaged families. Additionally, research evidence shows favorable outcomes from "comprehensive" early childhood programs that incorporate phonemic awareness, phonics, and other skills, alongside activities initiated by children. FSD is proud to offer a comprehensive program structured around the Desired Results Developmental Profile (DRDP) developed by the California Department of Education, Early Education and Support Division and Special Education Division that includes Language and Literacy Development, English-Language Development, Cognition, Including Math and Science, Physical Development–Health, History-Social Science, Visual and Performing Arts, Social and Emotional Development, and Approaches to Learning–Self-Regulation.</p> <p>Additionally, research states that over half of children in foster care enter kindergarten without strong phonological awareness, a key predictor of later reading success. By expanding access to high-quality early education programs, FSD provides foster youth with early interventions that strengthen foundational skills and long-term growth.</p> <p>Example actions include, but are not limited to, the following:</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------------|--|----------------|--------------|
| | | <ul style="list-style-type: none"> -Extended Day Kindergarten -PK/TK specific PD for teachers (Socio-emotional learning, English Learners, Desired Results Developmental Profile-DRDP, developmentally appropriate practices, Reggio Emilia) -PD for classified staff (training for preschool and early childhood IAs) -Bilingual staff for Preschool and DLA in TK -Parental Involvement (Parent Advisory Committee for Preschool) -Age appropriate assessment strategies implementation (DRDP and Early Development Index) -Resources specific to TK/PK (First 5 and our SPSA to provide resources and referrals to our families) -Community education about availability of TK/PK at FSD (webinars, board presentation, outreach) -Community engagement about the benefits of early education (Fullerton Collaborative, parent education classes for TK and PK through Resilient Families - Priority Center) | | |
| 1.10 | Professional Learning Communities | <p>Provide teachers time, resources, data systems to participate in Professional Learning Communities (PLCs).</p> <ul style="list-style-type: none"> • Collaborative Inquiry Cycle • Data dashboards/student information systems • Supplemental CCSS instructional materials • Scope and Sequence for ELA and Math • Structured release time • Grade level and vertical articulation • Instructional aide support • Special education teachers support • Professional development for general education teachers to support students with unique learning needs • Rtl Lead roles in facilitating PLCs <p>PLCs provide the collaborative culture that can enhance the impact of PD by allowing it to be more practical, relevant, and sustained over time. This integration of PLCs and PD contributes to creating a dynamic and</p> | \$1,352,816.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|--|----------------|--------------|
| | | supportive environment conducive to continuous professional growth and improved student outcomes. | | |
| 1.11 | Fiscal Alignment | <p>Align financial resources to prioritize identified needs. This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Utilizing financial budgeting systems • Writing grants to support specific student groups through new or existing initiatives • Providing training on the alignment of fiscal resources • Providing principal training on composing the School Plan for Student Achievement (SPSA) | \$5,227,282.00 | No |
| 1.12 | Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff | <p>In additions to the actions in Action 1.4, FSD will support Long Term English Learners through, but not limited to, the following actions:</p> <ul style="list-style-type: none"> -Utilizing the Practice Interim ELPAC to guide targeted interventions based on interim test results. -Teachers employing specific scaffolding techniques for LTELs, utilizing materials from Wonders ELD (grades K-5) and StudySync ELD (grades 6-8) that are tailored for LTEL needs, along with the Ellevation platform, which offers strategies for all proficiency levels of English Learners. -Teacher professional development on curriculum for LTELs, data monitoring, and data informed practices to support LTELs -Involvement in EL Bootcamp to improve language skills. | \$639,603.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 2 | FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In alignment with the Fullerton School District's mission and FSD Board Goal 5.4, the district's approach to technology integration is comprehensive so that students not only engage in responsible digital citizenship and wellness but also utilize technology as a pivotal tool in their education. This strategy encompasses providing access to technology and promoting digital literacy and safe online practices. It extends further to empower students to harness technology for a range of educational purposes: accessing resources, creating content, and participating in state and local assessments.

The district's strategy to promote digital citizenship, information/media literacy, and online safety, as outlined in Board Goal 5.4, is integral to this holistic approach to technology integration. By educating students on the ethical and safe use of digital tools, FSD fosters a responsible digital culture both in and out of school. This includes critical media literacy skills that enable students to navigate the internet safely, discerning credible information from misinformation. Parental involvement is also a key component of FSD's technology strategy. By holding training sessions and providing resources for digital literacy and internet safety, the district engages parents as partners in promoting responsible technology use at home. The principles of digital citizenship extend beyond the classroom, supporting students' safe and productive use of technology in all aspects of their lives through this collaborative approach.

FSD's commitment is that all students and teachers have access to the necessary digital tools and infrastructure. This foundational step is crucial for enabling students to leverage technology effectively across their learning journey. By integrating technology into the curriculum, FSD provides students with the opportunity to explore a vast array of digital resources. This access is instrumental in enriching their learning experience, allowing them to delve deeper into subjects, broaden their understanding, and connect with global perspectives. Moreover, technology serves as a creative outlet for students within FSD. They are encouraged to use digital tools to create content which empowers them to express their understanding and interpretations in innovative ways. This application of technology falls in line with the FSD philosophy, allowing students to impact others through their learning. This creative use of technology not only improves their learning experience but also cultivates critical thinking, problem-solving skills, and digital creativity, preparing them for future academic and career endeavors. Additionally, technology plays a critical role in testing within the district. Students need to be proficient in using digital platforms to

take these local and state assessments, emphasizing the importance of technology in evaluating and monitoring academic progress. This proficiency is not only about navigating the test interface but also about applying their knowledge in a digital context. Integrating into this technology-focused landscape, FSD is pioneering in providing Artificial Intelligence (AI) professional development and support for all relevant staff.

The Fullerton School District's strategic approach to technology integration, underpinned by FSD Board Goal 5.4, aims for students to have the knowledge to be responsible digital citizens and proficient users of technology for learning, creating, and assessment. This comprehensive strategy emphasizes the district's commitment to leveraging technology for engaging students, improving educational outcomes, keeping our students safe online, and preparing students for the future.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|------------------------|--|----------------|---------------------------|----------------------------------|
| 2.1 | % of students who have daily access to high quality digital instructional resources | 2023-2024 100% | 2024-2025 100% | | Maintain 100% | 0 |
| 2.2 | % of students who have Google Accounts for student created work | 2023-2024 100% | 2024-2025 100% | | Maintain 100% | 0 |
| 2.3 | % of teachers who teach requisite digital citizenship, information literacy, and Internet safety lessons across the school year | 2023-2024 100% | 2024-2025 100%* *Note: A 100% in this metric indicates that all assigned teachers delivered the instruction to reach all students. | | Maintain 100% | 0 |
| 2.4 | Number of schools in which personnel have been trained in AI technology integration | 2023-2024 6 Schools | 2024-2025 20 schools | | All 20 schools trained | +14 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--|----------------|--------------------------------|----------------------------------|
| 2.5 | LCAP Teacher Survey 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time | 2023-2024 Teacher confidence in using instructional technology to enhance student learning: Average rating: 3.25 | 2024-2025 Teacher and classified staff working directly with students confidence in using instructional technology to enhance student learning: Average rating: 3.19 Note: In 2024-2025, FSD included classified staff working directly with students in this metric. Prior to this year, this metric only included teachers. | | Maintain Average at or above 3 | -0.06 |
| 2.6 | Number of Tech Mini-Externship Workshops through the Innovation and Instructional Support Department | 2023-2024 10 events (An event is defined as a FSD personnel who specializes in a tech field going out to sites to engage with students or students going to meet FSD personnel who specializes in a tech field in their workspace) | 2024-2025 388 events | | Increase to 15 events per year | +378 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|--|--|
| 2.7 | LCAP Principal/Administrator Survey 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time | 2023-2024 Principal/administrator confidence in supporting staff to use technology to enhance student learning Average rating: 3.45 | 2024-2025 Principal/administrator confidence in supporting staff to use technology to enhance student learning Average rating: 3.63 | | Maintain Average at or above 3 | +0.18 |
| 2.8 | LCAP Parent Survey 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time | 2023-2024 Parent rating of school's performance in using instructional technology in a way that helps the child learn Average Rating: 3.34 | 2024-2025 Parent rating of school's performance in using instructional technology in a way that helps the child learn Average Rating: 3.27 | | Maintain Average at or above 3 | -0.07 |
| 2.9 | Percentage of families who request a hotspot for Internet access and are provided one | 2023-2024 All: 100% Foster Youth: 100% ELs: 100% Low-income: 100% | 2024-2025 All: 100% Foster Youth: 100% ELs: 100% Low-income: 100% | | All: 100% Foster Youth: 100% ELs: 100% Low-income: 100% | All: 0 Foster Youth: 0 ELs: 0 Low-income: 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.

FSD remains committed to technological solutions that support student outcomes. This past year, the district provided ongoing training for staff, students, and parents on technology use and digital wellness. A key highlight was a districtwide AI training, where four hours of a certificated training day were dedicated to teachers engaging in how they can use AI to save time, improve instruction, and offer students new ways to show what they've learned. Classified staff also had opportunities for training to learn AI tools within Canva, ChatGPT, and Adobe Express to support their own work and student learning. Recognizing the increasing significance of AI, FSD accelerated efforts to introduce educators to AI tools and applications. FSD also acknowledged that educators come with varying levels of familiarity with AI and learn at different paces. To support this, learning opportunities were differentiated, offering both hands-on sessions and accessible resources that allowed teachers to explore and apply AI tools in ways that fit their needs. Sessions about digital wellness for parents and students and AI for parents was offered at FSD's community facing event, Champions for Children. Due to a substitute teacher shortage, FSD is continuing to place a cap on the number of substitute teachers available for professional development, but the cap has increased from 10 to 15 teachers, which has allowed for more teachers to participate in professional development, including a new cohort of 15 teachers taking a deeper dive into AI integration.

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.

Actions 2.4, 2.5, 2.6, 2.7, and 2.8 each experienced increases of over 10% between the budgeted amounts and estimated actuals. This was primarily due to the implementation of a 2.5% on-schedule salary adjustment, retroactive to July 1, 2024, which contributed approximately \$111,000 in additional expenditures under Goal 2. Additionally, part of the \$404,571 carryover from Innovation and Instructional Support contributed to actions 2.4, 2.5, 2.6, 2.7, and 2.8. For action 2.5, a portion of the \$469,737 Title I carryover was allocated for instructional materials, further increasing spending in this goal.

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

FSD has been proactive in education and training regarding AI for staff, and training was provided to staff at all 20 school sites and district managers. This happened ahead of schedule compared to what was originally indicated on the metrics table due to recognition about the growing significance of AI. The district used two pupil free days for the AI training. One pupil free day in the fall was geared toward certificated staff, and the pupil free day in the winter was geared toward classified personnel. A core group of district office personnel from four different departments were trained before the first pupil free day and were dispatched to different locations around the district to train staff. Feedback from participants was overwhelmingly positive.

FSD maintained its goal of scoring 3 or higher on the LCAP Parent, Principal/Administrator, and Teacher Survey regarding tech. This means that parents said that most of the time, their child's school is using instructional technology in a way that helps the child learn. This also means that principals said that most of the time, they feel confident in supporting staff to use technology to enhance student learning. For teachers, an average rating of 3 on the LCAP survey in this category means that they feel confident most of the time in using instructional technology to enhance student learning.

FSD continued to provide hotspots to any students who needed them to access the Internet, and the Innovation and Instructional Support department continued to push into classrooms to provide workshops for students. The number of mini-externships increased significantly this year, because the count includes tech TOSAs pushing into classrooms to show students how to use industry level tools like those in Canva and Adobe.

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.

FSD added "AI training for parents and students" to Action 2.3, reflecting our commitment to equipping both students and families with the knowledge of AI tools. As AI continues to shape education and daily life, FSD is exploring a variety of tools that support learning, creativity, and efficiency, including those that help students not only use AI but also understand how it works. By including parents, administrators, students, teachers, and parents in this learning journey, we aim to build a shared understanding and confidence in the responsible use of AI.

