



# 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
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## Plan Summary [2024-25]

### General Information

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

Franklin-McKinley School District (FMSD) is a community of learners who are committed to equitable outcomes for all students and who facilitate opportunities for all students to have high aspirations and gain the knowledge, skills, and dispositions needed to thrive in a global society. Our motto, "Preparing all Children as Global Learners" represents our collective mission to ensuring that all 8th-grade student graduates have the skills and knowledge to be ready for a college preparatory curriculum in high school. Our goal is that ALL of our students will have the ability to pursue a program preparing them for university and/or careers and lifelong learning.

Rich in diversity, the Franklin-McKinley School District is located in San Jose, CA within the Santa Clara County. Franklin-McKinley School District comprises sixteen (16) schools, including eight TK-6 elementary schools, one TK-3 school, one 4-8 school, three 7-8 middle schools, and three transitional kindergarten through 8th-grade schools. Each school is equipped with modern facilities to support a conducive learning environment. School sizes vary, with efforts made to maintain class sizes that optimize teacher-student interactions. As of the 2023-2024, the district has an enrollment of approximately 5,952 students in grades transitional kindergarten through 8. The student population is diverse, representing a range of ethnicities, languages, and socio-economic backgrounds. Specifically, 62% of students are socioeconomically disadvantaged and 49% of student are English Learners.

The district employs a dedicated team of educators, administrators, and support staff committed to providing a high-quality education. The teaching staff is well-qualified, and ongoing professional development is prioritized to ensure a supportive learning environment.

The Franklin-McKinley School District has faced various challenges in recent years, including extended school closures and high student and staff absentee rates as a result of the COVID-19 global pandemic. These challenges have impacted student learning, attendance, and overall well-being. The LCAP addresses these challenges directly through targeted goals and strategies.

In 2023, the district was notified of its continued identification as Significant Disproportionate for the overidentification of Hispanic/Latinx students with a Specific Learning Disability (SLD). Committee and educational partners work led to identifying the following root causes: the need to improve teachers' capacity to use language and literacy instruction, understanding differences between language acquisition and language disorders and the need to support staff with providing appropriate interventions in General Education. Past CCEIS plans were focused on building site and district level capacity in the Multi-Tier Systems of Support (MTSS) through the development of Tier I programs and supports in Academics, SEL, Behavior, and Attendance. With support from outside consultants, the district has designed systems and structures that clearly define the different tiers of support for students in the areas of academic, behavior, attendance, and social-emotional development. FMSD has implemented MTSS Tier I instructional supports at all sixteen school sites and will be building out Tier II structures.

As a result of COVID 19, school closures and high student and staff absences in the 2021-22 school year, we saw the direct impacts of the global pandemic in our schools which was reflected in the 2022 and 2023 CA Dashboards. The CA Dashboard and FMSD current local data created a sense of urgency in continuing to address the needs of our student groups. District and site level MTSS and attendance teams worked to developed tiers of support to help reconnect and re engage students and families back to school.

The district places a strong emphasis on parent and community involvement, encouraging collaboration and engagement through various programs and initiatives. The Language Acquisition program we offer for our English Learners is Structured English Immersion. We also offer two dual language immersion programs--Vietnamese Dual Language Immersion Program at Windmill Springs Elementary and Spanish Dual Language Immersion Program at Meadows Elementary. The schools with the most number of English Learners implement the Sobrato Early Academic Language (SEAL) framework in grades K-3. FMSD reclassified approximately 7.02% of English Learners in 2022-23. 14% of English Learners have been in the program for more than 6+ years.

FMSD participates in the Eastside Alliance as a feeder district to Eastside Union High School District. The Silicon Valley Education Foundation is a partner in this work in increasing the number of students of color prepared for college math. FMSD continues to offer teachers district wide professional development opportunities during the school year and time for teachers to plan and collaborate during minimum days on Thursdays at their school sites.