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 | Build and Maintain Infrastructure for Instructional Technology | <p>The Fullerton School District is committed to supplying tools and resources that support a challenging and pertinent curriculum, closely aligned with core content standards. This approach involves teaching through modern educational strategies that emphasize critical thinking, creativity, collaboration, and digital literacy. FSD's commitment extends to providing essential technology infrastructure and resources that enhance the learning environment for both students and teachers. Key elements of this initiative include:</p> <ul style="list-style-type: none"> -Providing high-speed Internet access across all educational settings, facilitating seamless digital learning experiences, including network infrastructure -Implementing a strong network infrastructure complete with effective filters in order to maintain a secure and efficient online learning environment. -Regularly updating and maintaining technology devices for staff, supporting their ability to deliver high-quality instruction. | \$2,117,442.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|---|--------------|--------------|
| | | <p>-Enhancing classroom technology resources, including the integration of television monitors and wireless microphone/classroom amplification systems, to support interactive learning and effective communication.</p> <p>-1:1 iPad program, which provides students in grades 3-8 with access to individual devices</p> <p>-Offering school-level support through roles such as Technology, Library, and Media Assistants, who play a crucial part in managing and optimizing technology resources.</p> <p>-Employing skilled technicians dedicated to addressing tech support needs so that technology is functioning optimally for both teaching and learning.</p> <p>-Facilitating access to devices during the summer to students participating in summer programs enabling continued learning opportunities and preventing the summer slide.</p> | | |
| 2.2 | Professional Development: Innovation and Digital Literacy | <p>Offer professional development support and additional resources aimed at embedding 21st-century skills, innovative tools, and teaching strategies. Support mechanisms include training facilitated by Teachers on Special Assignment (TOSAs) focusing on innovation, personalized learning, and the incorporation of cutting-edge pedagogical approaches. Key areas of focus are, but are not limited to the following:</p> <ul style="list-style-type: none"> • Project-Based Learning • Robotics • Apps (Interactive learning, personalized learning, collaboration tools, future ready skill development, assessment and feedback, accessibility, organization and productivity, career exploration) • Technology integration conferences and associated costs (substitutes, conference fees) • Principal onboarding of new technologies • Classified training of technology integration • Staff AI trainings • Custom School-wide Professional Learning • Data systems use for root cause analysis and monitoring | \$398,635.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|--|--------------|--------------|
| 2.3 | Parent and Student Training | <p>Provide parents and students in person and/or webinar orientations and training to promote technology integration, digital literacy, and digital wellness:</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Parent webinars regarding digital wellness, emphasizing strategies for overseeing their children's digital activities, including device management, safe online communication, and internet usage monitoring. • AI training for parents and students • Keyboarding app available in the student portal for full accessibility, ongoing gamification for keyboarding • Digital Literacy and digital wellness resources available on the FSD website • Supply teachers with curated academic technology articles to support both digital and reading literacy skills. • Implement various technology systems and tools to help students identify, explore and experience their passions, interests, and strengths and provide opportunities for students to showcase their work. • Parent control over student devices when at home • Demo lessons, assemblies, and activities incorporating student use of various technology tools (i.e. video editing, video production, stop motion animation, website creation, coding, app prototyping, etc.) <p>Trainings empower families with the knowledge and tools needed to navigate the digital landscape safely and responsibly. By understanding how to use devices and apps effectively, parents can provide a balanced and healthy digital environment at home. Training in digital wellness and literacy also helps students develop critical skills and habits for their academic and personal lives, promoting a safer and more productive online experience.</p> | \$589,192.00 | No |
| 2.4 | Student Agency Opportunities | <p>Opportunities to build student agency and serve personalized learning needs and interests. Examples include, but are not limited to:</p> | \$248,941.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| | | -Broadcasting clubs and opportunities for students -"Tiny Home" project (students build a tiny home, advocate for their project, and document their journey) <ul style="list-style-type: none"> • FSD Fest • Film Fest • Innovation Experience • Passion Agents Conference • Spotlight Speakers • Global Games • League of Literacy • STEM Nation • Promote Title 1 school student participation - go out to all the Title 1 schools including demo lessons of tech tools and apps • Congressional App Challenge | | |
| 2.5 | Strategic Technology Support to Low-Income, Homeless, and Foster Youth | <p>Provide technology resources and training to students and families facing financial challenges, those experiencing homelessness, and foster youth to enhance educational outcomes. Research evidence shows that web-based technology tools have the potential to accelerate student achievement, and technology has potential to accelerate student achievement in mathematics and other subjects, is likely to have a positive impact on reading/literacy, is likely to have a positive impact on science, is likely to have a positive impact on writing, and has potential to accelerate students with learning needs.</p> <p>This initiative encompasses:</p> <ul style="list-style-type: none"> -Technicians to support student devices -Training on digital wellness -Student and family access to technology support for student devices -Provide information on free or low-cost Internet access options for students experiencing homelessness, Foster Youth, and socioeconomically disadvantaged students. -Provide hotspot Internet access for any student who needs it. -Increase afterschool support for IT as needed | \$2,507,194.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|--------------|--------------|
| 2.6 | Digital Wellness Curriculum and Implementation | <p>In today's rapidly evolving digital world, it's crucial for students to navigate the Internet safely and responsibly. FSD recognizes the importance of digital wellness and is dedicated to providing resources and educational materials to support the community including students and parents/guardians. FSD's comprehensive approach includes, but is not limited to:</p> <ul style="list-style-type: none"> • Counselor Lesson Videos on social media and internet safety accompanied by a video and slide deck detailing trustworthy campus contacts which will be regularly updated to reflect personnel changes. • Supplemental lessons developed by FSD staff in addition to Second Step and Common Sense Media in order to develop a robust understanding of digital citizenship within students and align with FSD's specific requirements, providing targeted and relevant digital wellness education. • Production of videos on digital wellness topics for the community aimed at both students and parents/guardians to promote safe and healthy digital habits. | \$181,071.00 | No |
| 2.7 | Tech Mini-Externship Workshops through the Innovation and Instructional Support Department Personnel | <p>Offer students real-world technology experiences facilitated by FSD's tech specialists. These experts will conduct workshops directly at school sites, as well as host students at their workplaces, immersing students in the practical applications of technology in professional settings. This initiative bridges classroom learning with the tech industry, providing a hands-on understanding of technology's role and potential in the real world. Examples of mini-externship workshops include, but are not limited to:</p> <ul style="list-style-type: none"> • In class networking workshops through networking personnel • Adopt a specialists' mindset • Special field trip workshops for industry level multimedia exposure • Drone applications | \$137,690.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 2.8 | Maintain Efficient Infrastructure and Device Ecosystem for District Operations | <p>Increase the overall operational framework of the district and schools through essential technological infrastructure that supports the district's daily activities and administrative tasks in order that staff and educators are well-equipped with the necessary tools to perform their roles efficiently. As such, this action is crucial in creating a seamless bridge between operational efficiency and educational excellence.</p> <p>Examples of actions include, but is not limited to:</p> <ul style="list-style-type: none"> -Printer/copier leases -Software for operations -Tech for business services -Computers for Maintenance and Operations | \$564,716.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 3 | All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social and emotional health and well-being of all staff and students. | Broad Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Fullerton School District is committed to creating and maintaining learning environments that are not only physically safe and welcoming but also address the holistic needs of students. This comprehensive approach is vital for students' academic, social, emotional, and cognitive growth. According to FSD's Fall 2023 Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) Teacher Screener, 6.3% of students (691 students) were identified as high risk, and 14.4% of students (1,563 students) were identified as moderate risk, resulting in a total of 20.7% of students (2,254 students) who were identified as moderate or high risk. This figure is lower than 22% in 2022-2023 and slightly higher than 19% in the Fall of 2021. Among other initiatives, the decrease could be attributed to the SEL and PBIS efforts of FSD in the post-Covid era. FSD is continually striving to lower the percentage of students who are at risk by addressing both the root causes of chronic absenteeism, suspensions, and the barriers to engagement. FSD's commitment to continuous improvement and its focus on creating engaging and inviting learning environments are key to its strategy to further reduce the number of students who are at risk.

FSD is actively improving and maintaining its interventions and support systems. This includes enhancing our mental health resources, further integrating SEL and PBIS practices across all schools, and providing targeted support for students identified at risk. Additionally, FSD is investing in professional development for our educators and staff to better identify, support, and intervene with students in need. FSD's commitment extends beyond immediate interventions. This encompasses ongoing evaluations of our programs' effectiveness, community partnerships to broaden the scope of our support services, and initiatives aimed at engaging families and caregivers in our students' educational journeys. By addressing these challenges with a multi-faceted approach, Fullerton School District aims to lower the percentage of students at risk and provide students with the support they need to thrive in every aspect of their school experience.

In addition to the socio-emotional and mental needs of our students, students also need to be physically safe. This dedication extends beyond the confines of the classroom to include school buses and outdoor play areas which affirms FSD's commitment to safety. FSD is committed to providing nutritious meals to students and has an award winning Nutrition Services department that recently won the National Gold Award called Turnip the Beet.

According to the California Dashboard, FSD's chronic absenteeism rate is 13.2%. Chronic absenteeism in students can be attributed to a variety of causes that span personal, social, and systemic factors. Understanding these causes is crucial for addressing the issue effectively.

Three student groups (Youth in foster care, students experiencing homelessness, and students receiving special education services) received the lowest level on the CA Dashboard in the chronic absenteeism category.

FSD's overall suspension rate is 1.1% for students suspended at least one day. Students experiencing homelessness is at the lowest level on the CA Dashboard at 6.7% of students being suspended at least one day. Additionally, suspensions for students in foster care are two levels below the FSD average. FSD is committed to decreasing the suspension rate of its students experiencing homelessness and those in foster care through the actions below.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------------------|---|---|----------------|---|--|
| 3.1 | Williams Facilities Audit | 2023-2024 100% compliance | 2024-2025 100% compliance | | 100% Compliance | 0 |
| 3.2 | Chronic Absenteeism Rate | 2023 California Dashboard: Overall: 13.2% Students with Disabilities: 23.7% Foster Youth: 32.4% Homeless students: 44% English Learners: 15% | 2024 California Dashboard: Overall: 10.6% Students with Disabilities: 19.4% Foster Youth: 25.3% Homeless students: 38.4% English Learners: 12.9% | | Overall: 5.7% Students with Disabilities: 16.2% Foster Youth: 24.9% Homeless Students: 36.5% | Overall: -2.6% Students with Disabilities: -4.3% Foster Youth: -7.1% Homeless students: -5.6% |
| 3.3 | Suspension Rate | 2023 California Dashboard % of students suspended at least one day: Overall: 1.1% Homeless: 6.7% Foster Youth: 5.1% English Learners: 1.4% | 2024 California Dashboard % of students suspended at least one day: Overall: 1.3% Homeless: 1.7% | | Overall: 0.5% or less Homeless: 5.7% Foster Youth: 4.1% | Overall: +0.2% Homeless: -5% Foster Youth: +1.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|--|--|
| | | | Foster Youth: 6.3% English Learners: 1.2% | | | |
| 3.4 | LCAP Student Survey FSD survey based on a 4 point scale measuring connectedness and safety: 4 = all of the time 3 = most of the time 2 = some of the time 1 = never | 2023-2024 Connectedness Average Rating All: 2.75 Elem: 2.94 Jr. High: 2.61 Safety Average Rating All: 2.86 Elem: 3.09 Jr. High: 2.71 | 2024-2025 Connectedness Average Rating All: 2.88 Elem: 2.99 Jr. High: 2.70 Safety Average Rating All: 3.03 Elem: 3.12 Jr. High: 2.87 | | Connectedness Average Rating: Increase to 3 in all levels Safety Average Rating All: Increase to 3 Elem: Maintain 3 or above Jr. High: Increase to 3 | Connectedness Average Rating All: +0.13 Elem: +0.05 Jr. High: +0.09 Safety Average Rating All: +0.17 Elem: +0.03 Jr. High: +0.16 |
| 3.5 | LCAP Teacher Survey FSD survey based on a 4 point scale measuring safety, Socio-emotional learning, and school climate: 4 = all of the time 3 = most of the time 2 = some of the time 1 = never | 2023-2024 Safety Average Rating All: 3.17 Elem: 3.12 Jr. High: 3.33 SEL Average Rating All: 3.02 Elem: 3.04 Jr. High: 2.97 School Climate Average Rating All: 3.21 Elem: 3.24 Jr. High: 3.12 | 2024-2025 Safety Average Rating All: 3.23 Elem: 3.19 Jr. High: 3.31 SEL Average Rating All: 3.07 Elem: 3.10 Jr. High: 2.99 School Climate Average Rating All: 3.24 Elem: 3.30 Jr. High: 3.12 | | Safety Average Rating All: Maintain 3 or above Elem: Maintain 3 or above Jr. High: Maintain 3 or above SEL Average Rating All: Maintain 3 or above Elem: Maintain 3 or above Jr. High: Increase to 3 or above | Safety Average Rating All: +0.06 Elem: +0.07 Jr. High: -0.02 SEL Average Rating All: +0.05 Elem: +0.06 Jr. High: +0.02 School Climate Average Rating All: +0.03 Elem: +0.06 Jr. High: 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--|----------------|---|--|
| | | | Note: In 2024-2025, FSD included classified staff working directly with students in this metric. Prior to this year, this metric only included teachers. | | School Climate Average Rating All: Maintain 3 or above Elem: Maintain 3 or above Jr. High: Maintain 3 or above | |
| 3.6 | LCAP Principal Survey FSD survey based on a 4 point scale measuring safety, SEL, and school climate: 4 = all of the time 3 = most of the time 2 = some of the time 1 = never | 2023-2024 Safety Average Rating: 3.59 SEL Average Rating: 3.52 School Climate Average Rating: 3.44 | 2024-2025 Safety Average Rating: 3.56 SEL Average Rating: 3.41 School Climate Average Rating: 3.41 | | Maintain 3 or above | Safety: -0.03 SEL: -0.11 School Climate: -0.03 |
| 3.7 | LCAP Parent Survey FSD survey based on a 4 point scale measuring safety: 4 = all of the time 3 = most of the time 2 = some of the time 1 = never | 2023-2024 Safety Average Rating: 3.24 | 2024-2025 Safety Average Rating: 3.23 | | Maintain 3 or above | -0.01 |
| 3.8 | Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) Teacher Screener | Fall 2023: 20.7% of students at moderate or high risk, n = 2,254 | Fall 2024: 20% of students at moderate or high risk, n = 2,182 | | Decrease to 20% or below in line with the PBIS pyramid which indicates 10-15% | -0.7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|--|---|
| | | | | | of students is Tier 2 and 5% in Tier 3 | |
| 3.9 | Attendance Rate | 2022-2023: 96% | 2023-2024: 96% | | Maintained or increased | 0 |
| 3.10 | Drop Out Rate | 2023-2024: 0% | 2024-2025: | | 0% | 0 |
| 3.11 | Percentage of Foster Youth and Homeless students needing Tier 3 SEL Interventions | Spring 2024 Foster Youth: 27.5% Homeless students: 19.3% | Spring 2025 Foster Youth: 21% Homeless students: 18.4% | | Spring 2027: Foster Youth: 24.5% (Decrease approximately 1% per year) Homeless students: 16.3% (Decrease approximately 1% per year) | Foster Youth: -6.5% Homeless students: -0.9% |
| 3.12 | Expulsion Rate | Expulsion Rate 2022-2023: 0% | Expulsion Rate 2023-2024: 0% | | | 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.

FSD's collaborative approach, with multiple partners sharing responsibility for addressing chronic absenteeism, contributed to a decrease in rates among all students, including students with disabilities, foster youth, and homeless students. FSD's school sites also launched its school attendance plans and are transitioning to year 2 of the attendance roadmap plans. This means that each site has completed an attendance team, the team has completed a self-assessment survey regarding attendance, each team also created a MTSS tiered pyramid of attendance interventions, and created a calendar of attendance activities. In year 2, teams are retaking the school site team survey, comparing results to the survey from the previous year, and editing their pyramids and calendar of attendance activities based on new information and reflection. FSD's Social Service Assistants, Mental Health Assistants, SEL TOSA, and PBIS TOSA continue to provide

instruction, check-ins, and interventions to support student needs. FSD continued to maintain a dedicated dashboard to help staff identify foster and homeless youth and provide timely, targeted support. Additionally, the Innovation and Instructional Support department supported schools by automating and distributing regular attendance reports to help sites and the district office respond proactively. The LCAP advisory committee recommended continuing the School Liaison Officer position, and this support will remain in place.

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.

Several actions under Goal 3, specifically Actions 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, and 3.8, experienced increases of over 10% between the budgeted amounts and estimated actuals. One contributing factor was a 2.5% on-schedule salary adjustment, retroactive to July 1, 2024, resulting in approximately \$518,000 in additional expenditures under Goal 3. The remaining increases in actions 3.4 and 3.4 are immaterial in amount.

Additional funding became available after the budget was adopted and was reflected in the Estimated Actuals. This included, under action 3.6, part of a one-time \$1,963,949 CalSHAPE grant for facility repairs, as well as part of the \$70,000 Community Engagement grant for actions 3.3 and 3.7.

Unbudgeted expenditures funded through carryovers and fund balances were also incorporated. These included part of the \$1,687,463 from the Inclusive Early Education Expansion Program for facility improvements under action 3.6; \$193,892 in Routine Restricted Maintenance for staffing and facility maintenance for action 3.6; for actions 3.3, 3.5, and 3.8 a portion of the \$469,737 Title I carryover allocated for instructional materials, and part of the \$245,731 ASES ESSER III carryover used for Elevo programming for action 3.6.

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

The robust approach of FSD to support students' well-being is correlated with progress toward the three-year outcomes. FSD continues to maintain a tight support web for students including Social Service Assistants, counselors, a PBIS TOSA, an SEL TOSA, and mental health resources. FSD implements a Multi-Tiered System of Supports (MTSS) to address students' academic, behavioral, and social-emotional needs, while providing targeted interventions to support their growth. The site specific attendance plans were correlated with a decrease in chronic absenteeism. In the LCAP survey, students scored their connectedness rating at 2.88, which is 0.13 higher than last year. A rating of 2.88 means that the average student rating lies between "some of the time" and "most of the time," closer to "most of the time." Although we have not met the three-year target of increasing to a 3 yet, we are headed in the right direction. The average rating for safety was 3.03, which is 0.17 higher than last year. This means that students on average feel safe "most of the time."

Teachers also rated safety as 3.17 meaning that on average, they feel safe "most of the time." The SEL average rating was 3.07 for teachers, meaning that teachers feel confident most of the time in identifying the social emotional needs of students, integrating social-emotional skill development into regular instruction and knowing how to respond to the social-emotional needs of students.

Principals rated safety as 3.56, which means that on average, they feel confident "all of the time" that their school is a safe place for students to learn, and they are confident in knowing how to respond to an emergency or dangerous situation happening at their school. On average,

parents expressed confidence in the safety of FSD schools, with a mean rating of 3.23, reflecting a “most of the time” sense of their child feeling safe.

In terms of the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) Teacher Screener, 20% of students were at moderate or high risk, which was slightly less than last school year. This means that fewer students were classified as moderate or high risk for internalizing or externalizing issues compared to the previous year. Below are specific actions speaking to each goal that reflect FSD’s overall progress toward meeting its intended outcomes. In Year 1, FSD saw a decrease in the percentage of Foster Youth and Homeless students requiring Tier 3 SEL interventions. Foster Youth dropped from 27.5% in 2024 to 21% in 2025, a reduction of 6.5 percentage points. Homeless students decreased from 19.3% to 18.4%, showing progress toward the long-term goal of a 1% annual reduction. These early results suggest that the supports and interventions put in place are beginning to reduce intensive SEL needs among our foster youth and homeless students.

Action 3.1 FSD continued appropriate trainings for appropriate staff through both in-person and ASCIP training. Some examples of training that FSD staff underwent are "Safe Schools" training, intruder training, search and rescue training, playground supervisor training, de-escalation training, and CPR training. Nonviolent Crisis Intervention (NCI) training was provided to Special Education teachers, Special Education Instructional Aides, school psychologists, principals, and other staff who support students with significant behaviors that may pose safety risks. Members of school crisis response teams have also been trained to respond in challenging situations.

Action 3.2 Last year, all twenty FSD schools were awarded Positive Behavioral Intervention and Supports (PBIS) Platinum Recognition. FSD teaches behavior expectations directly and explicitly through PBIS.

Action 3.3 FSD continues to implement the Second Step curriculum for Tier I SEL and RethinkEd for targeted Tier II social-emotional support. New teachers who need support can reach out to the SEL TOSA to receive training on the platforms. FSD also trained staff in Nonviolent Crisis Intervention (NCI).

Action 3.4 In 2024–25, Fullerton School District launched the Attendance Roadmap, a comprehensive plan designed to reduce chronic absenteeism and support every student in being present and engaged. The initiative centered on three key components: the development of site-based attendance teams, the use of a research-based self-assessment from Attendance Works, and the creation of tiered intervention systems. Every school established a multidisciplinary attendance team (including administrators, clerks, mental health staff, and other support personnel) which met regularly to monitor attendance data and implement schoolwide strategies. Teams completed the Attendance Works survey to assess current practices and identify growth areas, creating a strong foundation for progress monitoring throughout the year. Each site then identified interventions across three tiers: Tier I (universal supports for all students), Tier II (early interventions), and Tier III (targeted supports for chronically absent students). These interventions were calendared in a yearlong plan to for consistent implementation and accountability. To address chronic absenteeism among McKinney-Vento and Foster Youth students, monitoring systems have been established, including monthly attendance reviews with principals, weekly reports, individualized attendance plans with parents and staff, strategic home visits, and bi-monthly family check-ins. The 2024 California School Dashboard indicates these efforts have led to improvements, with the Fullerton Elementary School District's homeless students (Yellow band) showing a 5.6% decrease in absenteeism to 38.4% among 164 students, while the Foster Youth group (Orange band) saw a 7.2% reduction to 25.3% among 91 students. In 2025–26, this work continues to deepen, as site teams now shift the Attendance Works self-assessment from a baseline tool to a progress monitoring

measure Teams continue to monitor, evaluate, and improve their attendance interventions across all three tiers and calendar their 2025–26 attendance activities before the start of the school year.

Action 3.5 FSD provided wrap around services for students experiencing financial hardships and foster youth through the HUB resource center located at Valencia Park Elementary School. FSD also allocated funds for students who needed special transportation arrangements to get to school and extracurricular activities.

Action 3.6 FSD has established a single point of entry at each school site to strengthen campus security. The district is currently supported by a School Liaison Officer, and funding for this position will continue.

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.

FSD added “safe spaces at schools for students to cool down emotionally,” “visual vests for supervisors to stand out,” and "provide structured play time" to Action 3.2 to support student well-being and campus safety. These additions aim to create more supportive environments and improve visibility of adult supervision during unstructured times. Actions 3.4, 3.5, and 3.8 have been revised to include LREBG funding.

English learners were added to metrics 3.2 and 3.3 in order to paint a more robust picture of our English learner students' experiences. The data for the baseline year of 2023 for English learners were added for metrics 3.2 and 3.3.

The expulsion rate was included in metric 3.12 as it was accidentally left out in year 1 of the LCAP. The expulsion rate in year 1 was 0%. The 2022-2023 expulsion rate of 0% was added to the baseline column for metric 3.12.