We are committed to fostering strong parent, school, and community partnerships. Educating our youth is a shared responsibility among families, schools, and the community. Franklin-McKinley School District partners with public and private organizations which align to support the District's educational strategies and family engagement priorities. Some of our partners include Catholic Charities of Santa Clara County, FIRST 5 of Santa Clara County, Sobrato Family Foundation, School Linked Services, and many more. We rely on our various partners to support the needs of Franklin-McKinley students and families in the following areas:

1. Mental Health & Wellness
2. Health & Medical Services
3. Ages 0-5 Programs/Services
4. After School Programs

## 5. Academics & Curriculum

FMSD is in its eighth year of implementing its Early Learning Strategic Plan which delineates a pathway for children prenatal to grade 3. The district received a grant to fund professional learning for TK-3rd grade teachers in based practices in supporting Multilingual learners in their classrooms.

The Board of Education approved a Diversity, Equity, Inclusion and Belonging Resolution No. 2020-06 which called for establishing a committee to develop district initiatives and policies to ensure that systemic practices work towards eradicating institutional bias that affect student achievement. The priorities for Equity include Building System and Structure for Access and Opportunity, Behavior Response, Belong and Connection, Grading Practices, Professional Development and Academic and Social Emotional Needs for All. The focus on equity in the district includes partnering the San Jose University professors from the Ethnic Studies department to work with FMSD in establishing a community responsive Ethnic Studies Framework to ensure that the district's curriculum and instructional practices reflects our students' identities and cultural backgrounds from an asset-based approach.

### Community Schools Grant

FMSD is launching the Community School's framework continuing to build student centered learning environments. A Community School takes a "whole-child" approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program. Community schools are intentionally situated in a suite of CA initiatives (e.g., Multi-tiered Systems of Support, mental health services, expanded learning time, universal TK, etc.) that stand to transform public education throughout the State. Practices also align, integrate and cross stitch with other education justice and equity initiatives at the district and school site level.

Within this context, the LCAP goals are crafted to address the unique needs and challenges faced by the Franklin-McKinley School District. Goals include improving academic achievement, reducing disparities, enhancing school climate, fostering a supportive and inclusive learning environment, and engaging families.

## Reflections: Annual Performance

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

The 2023 CA Dashboard data reflective of the 2022-23 school year demonstrated the need related to several areas.

### English Language Arts:

An analysis of the Dashboard data for FMSD's SBAC results in English Language Arts (ELA) and Mathematics reveals areas of success and challenges that warrant thoughtful consideration. In ELA, the overall district score experienced a slight decrease, resulting in an ORANGE indicator on the 2023 CA Dashboard. Notably, three student groups (Asian, Filipino, and Two or More Races) scored in the GREEN indicator, showcasing commendable performance. However, four student groups (English Learner, Hispanic, Socioeconomically Disadvantaged, and White) fell into the ORANGE indicator, and three (African American, Homeless, and Students with Disabilities) were categorized in the RED

indicator, indicating a decline. Several schools' data showed a need for support for All Students, as well as specific student groups at specific schools sites. This included Dahl and Santee for All Student scoring Red on the CA Dashboard in ELA.

The students groups below, at the following school sites, received the lowest performance level (RED) in ELA SBAC testing on the CA Dashboard:

Bridges: SWD

Dahl: EL, Hispanic, SED, and SWD

Franklin: Hispanic and SWD

Kennedy: EL, Hispanic, and SED

McKinley: EL

Santee: EL, Hispanic, and SED

Shirakawa: SWD

Stonegate: SWD

Sylvandale: SWD

When analyzing trends, this demonstrates increased needs related to ELA. Actions targeting specific schools and student groups are described in Goal 1, actions 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 1.11, and 1.13 targeted school supports for identified schools. The actions include Professional Development for staff in programs intended to improve student outcomes in ELA, intervention programs, and support for differentiation to accelerate student learning. To address the identified academic needs, FMSD recognizes the importance of providing first best Tier I instruction coupled with immediate supplemental and intervention support, particularly in grades K-3rd. The emphasis on the FMSD Core Literacy Block, informed by the Science of Reading research and methodology, ensures a data-driven approach to instruction, addressing gaps and replicating successful practices. FMSD plans to continue several actions aimed at improving student academics in ELA from the prior LCAP (2023-24) that were effective. FMSD will initiate new actions to address additional needs identified based on the Dashboard and local data analysis (see Goal 1 and specific Actions for details).