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 | Safety Training for All Appropriate Staff | Continue to advance an ongoing district-wide initiative aimed at strengthening the knowledge and training of all educational partners, to create safe and positive working and learning environments. This initiative includes, but is not limited to the following: <ul style="list-style-type: none"> Continuously updating and refining emergency preparedness and safety plans. | \$738,061.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| | | <ul style="list-style-type: none"> • Access to online safety programs, such as those offered by ASCIP. • Providing tailored safety and emergency preparedness assessments and training, specific to different roles and responsibilities. | | |
| 3.2 | Physical, Social, and Emotional Health and Well-being of Students | <p>Improve and sustain schools' capacity to support the well-being of students. This entails providing access to essential support staff within schools, such as Social Service Assistants, Health Assistants, Community Liaisons, and the SEL TOSA, all dedicated to addressing student wellness. Efforts include employing a Multi-Tiered System of Supports (MTSS) for personalized interventions. Maintain and improve systems and tools that help identify student mental and social health and match those needs to effective interventions, services, and programs. Research evidence supports restorative practices as being effective in reducing suspension rates, SEL programs and positive student emotional well-being as being effective in improving student outcomes, Positive Behavioral Interventions and Support (PBIS) as having a positive impact on math proficiency, home visitations as likely to have a positive impact on student outcomes, and counseling as likely to have a positive impact on student outcomes.</p> <p>The following are critical to the response based on an MTSS approach mentioned above:</p> <ul style="list-style-type: none"> -Provide staff, teachers, and administrators with training in restorative practices. -Incorporating Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL) training for relevant personnel for positive educational environments in FSD spaces including the classroom, the playground, and school buses -Integration of Social-Emotional Learning (SEL) into intervention and enrichment programs. -Implement trauma-informed training for staff, teachers, and administrators. -Provide mentorship programs where students are guided by staff members. -Utilize ReThink Ed for counseling. | \$6,491,485.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|----------------|--------------|
| | | <ul style="list-style-type: none"> -Support for students needing tier 2 or 3 mental health assistance from Mental Health Associates (MHAs). -Bi-weekly family check-ins for assessing and addressing basic, medical, mental health, and attendance needs. -Continue to fund a Wellness Coordinator who maintains food service operations in line with all regulatory levels and develops nutrition education programs -Home visitations as necessary -Employ SWIS, The School-Wide Information System, which is a part of PBIS to analyze data trends to address areas of need. -"Lunch Bunch" for students identified with tier 2 or 3 social-emotional and behavioral needs, offering mentorship and check-in/check-out sessions during lunch. -Refer students to outside organizations for telehealth mental health services. -"Check-in, check-out" system for daily connections and support for students identified as Tier 2 or 3 -PPS Counselors at K-8 sites and Junior High Schools -Lead counselor to coordinate efforts -Implement restorative practices -Visual vests for supervisors to stand out -Safe spaces at schools for students to cool down emotionally -Nurse support at each school -Provide structured play time <p>By creating a nurturing and welcoming school environment, these initiatives aim to improve sense of belonging, resilience, and academic success for students experiencing economic hardship and students in foster care. Ultimately, these efforts strive to equip students with the skills and resources needed to overcome challenges and thrive both in school and beyond.</p> | | |
| 3.3 | Staff and Community Training to Support the Needs of | Parallel to student support, expanding training for all appropriate staff and parents is critical in understanding and meeting the nuanced needs of students. This involves organizing specialized training sessions on PBIS, | \$1,233,868.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------|--|-------------|--------------|
| | Unduplicated Students | <p>MTSS, and Social Emotional Learning (SEL), equipping partners with the knowledge to extend support from school to home. Facilitating training and workshops focused on the social-emotional health of students, with an emphasis on those undergoing personal and economic challenges with a goal that staff are continually well-equipped to create an environment of empathy, respect, and understanding through Restorative Practices and targeted interventions.</p> <p>Research evidence suggests that programs involving parental engagement can positively influence student achievement. Similarly, restorative practices have been shown to effectively reduce suspension rates. There is also evidence indicating that anxiety can negatively affect student performance. Furthermore, Social-Emotional Learning (SEL) programs and initiatives that support positive student emotional well-being have been effective in enhancing student outcomes. Additionally, Positive Behavioral Interventions and Supports (PBIS) have demonstrated a beneficial impact on students' math proficiency.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Training for all appropriate staff and parents to better understand and support the nuanced needs of unduplicated students (English learners, low-income students, foster youth). • Provide appropriate staff with training in restorative practices. • Trauma informed practices PD • Organizing specialized training sessions on PBIS, MTSS, and Social Emotional Learning (SEL) to equip appropriate staff and community members with the tools to support student development at home and in school. • Facilitate professional development focused on social-emotional health, particularly for students undergoing personal and economic challenges, to support staff with skills for creating an empathetic, respectful, and understanding environment. • Implement Restorative Practices and targeted interventions in classrooms and across schools to cultivate a welcoming atmosphere. | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|----------------|--------------|
| 3.4 | Decrease Chronic Absenteeism | <p>To reduce chronic absenteeism among foster youth, students experiencing homelessness, and students with disabilities across the school district, English learners at Beechwood School, Commonwealth Elementary, Golden Hill School, Orangethorpe Elementary, Rolling Hills Elementary, and Woodcrest Elementary, economically disadvantaged students at Beechwood School, Commonwealth Elementary, Golden Hill School, Nicolas JHS, Ladera Vista JHS, Orangethorpe Elementary, Pacific Drive Elementary, and Rolling Hills Elementary, Hispanic students at Beechwood School, Commonwealth Elementary, Golden Hill School, Nicolas JHS, Pacific Drive Elementary, Richman Elementary, Rolling Hills Elementary, and Sunset Lane Elementary, White students at Golden Hill School and Pacific Drive Elementary, and Asian students at Rolling Hills Elementary, the following strategic initiatives aim to improve schools' abilities to increase attendance rates:</p> <ul style="list-style-type: none"> • Maintain internal dashboard updated and monitored by assigned district and site based personnel that provide timely and accurate attendance data to enable swift interventions. • Creation of site based attendance teams who develop and follow through with attendance plans • Regular emails sent to principals from tech department about students who are absent and close to chronically absent • Attendance plan implementation based upon student needs • Continue and expand programs such as Saturday School Opportunity Attendance Recovery (SSOAR) and School Attendance Review Board (SARB) support offering opportunities for students to recover attendance and incentivizing consistent school attendance. • Utilize automated communication system to keep families informed about attendance expectations and updates on their child's attendance record. • Adjust and increase transportation routes as necessary, particularly for foster youth and socioeconomically disadvantaged students to remove transportation barriers to school attendance. • Support the capacity of schools to support comprehensive attendance efforts through availability of Social Service Assistants (SSA) and Community Liaisons. | \$3,433,324.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|---|----------------|--------------|
| | | <p>LREBG Action LREBG Rationale: FSD is allocating LREBG funds to address chronic absenteeism. FSD is approaching chronic absenteeism through a continuous improvement approach. As part of the continuous improvement approach, local school site teams have created an attendance team, are using a self-assessment tool from Attendance Works, and are developing a tiered intervention system. This process is repeated for the purpose of continuous improvement. Program Specialists will support this process and monitor progress of tiered intervention systems. More background on this LREBG action can be found in the Annual Updates: Reflections section of this LCAP.</p> <p>LREBG Action Metrics: 3.2, 3.9</p> <p>LREBG Funds: FSD has unexpended LREBG funding. LREBG Funds supporting this action in the 2025-2026 School Year: \$147,800 The apportionment of additional funds beyond the amount listed above is currently unknown. When the amount is known, FSD's LCAP team will report on the expenditure amounts as a part of the LCAP mid-year update, and the amount will be documented in the 2026-2027 LCAP.</p> | | |
| 3.5 | <p>Wrap-around Services for Physical Well-being of Students Experiencing Financial Hardships and Foster Youth</p> | <p>Maintain adequate staffing and fund basic needs services and resources for foster youth and students experiencing financial hardship, more specifically, students experiencing homelessness.</p> <p>Research evidence shows that insufficient or poor-quality sleep can significantly impair learning, memory, and overall school performance. A lack of adequate sleep often detrimentally affects students. Providing essential materials such as mattresses and blankets can help students achieve restorative sleep, supporting their academic success and well-being. Evidence also shows that extracurricular activities are likely to have a positive impact on student outcomes.</p> <p>Support strategies include:</p> | \$4,717,805.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------|---|-----------------|--------------|
| | | <p>-Offering transportation options and increasing bus routes to facilitate reliable school access for students experiencing homelessness and foster youth.</p> <p>-Allocating funds for extracurricular activities specifically designed to engage and support these vulnerable groups.</p> <p>-Providing essential items like clothing, sleeping bags, household goods, sheets, and blankets to address the basic needs and help stabilize the living situations of these students.</p> <p>LREBG Action</p> <p>LREBG Action Rationale: FSD is allocating LREBG funds to reduce chronic absenteeism for students experiencing financial hardships and foster youth through a continuous improvement model. School site teams have created attendance teams, are using the Attendance Works self-assessment tool, and are developing tiered intervention systems. This cycle is repeated to refine supports and improve outcomes. Program Specialists support this work by guiding implementation and analyzing data. They also support in monitoring and updating the FSD internal dashboard to identify students needing interventions that address broader well-being factors that may be associated with attendance. More background on this LREBG action can be found in the Annual Updates: Reflections section of this LCAP.</p> <p>LREBG Action Metrics: 3.2</p> <p>LREBG Funds: FSD has unexpended LREBG funding.</p> <p>LREBG Funds supporting this action in the 2025-2026 School Year: \$147,800</p> <p>The apportionment of additional funds beyond the amount listed above is currently unknown. When the amount is known, FSD's LCAP team will report on the expenditure amounts as a part of the LCAP mid-year update, and the amount will be documented in the 2026-2027 LCAP.</p> | | |
| 3.6 | Safe Facilities | Carry out regular maintenance of school and district facilities for environments that are safe, clean, and supportive for both work and | \$17,396,555.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--------------------------------|---|--------------|--------------|
| | | <p>learning. Actions to achieve this include but are not limited to:</p> <ul style="list-style-type: none"> • Continue perimeter fencing projects across schools to prevent direct external access to classrooms • Create a single point of entry through the office at school sites • Training for appropriate staff to maintain safe environments (example: playground safety inspection training) • Update equipment and facilities as necessary. • Review and optimize cleaning schedules for daily upkeep. • Utilize a visitor management system for site security. • Provide a School Liaison Officer | | |
| 3.7 | Climate and Community Building | <p>Improve school climate through a series of targeted actions. According to Visible Learning MetaX, research evidence supports that belonging, or the extent to which students feel respected, included, accepted, and encouraged within their school's social environment, which is also known as "school connectedness," significantly influences a student's emotional, behavioral, and cognitive engagement with their education. Belonging has the potential to greatly accelerate student achievement. Furthermore, positive ethnicity self-identity is likely to have a positive effect on student outcomes.</p> <p>These actions include, but are not limited to:</p> <ul style="list-style-type: none"> • Implementing Positive Behavior Intervention Systems (PBIS) across all schools to support a nurturing school climate. • Hosting Palooza events at each junior high and TK-8 sites, featuring a week of Social-Emotional Learning (SEL) lessons culminating in a school-wide event to unite and build community among students. • Celebrating Spirit Weeks to increase school spirit and create a sense of unity across the student body. • Emphasizing thematic learning during special days, weeks, and months such as National African American History Month, Computer Science Week, Autism Awareness Month, Asian American and Pacific Islander Heritage Month, Día de los | \$563,031.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| | | Muertos, National Teacher Appreciation Week, The Great Kindness Challenge Week, Lunar New Year, and National Women's History Month, enriching students' understanding and appreciation of the various cultures and contributions. | | |
| 3.8 | Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being | <p>In addition to actions in Action 3.2, improve and sustain schools' capacity to support the well-being of students, particularly focusing on those in foster care or experiencing financial hardship. This entails providing access to essential support staff within schools, such as Social Service Assistants, Health Assistants, Community Liaisons, and SEL coaches, all dedicated to addressing the unique challenges these vulnerable students face. Efforts include employing a Multi-Tiered System of Supports (MTSS) for personalized interventions. Maintain and improve systems and tools that help identify student mental and social health and match those needs to effective interventions, services, and programs.</p> <p>Examples include, but are not limited to the following:</p> <ul style="list-style-type: none"> -Keep current FSD's internal dashboard for foster youth and homeless students that tracks multiple measures of student well-being -Respond as necessary based on a MTSS approach if students fall below baseline/target values on the internal dashboard -Maintain Community Liaisons and SEL coaches to address the unique needs of students in foster care or experiencing financial hardship for a sense of belonging and resilience among students. -Homeless and foster youth students have regular meetings with Student Support Advisors (SSAs) for regular check-in/check-out and connection. <p>LREBG Action LREBG Action Rationale: FSD is allocating LREBG funds to reduce chronic absenteeism and improve outcomes for students experiencing financial hardships and foster youth through a continuous improvement model. School site teams have created attendance teams, are using the Attendance Works self-assessment tool, and are developing tiered intervention systems. This cycle is repeated to refine supports and improve outcomes. Program Specialists support this work by guiding</p> | \$3,411,860.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <p>implementation and analyzing data. They also help monitor and update FSD's internal dashboard to identify students who may need interventions that support improved attendance. More background on this LREBG action can be found in the Annual Updates: Reflections section of this LCAP.</p> <p>LREBG Action Metrics: 3.2, 3.3</p> <p>LREBG Funds: FSD has unexpended LREBG funding. LREBG Funds supporting this action in the 2025-2026 School Year: \$258,650 The apportionment of additional funds beyond the amount listed above is currently unknown. When the amount is known, FSD's LCAP team will report on the expenditure amounts as a part of the LCAP mid-year update, and the amount will be documented in the 2026-2027 LCAP.</p> | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 4 | Promote engagement of all families through open, effective communication and by providing families meaningful opportunities to support and celebrate student learning and cultures. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Fullerton School District (FSD) is deeply committed to a vibrant and welcoming environment that encourages parental involvement in the educational journey of their children. Recognizing the crucial role parents play in the academic success and overall well-being of students, FSD proactively creates a multitude of opportunities for parents to engage with and understand the activities, curricula, and projects their children are involved in at school. This commitment is realized through multiple channels and initiatives that actively disseminate information, making it accessible to parents across the community.

FSD employs innovative communication strategies and outreach efforts. These include organizing school events, workshops, and meetings that are scheduled at accessible times, thereby allowing more parents to participate. Additionally, the use of digital platforms and social media is maximized to share updates, educational resources, and invitations to school activities so that parents are well-informed and feel welcomed to be part of their child's educational experience. FSD also places a strong emphasis on creating welcoming spaces that meet the needs of the community. By providing translation services and culturally relevant programming, the district aims to eliminate barriers to participation so that all families have equal opportunities to engage. Through these comprehensive efforts, FSD not only seeks to inform parents about their children's schooling but also aims to empower them to actively contribute to their child's educational journey. By creating a welcoming and communicative school culture, the Fullerton School District strengthens its community, building a partnership between educators, students, and parents that is essential for the holistic development and success of its students. Family engagement is crucial for student learning at the Fullerton School District as research shows that it is likely to have a positive impact on student's academic success and emotional well-being. Active family involvement helps connect home and school. Moreover, when families are actively engaged, the learning environment is enriched through the embracing of the cultures of the students.