Mathematics:

Mathematics results present a similar scenario, with an overall flat district score resulting in an ORANGE indicator. While some student groups maintained or improved their performance (Asian, Filipino, and White in the YELLOW indicator), others faced challenges, particularly English Learners, Socioeconomically Disadvantaged, and Students with Disabilities in the ORANGE indicator, and African American, Homeless, and Hispanic in the RED indicator.

Despite these challenges, a comprehensive analysis of student data by site and grade level reveals positive trends in certain schools, such as Hellyer, Meadows, Ramblewood, Shirakawa, Stonegate, and CCA, consistently scoring above the district average in both ELA and Math. Additionally, specific student groups, like Asian students, Filipino students, and students with Two or More Races, demonstrated higher-than-average scores, showcasing areas of strength that can be leveraged for improvement.

Notability several schools' data showed a need for All Students, as well as specific student groups at specific schools sites. This included Dahl, Santee, and Sylvandale for All Student scoring Red on the CA Dashboard in Math.

The students groups below, at the following school sites, received the lowest performance level (RED) in Math SBAC testing on the CA Dashboard:

Franklin: Hispanic and SWD

Kennedy: EL

Lairon: EL, Hispanic

Santee: EL, Hispanic, and SED

Shirakawa: SWD

Stonegate: SWD

Sylvandale: SED

Windmill Springs: Hispanic

When analyzing trends, this demonstrates increased needs related to Math. Actions targeting specific schools and student groups are described in Goal 1, Actions 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 1.11 1.13 targeted supports for identified students. The actions include Professional Development for staff in programs intended to improve student outcomes in Math, intervention programs, and support for differentiation to accelerate student learning. To address the identified academic needs, FMSD recognizes the importance of providing first best Tier I instruction coupled with immediate supplemental and intervention support. The emphasis on the new mathematical framework ensures a data-driven approach to instruction, addressing gaps and replicating successful practices. FMSD plans to continue several actions aimed at improving student academics in Math from the prior LCAP (2023-24) that were effective. FMSD will initiate new actions to address additional needs identified based on the Dashboard and local data analysis (see Goal 1 and specific Actions for details).

Acknowledging the impact of the COVID-19 pandemic on in-person instruction, the district is working collaboratively with district-level and site-based teams to develop acceleration plans, focusing on foundational skills in both ELA and Math in grades 3rd-8th.

English Learners:

2023 CA Dashboard English Learner Progress Indicator (ELPI) Analysis and Reflections of the 2022-23 school year demonstrated 52.1% of All Students making progress towards English language proficiency. This represented a 4% decline from the previous year of students who in the previous year whose scores either maintained at a Level 4 or increased one ELPI level. This score puts FMSD in the Orange indicator overall. Taking a close look at the school level ELPI data showed most schools scoring in the Medium to Very High progress range.

Schools that received the lowest performance level (RED) in ELPI on the CA Dashboard are as follows:

Franklin, Hellyer, Meadows, and Ramblewood

When analyzing trends, it revealed continued improvement in overall English language proficiency in our English learner students. Actions targeting specific schools are described in Goal 1, specifically Actions 1.6, 1.7, 1.8, 1.9, and 1.14 targeted supports for school for identified students. These actions include professional development in ELD standards and programs such as SEAL and integrated and designated ELD, Dual Immersion programs (Vietnamese and Spanish) to build literacy in dual languages, targeted support for Hispanic/Latinx students, ensuring hiring practices continue to recruit highly qualified staff to support EL students.

### Chronic Absenteeism:

2023 CA Dashboard Chronic Absenteeism and Suspension Rate Analysis and Reflections of the 2022-23 school year demonstrated an improvement in Chronic Absenteeism districtwide, however a continued high level of need related to both Chronic Absenteeism and Suspension. The impact of COVID-19 school closures and high student absenteeism and staff absences during the 2021-22 school year is evident in the FMSD journey and has impacted the 2023 CA Dashboard.

The analysis of chronic absenteeism rates in our district for the 2023 academic year provides both encouraging progress and areas of continued concern. The district-wide decrease in chronic absenteeism from 32.5% in 2021-22 to 24.9% in 2022-23 marks a significant improvement, resulting in a shift to a yellow indicator on the 2023 California School Dashboard. This reduction demonstrates a concerted effort by educators, administrators, and stakeholders to address attendance challenges and ensure student engagement.

Despite this overall improvement, it's essential to acknowledge the disparities that persist among various student groups. While Asian students saw a notable decline in chronic absenteeism, achieving a green indicator status, several other groups, including Filipino, English Learner, Hispanic, Socioeconomically Disadvantaged, Homeless, and Students with Disabilities, remained in the yellow indicator range, albeit with reductions in absenteeism rates.

The data also highlights concerning trends for specific student cohorts. The chronic absenteeism rates for African American, Two or More Races, and White students shifted from red to orange indicators, indicating some improvement but still falling short of acceptable levels. Furthermore, Foster Youth experienced an increase in chronic absenteeism, maintaining a red indicator status, signaling the need for targeted interventions and support tailored to their unique circumstances.

Notability several schools' data showed a need for All Students, as well as specific student groups at specific schools sites. This included Sylvandale for All Student scoring Red on the CA Dashboard in Chronic Absenteeism.

The students groups below, at the following school sites, received the lowest performance level (RED) in Chronic Absenteeism on the CA Dashboard:

Dahl: Asian

Hellyer: SED

Meadows: EL, Hispanic, SED, SWD

Ramblewood: SWD

Shirakawa: SWD

Sylvandale: SED, EL

In response to these chronic absenteeism findings, FMSD is actively implementing strategies outlined in Goal 1, Actions 1.1, 1.2, 1.3, 1.11 and 1.13; Goal 2, Actions 2.1 and 2.3; and Goal 3, Action 3.1. Actions to address the identified needs of student groups. These initiatives include targeted outreach and support programs, collaboration with community partners, and professional development for staff to promote culturally responsive practices and create a more inclusive and supportive learning environment.

## Suspensions:

The examination of suspension rates in our district for the 2023 academic year presents a complex picture of both successes and challenges. While there have been notable improvements in some schools and for certain student groups, the overall trend indicates a concerning increase in suspensions across the district. The district-wide suspension rate rose to 3.2% in 2022-23, marking a significant 1.5% increase from the previous year. This upward trajectory led to an orange indicator on the 2023 California School Dashboard, signaling the need for targeted interventions and a critical examination of disciplinary practices and policies.

Disparities among student groups are evident, with certain cohorts disproportionately affected by suspensions. African American, Foster Youth, Homeless, and Students with Disabilities students experienced substantial increases in suspension rates, landing them in the red indicator category. This alarming trend underscores the urgency of addressing systemic inequities and providing tailored support to vulnerable student populations.

Additionally, while some groups, such as Asian and Filipino students, saw modest increases in suspension rates, they remained in the yellow indicator range. English Learner, Hispanic, Socioeconomically Disadvantaged, and Two or More Races students also experienced upticks in suspension rates, resulting in orange indicator status. White students, while still a minority, experienced a notable increase, landing them in the orange indicator category as well.