FSD runs a range of parent engagement sessions. These initiatives, spanning preventative workshops, input meetings, informational sessions, and engagement nights, seek to empower parents with knowledge and skills to support their children's education. FSD's goal is to strengthen family-school partnerships. Furthermore, the Fullerton School District is proud to engage families through the strategic formation of a PreK-8 Community Schools network. This initiative is directly aligned with the district's commitment to providing a whole-child approach to education, particularly focusing on the needs of its most vulnerable students and families. By prioritizing school improvement, the goal is to expand access to a wide array of resources, supports, social services, and opportunities for active community involvement. Essential to this goal is the availability of comprehensive services at the Nicolas Community Center encompassing medical/health well-being, family wrap-around services, mental health and social-emotional counseling, along with academic supports. The initiative involves collaboration across

several schools, including Commonwealth Elementary, Maple Elementary, Nicolas Junior High, Richman Elementary, Valencia Park Elementary, and Woodcrest Elementary School.

FSD's efforts to engage families has had positive results according to the LCAP parent survey in which parents expressed that they feel more connected (3.35 in 2023–2024 vs. 3.32 in 2022–2023), and they also feel more like they are in partners in their students' learning (3.29 in 2023–2024 vs. 3.25 in 2022–2023). However, a key motivator for FSD's emphasis on community engagement stems from findings in the latest LCAP parent survey, revealing a slight decline in parents' influence over meaningful decision-making at the school and district level—dropping from an average rating of 2.99 in 2022–2023 to 2.96 in 2023–2024, with a notable decrease from 3.05 two years prior. This indicates a downward trend. Moreover, FSD is compelled to intensify efforts towards enhancing outcomes for students in foster care, students experiencing homelessness, and students with disabilities, who are currently facing challenges as highlighted by the CA dashboard. To address these issues, FSD is committed to actively collaborating with families of these students for improved outcomes.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|---|---|
| 4.1 | Parent Survey - Overall Results FSD survey measuring connectedness, partnerships, relationships, and decision-making: 4 point scale 4 = all of the time 3 = most of the time 2 = some of the time 1 = never | 2023-2024 Connectedness Average Rating: 3.35 Partnerships Average Rating: 3.29 Relationships Average Rating: 3.39 Decision-making average rating: 2.96 | 2024-2025 Connectedness Average Rating: 3.27 Partnerships Average Rating: 3.23 Relationships Average Rating: 3.34 Decision-making average rating: 2.93 | | All average ratings will be maintained or increased to be above 3 which means "most of the time." | Connectedness Average Rating: - 0.08 Partnerships Average Rating: - 0.06 Relationships Average Rating: - 0.05 Decision-making average rating: - 0.03 |
| 4.2 | Attendance at the FSD Champions for Children Conference | 2023-2024 1,200 attendees | 2024-2025 850 attendees | | Attendance at the conference will be maintained or will exceed 1200. | -350 attendees |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--|----------------|---|--|
| 4.3 | Number of parents taking the LCAP Parent Survey | 2023-2024: 304 | 2024-2025: 211 | | 405 Parent Survey Takers (Increase by 10% every year) | -93 parents |
| 4.4 | Number of workshops/trainings/programs offered to parents of low-income, foster and homeless youth and SPED | 2023-2024 10 Educational Essentials for Families: 42 parent graduates SchoolSmarts: 18 parent graduates Words Alive: Will be offered next school year 15 SEL workshops for parents: 220 attendees | 2024-2025 10 Educational Essentials for Families: 39 parent graduates SchoolSmarts: 13 parent graduates Words Alive: 15 parent graduates 12 SEL workshops for parents: 320 attendees | | At least 60 graduates every year from a combination of 10 Educational Essentials for Families, SchoolSmarts, and Words Alive. At least 10 SEL workshops offered to parents each year with at least 150 total participants | +7 graduates from Ten Educational Essentials for Families, School Smarts, and Words Alive -3 SEL workshops +100 SEL workshop parent participants |
| 4.5 | Percentage of total participants of English learners, including LTELs, Foster Youth, and Low-income students in signature FSD programs (STEM Nation, FSD Fest, Speech and Debate, FSD Hockey) Note: Students are accompanied by a parent/guardian at the | 2023-2024: English Learners Percentage: 11.8% Foster Youth Percentage: 0.2% Low-Income Students Percentage: 43.8% | 2024-2025: English Learners Percentage: 9.2% Foster Youth Percentage: 0.3% Low-Income Students Percentage: 47.1% | | English Learners Percentage: 14.8% (1% increase per year) Foster Youth Percentage: 0.3% (which is equal to the percentage of Foster Youth in FSD) Low-Income Students | English Learners Percentage: -2.6% Foster Youth Percentage: +0.1% Low-Income Students Percentage: +3.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-----------------------------------|----------|----------------|----------------|--|----------------------------------|
| | showcase events of these programs | | | | Percentage: 46.8% (1% increase per year) | |

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.

FSD engaged with the community through a range of coordinated strategies. The Public Information Officer supported consistent communication by maintaining the district's social media presence, documenting school and district events, drafting communications, and informing of activities through external media outlets. To support transparency and access, biweekly messages were sent to staff with tips and reminders for maintaining current and relevant school website content. FSD also expanded translation services to better serve its community, and connected with families through events such as the Champions Conference and other community-facing activities. Parent-focused workshops and informational resources, designed to raise awareness of their rights and strategies to support their children, were promoted via the district website and school communication channels.

Additionally, FSD Fest was expanded to include a dedicated parent conference component including a session on digital wellness. Some sessions that were offered at this year's district wide Champions for Children event are "How to Prepare Your Child for Middle School," "Getting Ready for High School," "Digital Wellness for Parents and Students," "AI for Parents," "The Road to Reclassification," "The Dangers of Social Media Validation," and "Fentanyl Safety."

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.

Actions 4.3 and 4.4 experienced spending increases of over 10% between the budgeted amounts and the estimated actual expenditures. A key factor contributing to this increase was the implementation of a 2.5% on-schedule salary adjustment, retroactive to July 1, 2024, which resulted in approximately \$164,000 in additional expenditures under Goal 4. The remaining increase in action 4.3 is immaterial in amount.

Additional unbudgeted expenditures were also reflected in the estimated actuals for action 4.4. These included a portion of the \$469,737 Title I carryover and part of the \$48,708 in Dual Language Immersion Grant carryover identified for instructional materials and supplies. Also, part of the school sites' base and supplemental funding was identified for instructional materials and supplies under action 4.4.

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

FSD increased the number of parents attending SEL workshops. The number of community members including parents taking the LCAP survey decreased, as did attendance at the districtwide Champions for Children conference. According to the LCAP parent survey, the district's rating for providing opportunities for parents to be involved in decision-making declined from 2.96 to 2.93—falling short of the three-year target of 3. While a score of 2.93 suggests parents feel included between "some of the time" and "most of the time," it trends closer to "most of the time." Still, the downward shift signals a need for action. Within FSD, families and community members can engage through various feedback and input channels, including (but not limited to): LCAP Survey, LCAP Advisory Committee, District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Champions for Children, Parent Teacher Association (PTA), Coffee with the Principal, and district-managed email and phone lines.

Action 4.1 Social Service Assistants (SSAs) and Community Liaisons continued to work with FSD families to strengthen home-school connections, address needs, remove barriers to learning, and connect families with essential resources and services, supporting student success and promoting active family engagement. To boost parent participation in the LCAP survey, FSD will offer an opportunity for parents to complete the survey during the Champions for Children conference. To increase attendance at the conference itself, the district will strengthen site-level outreach so that families are well-informed and encouraged to attend. FSD has seen benefits from the work of the Public Information Officer (PIO), including improved communication and community engagement. Based on this impact, the LCAP Advisory Committee recommended continuing the position. As a result, the PIO role will remain in place moving forward.

Action 4.2 Actions such as Pre-K/TK/Kinder orientations, family and parent workshops, and events like the Champions for Children Conference have helped build parent knowledge and involvement from early education through upper grades. The addition of the Wellness Coordinator has provided accessible nutritional guidance for families, aligning with the district's broader commitment to student well-being. Overall, while actions have laid a foundation for parent and community participation, continued improvement in outreach, consistency of communication, and clarity around how families can participate are needed to increase participation to target levels.

Action 4.3 FSD launched the K-pop battle of the bands. The event was a success with a large number of community members attending.

Action 4.4 FSD made intentional efforts to improve opportunities for families of English learners, foster youth, and socioeconomically disadvantaged students to engage meaningfully in school and district activities. Actions such as School Smarts parent education, the 10 Education Essentials for Families, and representation in the LCAP Advisory Committee have supported families in navigating the school system. The cumulative number of graduates increased for the opportunities mentioned in Metric 4.4. Additionally, there were multiple newly developed workshops such as "Emergency Preparedness Planning," "Know Your Rights" sessions, "Understanding Recent Immigration Policy Changes," "Poder" (about healthy lifestyle and eating choices), "Thoughtful Thursdays" (making time to decompress), and cooking demonstrations for healthy cooking that were well attended.

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.

Based on input from the LCAP Advisory Committee, several additions were made to better reflect the district's commitment to strong community connections. In Action 4.1, language was added to emphasize the importance of ongoing conversations, training, and reflection

focused on building relationships and maintaining positive connections among students, staff, and families. Action 4.2 now includes communication about the purpose of the home language survey to help families understand how the information is used to support student learning. Lastly, Action 4.3 was updated to include Korean Culture Night, an event designed to celebrate and recognize the cultures within the FSD community.

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 |
|----------|---|---|----------------|--------------|
| 4.1 | Practices that promote connection through communication | <p>Champion ongoing and transparent communication with parents as partners, upholding a culture of respect, integrity, and belonging. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Strategize and implement communication efforts to actively inform and involve parents in the educational community through a Public Information Officer (PIO), including celebrating achievements • Adequately staff schools with office personnel based on site needs • Establish intra-district mail delivery schedules based on need for timely delivery of information and resources • Single Plan for Student Achievement (SPSA) • Local Control Accountability Plan (LCAP) Survey and Advisory Committee • Maintain updated District and site websites • Community and student led conferences • Social media communication • Provide multiple forms of district communication (hard copies, text, call, website, marquee/billboard) • SSAs and Community Liaisons support families through regular interaction • Continuous conversations, training, and reflection centered on building relationships and cultivating positive connections with students, staff, and community • Coffee with the principal | \$2,815,159.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|--|----------------|--------------|
| 4.2 | Family Engagement in Student Success | <p>Identify opportunities and implement plans to increase parent and community participation to support the personal and intellectual success of every student. Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Pre-K/TK/Kinder parent orientation • Fund a wellness coordinator who offers nutritional guidance to students, parents, and staff, and raises awareness of the district's nutritional wellness policy • Updated school and district websites featuring calendars of key dates for school and district events • Parent Teacher Association (PTA) • District and Site Foundations • District and Site Advisory Groups • Trainings for Families of Students with Disabilities • Parent trainings on PBIS, MTSS, SEL • Fullerton Collaborative • Family training on culturally responsive teaching • Champions for Children Conference • Topic based workshops such as mental health at home, managing stress at home, ABCs of IEPs • Multilingual Taskforce • Early Childhood Parent Meeting • Preschool Parent Advisory Group • After School Programs collaboration with Community Based Organizations (Boys and Girls Club, Higher Ground, OC United) • Wellness Advocacy Council • Communicate how FSD will measure growth toward proficiency to parents • Communicate student learning goals and progress on goals to parents frequently • Communicate how parents can help support students for assessments • Core subject matter district-wide challenge • Communicate about the purpose of the home language survey | \$2,691,945.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|----------------|--------------|
| 4.3 | Parental Engagement in Showcase Opportunities | <p>Showcase opportunities offer parents and the community a unique window into their children's educational and extracurricular lives, allowing parents and the community to experience students' progress, talents, and interests firsthand. Such events not only enable parents to better understand and appreciate their children's efforts and achievements but also provide crucial emotional support to students. FSD will plan and promote activities and events highlighting student successes. Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Battle of the Bands within and across Jr. High campuses (including TK-8 schools) • FSD Fest • Fullerton Education Foundation Auction • Every Student Succeeding • Parent Teacher Association Reflections • School Site Awards • Eccellenza • Family Arts Nights • STEM Nation • Speech and Debate • FSD Street Hockey • FSD Junior High Sports League • Korean Culture Night | \$422,697.00 | No |
| 4.4 | Practices of Connection and Strategic Engagement of Families of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship | <p>Increase/Improve opportunities for families of English learners, foster youth, and socioeconomically disadvantaged students to be involved in district and school activities, advisory and advocacy roles, and activities to support learning at home. Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Champions for Learning • Representation in LCAP Advisory Committee • 10 Education Essentials for Families • School Smarts parent education - navigating the school system • Words Alive Advocates for Reading | \$2,490,087.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <ul style="list-style-type: none"> • Workshops to support parent orientation/navigation of school system • Provide print and verbal translation services as needed and required • Social media communication in Korean and Spanish • Provide multiple forms of district communication (hard copies, text, call, website, marquee/billboard) in Korean and Spanish • School signs posted in multiple languages | | |

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 |
|---|--|
| \$19,278,215.00 | \$1,088,656.00 |

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 |
|---|-----------------------------|-------------------------|---|
| 15.970% | 0.000% | \$0.00 | 15.970% |

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 |
|-------------------|--|---|------------------------------------|
| 1.7 | <p>Action: Participation in Exploratory Enrichment</p> <p>Need: FSD recognizes an opportunity to broaden the educational journey for English learners, Foster Youth, and economically disadvantaged students by more actively involving them in enrichment activities. Feedback from the LCAP survey, feedback cards collected during the Block Party, and</p> | <p>FSD's strategies are set to make enrichment activities more accessible and culturally relevant. By removing financial barriers and communicating about programs in multiple languages, the district aims to welcome broader participation. Implementing these initiatives for students who need them means that participation is not limited by a student's financial situation or background. This approach creates a more welcoming and relatable educational environment where students</p> | 1.13 |

| 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 |
|-------------------|---|---|------------------------------------|
| | <p>engagement sessions with the Superintendent's Student Advisory Committee revealed several key areas for improvement in Enrichment/Curriculum Expansion. Respondents emphasized the need for a holistic education that balances traditional academic skills with practical, real-world applications. There was a call to widen extracurricular offerings, including more sports, field trips, robotics, and coding programs. Additionally, there was a focus on addressing learning needs through the integration of technology, arts, and STEM (Science, Technology, Engineering, and Mathematics) activities. Students specifically expressed a desire for more opportunities in these areas, highlighting the importance of a well-rounded and engaging educational experience. These programs provide avenues for both personal and academic growth beyond the standard curriculum, aiming to make educational experiences accessible to all students. The Fullerton School District (FSD) acknowledges that enrichment opportunities can be costly and may not be financially accessible for some families. To address this, FSD is committed to providing these opportunities to low-income students. Additionally, so that parents are aware of these opportunities, FSD will enhance its communication efforts by providing information in multiple languages to overcome language barriers. This approach helps keep all families informed and able to participate in these valuable programs.</p> | <p>have the opportunity to explore their interests and talents.</p> | |

| 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 |
|-------------------|---|---|------------------------------------|
| | Scope: LEA-wide | | |
| 1.8 | <p>Action: Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness</p> <p>Need: The identified need is to increase and improve services targeting low-income and foster youth, addressing disparities in educational outcomes compared to their peers. The plan includes maintaining a data dashboard to monitor student performance, engaging in collaborative inquiry for continuous instructional improvement, and refining interventions through a Multi-Tiered System of Supports (MTSS) tailored for these groups. Additionally, the LCAP supports professional development for staff to effectively use data in matching supports and interventions. Regular family check-ins and expanded learning opportunities, such as Response to Intervention programs and after-school enrichment, are also integral to the plan, helping at-risk students access the academic support and resources they need. Feedback from the survey and community block party feedback cards highlighted a strong desire from staff, parents, and the community for tailored academic support, particularly in math and English Language Arts (ELA), and additional resources for students facing academic challenges. Foster youth, students facing financial hardships, and those</p> | <p>The actions address the needs of low-income and foster youth by implementing data-driven interventions across FSD, enabling consistent and targeted support. By maintaining an internal data dashboard, the district can effectively monitor and respond to student performance metrics, leading to appropriate interventions for at-risk students. Collaborative inquiry and continuous improvement cycles promotes instructional improvements across all schools.</p> <p>Coaching and support for using data effectively are provided district-wide, allowing every school to accurately identify and address student needs. Bi-weekly family check-ins and extended day programs are also implemented across the district for foster youth and students experiencing homelessness, creating a standardized support system. This district wide approach provides supports for students facing economic hardships and those in foster care.</p> | 1.1, 1.2, 1.3, 1.5, 1.6 |

| 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 |
|-------------------|---|---|------------------------------------|
| | <p>experiencing homelessness are showing lower academic scores compared to their peers (metric 1.1, 1.2, 1.3, 1.5, 1.6), and they need appropriate interventions that meet their specific needs. Additionally, students emphasized the importance of accommodating individual learning paces in the LCAP survey feedback. They expressed a need for educational approaches that cater to their unique learning speeds and styles, as well as opportunities to relearn material when they struggle.</p> <p>Scope: LEA-wide</p> | | |
| 1.9 | <p>Action: Pre-Kindergarten, TK, and Kindergarten</p> <p>Need: The identified need is to establish a strong foundation in multiple areas including Mathematics and English Language Arts (ELA) during the critical early years of education. From an early age, children need to be engaged in learning experiences that integrate comprehensive skills. Such a foundation is crucial for setting the stage for their future academic and personal development. The action stresses the importance of creating an enriching and engaging educational environment through Pre-Kindergarten (PK), Transitional Kindergarten (TK), and Kindergarten programs that not only grow a love for learning but also develop critical skills. This approach is part of</p> | <p>Implementing TK and Kindergarten programs and supporting them LEA-wide in the elementary schools is crucial for promoting accessibility, enabling early educational opportunities to reach underserved or low-income students, including Foster Youth, across FSD, thus supporting the goal of advancing health and educational access. The California State Preschool Program is offered based on eligibility criteria for families across the district at eight of the elementary sites where families qualifying for the program are most concentrated. Furthermore, comprehensive support structures, including bilingual staff and parental involvement initiatives, are deployed widely to cultivate a welcoming educational environment for all students, especially benefiting English language learners and students experiencing financial hardships and their families. Community and stakeholder engagement through webinars and outreach strengthens the supportive</p> | 1.14 |

| 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 |
|-------------------|--|---|------------------------------------|
| | <p>a broader commitment to preparing students for long-term success in core subjects and beyond, particularly emphasizing the support for students in low-income communities to help bridge any educational and well-being gaps. Additionally, research states that over half of children in foster care enter kindergarten without strong phonological awareness, a key predictor of later reading success. High-quality early education programs offer a valuable opportunity to support foster youth by building on their potential, strengthening foundational skills, and promoting long-term academic growth. FSD emphasizes the importance of offering non-fee-based programs for students in financial need, particularly in early education. Without these crucial early childhood opportunities, many of our families would be unable to access the benefits of early learning, which are vital for their children's development and future academic success. Additionally, English learners benefit from early education programs that help them transition smoothly into the school system. Bilingual aides play a crucial role in this process, providing essential language support and helping create a positive learning environment that helps students develop strong language skills and a solid foundation for their academic journey.</p> <p>Scope: LEA-wide</p> | <p>network around students, promoting widespread understanding and backing for early education initiatives.</p> | |
| 2.5 | Action: | Device usage has become a necessary part of the learning experience at FSD, therefore, access to | 2.9 |

| 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 |
|-------------------|--|--|------------------------------------|
| | <p>Strategic Technology Support to Low-Income, Homeless, and Foster Youth</p> <p>Need: Access to resources is a top priority for Fullerton School District, and providing students with access to technology for learning opportunities remains a high priority, as reflected in community feedback and the board's goal for students to "use technology in safe and productive ways." The analysis of the LCAP survey data and Block Party community card feedback affirmed FSD's commitment to technology and highlighted the need to increase student access. Key themes from the feedback which emerged include increasing access to technology and educational resources outside of school, offering more home programs and reading apps for younger students, extending the hours of existing apps, providing various tech devices, and making affordable internet access and educational links readily available. Access to these technologies requires hardware, software, and connectivity, which can be costly and should not be a barrier. FSD currently has families that depend on the district for all of the above, and FSD remains committed to providing these resources for families in need.</p> <p>Scope: LEA-wide</p> | <p>hardware, software, Internet, technicians, safe usage are all necessities. To create access to technology, the district has implemented a 1:1 device program for students in grades 3 to 8 throughout the LEA in which 56.4% of the students are socioeconomically disadvantaged. Additionally, FSD provides wireless Internet access points to support students facing financial hardship. Regarding the themes that emerged from community and student feedback, hardware, software, and Internet access are essential components for increasing access to technology and educational resources outside of school. This includes offering more home programs and reading apps for younger students, extending the hours of existing apps, providing various tech devices, and providing affordable internet access and links are readily available. Devices also need to be well-maintained to function effectively. FSD staffs schools with the necessary personnel to troubleshoot and service both software and hardware. This support allows students to avoid seeking outside services for their device maintenance needs.</p> | |
| 3.3 | <p>Action: Staff and Community Training to Support the Needs of Unduplicated Students</p> | <p>The action is provided on an LEA-wide basis, as every school in FSD serves unduplicated students, including English learners, students experiencing</p> | 3.11, 3.2, 3.3 |

| 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 |
|-------------------|--|---|------------------------------------|
| | <p>Need: Based on the LCAP survey analysis, Block Party feedback cards, and interactions with the Superintendent's Student Advisory Committee, several themes of key priorities have emerged regarding social-emotional well-being of students. For staff and parents, there is a strong desire for enhanced social, mental, and emotional support for students. This includes improving peer group interactions to promote well-being and implementing mental health breaks along with restorative practices. For students, a theme is that there is a clear need for stronger measures to create a safe environment that addresses physical, social, and emotional aspects, thereby increasing their sense of belonging. The FSD assessment of McKinney-Vento (MKV) and foster youth has shown that many students have significant SEL needs, as indicated by Rethink Ed surveys and the SRSS-IE. Furthermore, homeless students are in the lowest level on the CA dashboard for suspensions, and SEL interventions are being used to enhance their sense of belonging and develop the skills and knowledge needed for social, emotional, and mental health. To meet these needs, it is important to train staff on trauma-informed practices that take students' Adverse Childhood Experiences (ACEs) into account. English learners have a higher chronic absenteeism rate than the overall FSD student population. English learners bring rich cultural and linguistic assets, and with targeted SEL supports that build on these strengths,</p> | <p>economic hardship, and foster youth. Students who are English learners, experiencing economic hardship, experiencing homelessness, or in foster care are likely to have challenges and/or Adverse Childhood Experiences (ACEs) that can affect their learning experience, and staff and parents/guardians need to know how to be responsive in ways that support students. All appropriate staff in the district need to be equipped with approaches to student social and emotional support. Training enables the entire school community to apply restorative practices, engage parents effectively, and support the emotional and academic growth of students who are experiencing economic hardship, experiencing homelessness, or in foster care through SEL. System-wide training initiatives also promote a shared understanding and commitment to these approaches and improve the overall impact on student outcomes which contribute to a culture of warmth and support that is felt across classrooms and campuses across the district.</p> | |

| 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 |
|-------------------|--|---|------------------------------------|
| | <p>they can deepen their sense of belonging and thrive socially and emotionally.</p> <p>Scope: LEA-wide</p> | | |
| 4.4 | <p>Action: Practices of Connection and Strategic Engagement of Families of of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship</p> <p>Need: Feedback from the Supervisor's Student Advisory Committee highlights the need to address varying levels of parental participation due to work and financial constraints. Students suggest implementing support programs for families unable to contribute financially. Additionally, staff and parents emphasized in the LCAP survey and Block Party feedback cards the importance of including parents from different backgrounds. There is a vital need to support opportunities for families of English learners, foster youth, and socioeconomically disadvantaged students to engage more deeply with district and school activities as data shows that the proportion of UPP student involvement in signature programs which are connected to parent awareness and participation is lower than the overall UPP percentage in the district. This includes involvement in advisory and advocacy roles and supporting learning at home, which are crucial for educational outcomes and community integration. Programs such as</p> | <p>The actions address the needs of families of English learners, foster youth, and socioeconomically disadvantaged students by creating pathways for meaningful engagement in their children's education and the broader school community. Offering resources such as the 10 Education Essentials for Families and educational workshops equips parents with the knowledge and skills required to effectively support their children's academic journey. Translation services and multilingual communications allow all families, regardless of their primary language, to access and understand important information, making them more likely to participate in school activities and decision-making processes. Implementing these actions on an LEA-wide basis is crucial for promoting access across the district. These LEA-wide strategies not only improve the educational experience for students but also strengthen the connection between schools which strengthens the FSD community.</p> | 4.1, 4.3, 4.4, 4.5 |

| 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 |
|-------------------|---|---|------------------------------------|
| | <p>Champions for Learning and Words Alive Advocates for Reading enrich parental engagement and knowledge, while initiatives like the LCAP Advisory Committee offer a platform for direct influence on educational policies. Furthermore, by providing essential resources like the 10 Education Essentials for Families, along with workshops to help parents navigate the school system, and comprehensive translation services in multiple languages, schools can offer families the tools they need to effectively support their children's education. Communication strategies including social media posts in Korean and Spanish as well as multi-language school signage contribute to creating a welcoming environment that encourages active participation from all families.</p> <p>Scope: LEA-wide</p> | | |

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: Improve Educational Outcomes for English Learners through Specialized Support and | This action is LEA-wide, because all FSD schools serve English Learners. The comprehensive support system for English Learner students strategically addresses their needs by blending | 1.1, 1.3, 1.5, 1.6, 1.9 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | <p>Professional Development for Appropriate Staff</p> <p>Need: For English Language Arts (ELA), English learners (ELs) face the dual challenge of acquiring language proficiency while also mastering subject content. They need comprehensive support in developing reading, writing, speaking, and listening skills, which includes a strong emphasis on vocabulary growth, understanding of grammar and syntax, and the ability to analyze and interpret texts. Equally important is the exposure to culturally relevant materials that reflect their different backgrounds, making learning more engaging and providing a context for better understanding and connection with the content. Additionally, ELs require specific strategies to enhance reading comprehension and writing skills, such as identifying key ideas, making inferences, and organizing their thoughts coherently in writing. Addressing these needs requires tailored instructional strategies that not only focus on language acquisition but also on developing critical thinking and analytical skills specific to ELA.</p> <p>In Mathematics, the challenges for ELs extend beyond language barriers to include the mastery of mathematical concepts and procedures. The mathematical language itself, with its unique vocabulary and symbolic representations, requires targeted instruction so ELs can understand and apply math concepts. This involves not only teaching the</p> | <p>language development with academic support. Through designated and integrated English Language Development (ELD) programs, regular assessments, and professional development for teachers, FSD provides a well-rounded educational approach. It also extends support beyond academics including family engagement and the use of culturally relevant materials, creating a welcoming environment that promotes both linguistic proficiency and academic achievement.</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| | <p>terminology but also helping students grasp the underlying principles of mathematical operations and theories. ELs benefit from support with word problems due to their linguistic complexity, necessitating strategies that help decode and comprehend the problems while applying mathematical reasoning. Incorporating FSD's core practices and culturally relevant examples can significantly aid in bridging the gap between language proficiency and mathematical understanding. By providing these supports, educators can help ELs not only become proficient in math but also develop the confidence and skills necessary to succeed academically.</p> <p>Additionally, approximately 66% of FSD's ELs are students experiencing economic hardships. EL services are free for students to prevent financial barriers.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | | |
| 1.12 | <p>Action: Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff</p> <p>Need: Long-term English learners (LTEs) have distinct academic needs, particularly in English Language Arts (ELA) and math. In ELA,</p> | <p>This action is LEA wide, because Long Term English Learners are served throughout the district. The comprehensive support system for English Learner students at FSD is tailored to meet their needs through differentiated instruction informed by data. By utilizing both designated and integrated English Language Development (ELD) programs, along with regular assessments, FSD provides instruction that responds to student needs.</p> | 1.1, 1.3, 1.5, 1.6, 1.9 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | <p>LTELs require targeted instruction that builds academic vocabulary, enhances reading comprehension skills, and develops writing proficiency through structured, scaffolded tasks. They benefit from exposure to complex texts and opportunities for extended discourse to improve their language proficiency. In math, LTELs need support in understanding math-specific vocabulary and language structures used in word problems and mathematical reasoning. Instruction should integrate visual aids, manipulatives, and real-world contexts to make abstract concepts more accessible, while also encouraging collaborative learning to develop both math skills and language fluency. Through the survey results and block party cards, one of the themes that surfaced was that all students need differentiated instruction that fit their needs. For Long Term ELs, the differentiated instruction has been determined to be interim ELPACs so that students become more familiar with the test structure and teachers can tailor interventions to student needs along with curriculum that fits the students' levels and EL bootcamp.</p> <p>Recognizing the financial barriers many ELs face, FSD provides EL services at no cost. This approach allows students, regardless of their economic situation, to access the support they need to thrive academically. Approximately 66% of FSD's ELs come from economically disadvantaged backgrounds, highlighting the importance of this initiative.</p> | | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | Scope: Limited to Unduplicated Student Group(s) | | |
| 3.5 | Action: Wrap-around Services for Physical Well-being of Students Experiencing Financial Hardships and Foster Youth Need: To target needs of foster youth and students experiencing financial hardships holistically, the district must maintain a strong staffing infrastructure and fund resources capable of addressing students' needs. This includes meeting physical needs, nurturing students through their interests, and getting students to school. Foster Youth and students experiencing financial hardships are appearing in the red on the CA dashboard in areas such as suspensions, chronic absenteeism, and academics, so their basic needs need to be met in order for students to experience growth. Scope: Limited to Unduplicated Student Group(s) | Increasing bus routes and expanding transportation options helps students facing financial hardships or unstable living situations consistently attend school. Regular attendance is crucial for academic continuity and access to on-campus support services which can significantly enhance the educational experience and opportunities for students. Funding extracurricular activities for foster youth and students experiencing financial hardship provides crucial opportunities for social engagement, skill development, and emotional support outside the traditional classroom setting. These activities are vital for building skills that are essential for personal and academic success. Offering clothing, sleeping bags, household goods, bedsheets, and blankets helps address fundamental needs that must be met for students to focus on their education. By supporting the basic living conditions of students, schools contribute to stabilizing their home environments, thereby reducing stress and anxiety that can impede academic performance and social development. | 3.2, 3.3, 3.4, 3.8, 3.11 |
| 3.8 | Action: Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being Need: Students in foster care or experiencing financial hardship have strengths that can | The implementation of a Multi-Tiered System of Supports (MTSS), along with dedicated roles like Social Service Assistants, Health Assistants, and SEL coaches, directly addresses the unique needs of students in foster care or experiencing financial hardship by providing them with personalized and consistent support. These actions are designed to integrate into the school environment so that no | 3.2, 3.3, 3.4, 3.8 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | <p>further flourish with support within their educational environments. Foster Youth and students experiencing financial hardship may need tailored interventions and resources to fully engage with their academic and social-emotional development due to the distinct challenges they may encounter. Establishing support systems in schools is essential to leverage students' strengths and resilience. Such support systems not only empower students but also aim to acknowledge and address their needs in appropriate ways.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>student who needs support is overlooked. However, these services are very targeted toward low-income students and students in foster care. Training staff in restorative practices and SEL, along with the provision of mental health services and regular check-ins creates a nurturing environment that promotes a sense of belonging and resilience. This comprehensive approach not only supports the individual student but also enhances the overall school climate.</p> | |

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

Additional Concentration Grant Funding

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

FSD supports schools with higher concentrations of unduplicated students by allocating additional staff, including Response to Intervention coaches, social service assistants, Behavior Intervention Associates, and site administrative staff. Schools with an Unduplicated Pupil concentration of greater than 55%, in particular, receive more staff per pupil than the district average to meet their unique needs. Furthermore, instructional aides are recruited to offer assistance during the school day and beyond, participating in programs like Encore, the expanded learning program. These measures provide comprehensive services for students in these key groups. This is evident in expenditures budgeted for Contributing Actions 1.4, 1.7, 1.8, 1.9, 1.12, 2.5, 3.3, 3.5, 3.8, and 4.4.

| 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 | 18.53 students:1 classified staff | 13.15 students:1 classified staff |
| Staff-to-student ratio of certificated staff providing direct services to students | 19.36 students:1 certificated staff | 14.27 students:1 certificated staff |

2025-26 Total Planned 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 | 120,716,728.00 | 19,278,215.00 | 15.970% | 0.000% | 15.970% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|------------------|-------------------|-----------------|----------------|------------------|------------------|---------------------|
| Totals | \$141,867,031.00 | \$22,123,784.00 | \$15,621,870.00 | \$5,635,025.00 | \$185,247,710.00 | \$155,716,258.00 | \$29,531,452.00 |

| 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 | Professional Development For All Appropriate Staff For Positive Student Learning Outcomes | All | No | | | All Schools | Ongoing | \$1,392,565.00 | \$448,418.00 | \$1,504,008.00 | \$259,323.00 | \$0.00 | \$77,652.00 | \$1,840,983.00 | 0.00% |
| 1 | 1.2 | Advanced Coursework and College and Career Readiness | All | No | | | All Schools | Ongoing | \$497,962.00 | \$139,660.00 | \$338,565.00 | \$280,027.00 | \$0.00 | \$19,030.00 | \$637,622.00 | 0.00% |
| 1 | 1.3 | Recruit and Maintain High-Quality Staff | All | No | | | All Schools | Ongoing | \$60,359,843.00 | \$425,173.00 | \$60,574,026.00 | \$39,956.00 | \$49,859.00 | \$121,175.00 | \$60,785,016.00 | 0.00% |
| 1 | 1.4 | Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | \$3,643,295.00 | \$942,046.00 | \$4,108,735.00 | \$203,065.00 | \$0.00 | \$273,541.00 | \$4,585,341.00 | 0.00% |
| 1 | 1.5 | Special Education Student Support | Students with Disabilities | No | | | All Schools | Ongoing | \$15,393,651.00 | \$5,784,644.00 | \$17,220,322.00 | \$956,994.00 | \$1,600,621.00 | \$1,400,358.00 | \$21,178,295.00 | 0.00% |
| 1 | 1.6 | Standards-Aligned Curriculum and Materials | All | No | | | All Schools | Ongoing | \$239,641.00 | \$1,097,500.00 | \$241,458.00 | \$1,065,228.00 | \$0.00 | \$30,455.00 | \$1,337,141.00 | 0.00% |
| 1 | 1.7 | Participation in Exploratory Enrichment | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$4,849,540.00 | \$1,037,109.00 | \$1,302,507.00 | \$3,697,208.00 | \$724,155.00 | \$162,779.00 | \$5,886,649.00 | 0.00% |
| 1 | 1.8 | Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | Ongoing | \$25,569,011.00 | \$2,177,732.00 | \$9,011,479.00 | \$7,425,246.00 | \$9,585,545.00 | \$1,724,473.00 | \$27,746,743.00 | 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 |
|--------|----------|--|--|---|----------|--|---|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1 | 1.9 | Pre-Kindergarten, TK, and Kindergarten | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: California State Preschool Program: Commonwealth, Hermosa Drive, Maple, Orangethorpe, Pacific Drive, Richman, Valencia Park, Woodcrest. TK/Kindergarten Providing Elementary Schools: Acacia, Beechwood, Commonwealth, Fern Drive, Robert C. Fisler, Golden Hill, Hermosa Drive, Laguna Road, Maple, Orangethorpe, Pacific Drive, Raymond, Richman, Rolling Hills, Sunset Lane, Valencia Park, Woodcrest. | Ongoing | \$592,528.00 | \$286,933.00 | \$695,581.00 | \$174,065.00 | \$2,007.00 | \$7,808.00 | \$879,461.00 | 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 |
|--------|----------|--|--|---|--|-------------------------------|-------------|-----------|-----------------|---------------------|----------------|-------------------|----------------|---------------|----------------|---|
| | | | | | | | st | | | | | | | | | |
| 1 | 1.10 | Professional Learning Communities | All | No | | | All Schools | Ongoing | \$1,268,620.00 | \$84,196.00 | \$1,307,133.00 | \$15,228.00 | \$0.00 | \$30,455.00 | \$1,352,816.00 | 0.00% |
| 1 | 1.11 | Fiscal Alignment | All | No | | | All Schools | Ongoing | \$3,577,048.00 | \$1,650,234.00 | \$2,329,228.00 | \$0.00 | \$2,700,000.00 | \$198,054.00 | \$5,227,282.00 | 0.00% |
| 1 | 1.12 | Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | \$561,271.00 | \$78,332.00 | \$554,915.00 | \$18,720.00 | \$0.00 | \$65,968.00 | \$639,603.00 | 0.00% |
| 2 | 2.1 | Build and Maintain Infrastructure for Instructional Technology | All | No | | | All Schools | Ongoing | \$1,695,006.00 | \$422,436.00 | \$1,983,274.00 | \$60,607.00 | \$0.00 | \$73,561.00 | \$2,117,442.00 | 0.00% |
| 2 | 2.2 | Professional Development: Innovation and Digital Literacy | All | No | | | All Schools | Ongoing | \$315,099.00 | \$83,536.00 | \$398,635.00 | \$0.00 | \$0.00 | \$0.00 | \$398,635.00 | 0.00% |
| 2 | 2.3 | Parent and Student Training | All | No | | | All Schools | Ongoing | \$505,656.00 | \$83,536.00 | \$551,312.00 | \$37,880.00 | \$0.00 | \$0.00 | \$589,192.00 | 0.00% |
| 2 | 2.4 | Student Agency Opportunities | All | No | | | All Schools | Ongoing | \$155,078.00 | \$93,863.00 | \$248,941.00 | \$0.00 | \$0.00 | \$0.00 | \$248,941.00 | 0.00% |
| 2 | 2.5 | Strategic Technology Support to Low-Income, Homeless, and Foster Youth | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | Ongoing | \$2,157,381.00 | \$349,813.00 | \$2,111,548.00 | \$75,759.00 | \$0.00 | \$319,887.00 | \$2,507,194.00 | 0.00% |
| 2 | 2.6 | Digital Wellness Curriculum and Implementation | All | No | | | All Schools | Ongoing | \$97,535.00 | \$83,536.00 | \$181,071.00 | \$0.00 | \$0.00 | \$0.00 | \$181,071.00 | 0.00% |
| 2 | 2.7 | Tech Mini-Externship Workshops through the Innovation and Instructional Support Department Personnel | All | No | | | All Schools | Ongoing | \$54,154.00 | \$83,536.00 | \$133,902.00 | \$3,788.00 | \$0.00 | \$0.00 | \$137,690.00 | 0.00% |
| 2 | 2.8 | Maintain Efficient Infrastructure and Device Ecosystem for District Operations | All | No | | | All Schools | Ongoing | \$142,280.00 | \$422,436.00 | \$553,352.00 | \$11,364.00 | \$0.00 | \$0.00 | \$564,716.00 | 0.00% |
| 3 | 3.1 | Safety Training for All Appropriate Staff | All | No | | | All Schools | Ongoing | \$721,704.00 | \$16,357.00 | \$707,978.00 | \$13,902.00 | \$0.00 | \$16,181.00 | \$738,061.00 | 0.00% |
| 3 | 3.2 | Physical, Social, and Emotional Health and Well-being of Students | All | No | | | All Schools | Ongoing | \$6,373,381.00 | \$118,104.00 | \$4,476,031.00 | \$1,506,850.00 | \$328,846.00 | \$179,758.00 | \$6,491,485.00 | 0.00% |
| 3 | 3.3 | Staff and Community Training to Support the Needs of Unduplicated Students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | \$1,095,541.00 | \$138,327.00 | \$830,866.00 | \$296,432.00 | \$55,821.00 | \$50,749.00 | \$1,233,868.00 | 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 |
|--------|----------|--|--|---|--|--|-------------|-----------|-----------------|---------------------|-----------------|-------------------|--------------|---------------|-----------------|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.4 | Decrease Chronic Absenteeism | All | No | | | All Schools | Ongoing | \$3,401,848.00 | \$31,476.00 | \$2,890,168.00 | \$389,007.00 | \$3,250.00 | \$150,899.00 | \$3,433,324.00 | 0.00% |
| 3 | 3.5 | Wrap-around Services for Physical Well-being of Students Experiencing Financial Hardships and Foster Youth | Foster Youth Low Income | Yes | Limited to Unduplicated Student Group(s) | Foster Youth Low Income | All Schools | Ongoing | \$2,812,339.00 | \$1,905,466.00 | \$1,565,118.00 | \$2,763,497.00 | \$113,763.00 | \$275,427.00 | \$4,717,805.00 | 0.00% |
| 3 | 3.6 | Safe Facilities | All | No | | | All Schools | Ongoing | \$8,211,641.00 | \$9,184,914.00 | \$17,019,180.00 | \$0.00 | \$350,604.00 | \$26,771.00 | \$17,396,555.00 | 0.00% |
| 3 | 3.7 | Climate and Community Building | All | No | | | All Schools | Ongoing | \$489,564.00 | \$73,467.00 | \$396,964.00 | \$126,232.00 | \$22,328.00 | \$17,507.00 | \$563,031.00 | 0.00% |
| 3 | 3.8 | Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being | Foster Youth Low Income | Yes | Limited to Unduplicated Student Group(s) | Foster Youth Low Income | All Schools | Ongoing | \$1,894,013.00 | \$1,517,847.00 | \$1,118,539.00 | \$2,143,833.00 | \$72,071.00 | \$77,417.00 | \$3,411,860.00 | 0.00% |
| 4 | 4.1 | Practices that promote connection through communication | All | No | | | All Schools | Ongoing | \$2,684,496.00 | \$130,663.00 | \$2,759,884.00 | \$33,224.00 | \$0.00 | \$22,051.00 | \$2,815,159.00 | 0.00% |
| 4 | 4.2 | Family Engagement in Student Success | All | No | | | All Schools | Ongoing | \$2,572,724.00 | \$119,221.00 | \$2,596,460.00 | \$66,934.00 | \$6,500.00 | \$22,051.00 | \$2,691,945.00 | 0.00% |
| 4 | 4.3 | Parental Engagement in Showcase Opportunities | All | No | | | All Schools | Ongoing | \$392,526.00 | \$30,171.00 | \$149,195.00 | \$166,516.00 | \$0.00 | \$106,986.00 | \$422,697.00 | 0.00% |
| 4 | 4.4 | Practices of Connection and Strategic Engagement of Families of of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$1,999,317.00 | \$490,770.00 | \$2,006,656.00 | \$292,899.00 | \$6,500.00 | \$184,032.00 | \$2,490,087.00 | 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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 120,716,728.00 | 19,278,215.00 | 15.970% | 0.000% | 15.970% | \$23,305,944.00 | 0.000% | 19.306 % | Total: | \$23,305,944.00 |
| | | | | | | | | LEA-wide Total: | \$15,958,637.00 |
| | | | | | | | | Limited Total: | \$7,347,307.00 |
| | | | | | | | | 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 | Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$4,108,735.00 | 0.00% |
| 1 | 1.7 | Participation in Exploratory Enrichment | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,302,507.00 | 0.00% |
| 1 | 1.8 | Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness | Yes | LEA-wide | Foster Youth Low Income | All Schools | \$9,011,479.00 | 0.00% |
| 1 | 1.9 | Pre-Kindergarten, TK, and Kindergarten | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: California State Preschool Program: Commonwealth, | \$695,581.00 | 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 (%) |
|------|----------|--|---|--|--|--|--|---|
| | | | | | | Hermosa Drive, Maple, Orangethorpe, Pacific Drive, Richman, Valencia Park, Woodcrest. TK/Kinder Providing Elementary Schools: Acacia, Beechwood, Commonwealth, Fern Drive, Robert C. Fisler, Golden Hill, Hermosa Drive, Laguna Road, Maple, Orangethorpe, Pacific Drive, Raymond, Richman, Rolling Hills, Sunset Lane, Valencia Park, Woodcrest | | |
| 1 | 1.12 | Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$554,915.00 | 0.00% |
| 2 | 2.5 | Strategic Technology Support to Low-Income, Homeless, and Foster Youth | Yes | LEA-wide | Foster Youth Low Income | All Schools | \$2,111,548.00 | 0.00% |
| 3 | 3.3 | Staff and Community Training to Support the Needs of Unduplicated Students | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$830,866.00 | 0.00% |
| 3 | 3.5 | Wrap-around Services for Physical Well-being of Students Experiencing | Yes | Limited to Unduplicated Student Group(s) | Foster Youth Low Income | All Schools | \$1,565,118.00 | 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 (%) |
|------|----------|--|---|--|--|-------------|--|---|
| | | Financial Hardships and Foster Youth | | | | | | |
| 3 | 3.8 | Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being | Yes | Limited to Unduplicated Student Group(s) | Foster Youth Low Income | All Schools | \$1,118,539.00 | 0.00% |
| 4 | 4.4 | Practices of Connection and Strategic Engagement of Families of of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,006,656.00 | 0.00% |

2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$162,544,013.00 | \$188,517,521.00 |

| 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 | Professional Development For All Appropriate Staff For Positive Student Learning Outcomes | No | \$2,052,083.00 | \$2,083,750.00 |
| 1 | 1.2 | Advanced Coursework and College and Career Readiness | No | \$540,648.00 | \$563,558.00 |
| 1 | 1.3 | Recruit and Maintain High-Quality Staff | No | \$62,339,159.00 | \$62,358,931.00 |
| 1 | 1.4 | Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff | Yes | \$4,266,797.00 | \$5,367,784.00 |
| 1 | 1.5 | Special Education Student Support | No | \$15,215,344.00 | \$17,886,425.00 |
| 1 | 1.6 | Standards-Aligned Curriculum and Materials | No | \$1,475,706.00 | \$2,281,357.00 |
| 1 | 1.7 | Participation in Exploratory Enrichment | Yes | \$3,425,268.00 | \$6,229,299.00 |
| 1 | 1.8 | Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness | Yes | \$25,692,586.00 | \$28,203,309.00 |
| 1 | 1.9 | Pre-Kindergarten, TK, and Kindergarten | Yes | \$228,009.00 | \$964,730.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1.10 | Professional Learning Communities | No | \$1,332,354.00 | \$1,522,308 |
| 1 | 1.11 | Fiscal Alignment | No | \$3,273,268.00 | \$4,579,078.00 |
| 1 | 1.12 | Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff | Yes | \$474,088.00 | \$708,825.00 |
| 2 | 2.1 | Build and Maintain Infrastructure for Instructional Technology | No | \$2,087,148.00 | \$2,105,236 |
| 2 | 2.2 | Professional Development: Innovation and Digital Literacy | No | \$406,190.00 | \$436,190.00 |
| 2 | 2.3 | Parent and Student Training | No | \$611,702.00 | \$619,264.00 |
| 2 | 2.4 | Student Agency Opportunities | No | \$229,949.00 | \$289,508.00 |
| 2 | 2.5 | Strategic Technology Support to Low-Income, Homeless, and Foster Youth | Yes | \$2,340,697.00 | \$2,721,590 |
| 2 | 2.6 | Digital Wellness Curriculum and Implementation | No | \$135,397.00 | \$222,098.00 |
| 2 | 2.7 | Tech Mini-Externship Workshops through the Innovation and Instructional Support Department Personnel | No | \$130,446.00 | \$179,146.00 |
| 2 | 2.8 | Maintain Efficient Infrastructure and Device Ecosystem for District Operations | No | \$391,340.00 | \$578,874.00 |
| 3 | 3.1 | Safety Training for All Appropriate Staff | No | \$526,507.00 | \$647,141.00 |
| 3 | 3.2 | Physical, Social, and Emotional Health and Well-being of Students | No | \$6,652,695.00 | \$6,657,954.00 |

| 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 | 3.3 | Staff and Community Training for Supporting Students in Foster Care and Students Experiencing Financial Hardship | Yes | \$1,187,981.00 | \$3,256,019.00 |
| 3 | 3.4 | Decrease Chronic Absenteeism | No | \$2,553,196.00 | \$2,926,486.00 |
| 3 | 3.5 | Wrap-around Services for Physical Well-being of Students Experiencing Financial Hardships and Foster Youth | Yes | \$2,657,149.00 | \$4,500,739.00 |
| 3 | 3.6 | Safe Facilities | No | \$12,915,853.00 | \$18,238,159.00 |
| 3 | 3.7 | Climate and Community Building | No | \$475,192.00 | \$590,036.00 |
| 3 | 3.8 | Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being | Yes | \$1,187,981.00 | \$3,144,869.00 |
| 4 | 4.1 | Practices of connection through communication | No | \$2,645,182.00 | \$2,877,507.00 |
| 4 | 4.2 | Family Engagement in Student Success | No | \$2,650,791.00 | \$2,662,356.00 |
| 4 | 4.3 | Parental Engagement in Showcase Opportunities | No | \$334,876.00 | \$373,133.00 |
| 4 | 4.4 | Practices of Connection and Strategic Engagement of Families of of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship | Yes | \$2,108,431.00 | \$2,741,862.00 |

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) |
|--|---|---|--|--|--|--|
| \$18,775,388.00 | \$20,999,896.00 | \$24,299,735.00 | (\$3,299,839.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.4 | Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff | Yes | \$3,302,815.00 | \$4,464,333.00 | 0.00% | 0.000% |
| 1 | 1.7 | Participation in Exploratory Enrichment | Yes | \$1,480,938.00 | \$1,504,216.00 | 0.00% | 0.000% |
| 1 | 1.8 | Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness | Yes | \$9,086,495.00 | \$9,332,012.00 | 0.00% | 0.000% |
| 1 | 1.9 | Pre-Kindergarten, TK, and Kindergarten | Yes | \$201,759.00 | \$569,396.00 | 0.00% | 0.000% |
| 1 | 1.12 | Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff | Yes | \$366,979.00 | \$566,480.00 | 0.00% | 0.000% |
| 2 | 2.5 | Strategic Technology Support to Low-Income, Homeless, and Foster Youth | Yes | \$2,196,342.00 | \$2,200,591.00 | 0.00% | 0.000% |
| 3 | 3.3 | Staff and Community Training for Supporting Students in Foster Care and Students Experiencing Financial Hardship | Yes | \$603,700.00 | \$826,135.00 | 0.00% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 3 | 3.5 | Wrap-around Services for Physical Well-being of Students Experiencing Financial Hardships and Foster Youth | Yes | \$1,414,593.00 | \$1,420,059.00 | 0.00% | 0.000% |
| 3 | 3.8 | Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being | Yes | \$603,700.00 | \$1,145,833.00 | 0.00% | 0.000% |
| 4 | 4.4 | Practices of Connection and Strategic Engagement of Families of of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship | Yes | \$1,742,575.00 | \$2,270,680.00 | 0.00% | 0.000% |

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) |
|---|---|--|---|--|---|--|--|---|
| \$119,384,993.00 | \$18,775,388.00 | 0.000% | 15.727% | \$24,299,735.00 | 0.000% | 20.354% | \$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, Statutes 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 # |
|--|
| <ul style="list-style-type: none">• 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:

- 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).

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