Despite these challenges, there are pockets of success within the district. Schools like Hellyer, Lairon, and Santee demonstrated a decline in suspension rates, showcasing the effectiveness of targeted interventions and supportive disciplinary practices. Meadows, Kennedy, and Windmill maintained exceptionally low suspension rates, indicative of a positive school climate and proactive measures to address behavioral issues.

Notably several schools' data showed a need for All Students, as well as specific student groups at specific schools sites. This included Dahl, Stonegate, and Sylvandale for All Student scoring Red on the CA Dashboard in Suspension.

The students groups below, at the following school sites, received the lowest performance level (RED) in Suspension on the CA Dashboard:

Dahl: EL, Hispanic, SED

Franklin: Hispanic

Los Arboles: SED

Shirakawa: SWD

Stonegate: SWD, EL, Hispanic, SED

Sylvandale: SWD, SED, EL, Hispanic

In response to these findings, the district is redoubling efforts outlined in Goal 1, Actions 1.1, 1.2, 1.3, 1.5, 1.8; Goal 2, Actions 2.1, 2.2, and 2.3. Actions to address the underlying causes of increased suspensions and promote restorative practices and alternatives to punitive measures. This includes investing in professional development for staff on culturally responsive discipline strategies, implementing restorative justice programs, and fostering partnerships with community organizations to support at-risk students.

CSI School: Sylvandale Middle School

RED: All Students, Chronic Absenteeism

RED: All Students, Math

RED: All Students, Suspension Rate

To effectively meet ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, Sylvandale Middle School has developed a comprehensive plan in collaboration with educational partners to address specific areas of low performance among student groups, with the aim of improving student outcomes which is outlined in their School Plan for Student Achievement and reflected in the following LCAP goals and actions, 1.1, 1.3, 1.6, 1.8, 1.10, 1.11, 1.12, 1.13, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.5.

Moving forward, it's imperative to sustain the momentum of improvement while intensifying efforts to close equity gaps and ensure equitable access to educational opportunities for all students. By leveraging data-driven decision-making and fostering collaborative partnerships, we remain committed to fostering a culture of attendance, engagement, and academic success for every student in our district.

## Reflections: Technical Assistance

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

In January 2023, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA) for the following student groups and indicators:

- \* African American Students: Chronic Absenteeism and Academic
- \* Homeless: Chronic Absenteeism and Academic
- \* Students with Disabilities: Chronic Absenteeism and Academic

FMSD developed a DA Team comprised of district and site leadership to work in partnership with the Santa Clara County Office of Education (SCCOE) Continuous Improvement Team and countywide DA Network to engaged in several improvement efforts to investigate and address areas of identified needs. SCCOE support consisted of four full day team trainings and four follow up coaching sessions to support the FMSD team's change idea and data collection efforts.

January 13, 2023: Day one was focused on developing a problem of practice based on deep analysis of our identified student groups data. The team used the data to identified strengths and gaps in our current system using a system simulator. Our team specifically narrow our data analysis focus on Chronic Absenteeism due to the high absentee rate districtwide. Next we identified and documented potential root causes using a fishbone diagram and constructed a plan of action to further investigate our system.

March 10, 2023: The FMSD DA Team utilized our problem of practice "Homeless students are chronically absent at a rate of 60.4% and Foster Youth students are chronically absent at a rate of 50% compared to the district rate of 32.6%" to construct a theory of action (TOA) for addressing our problem of practice. We continued to unpack our root cause analysis to develop an aim statement: "By June 15, 2024, we will



have decreased the chronically absent rate of our Homeless students from 60.4% to 45.4% and Foster Youth from 50% to 35%." We were able to further develop our theory of improvement through the identification of several drivers and change ideas. Drivers identified were student/parent engagement, student supports, data informed practices and the need for updated policies and procedures.

August 25, 2023: The FMSD DA teams identified one of the above mentioned theory of actions TOA to design a Plan Do Study Act (PDSA) improvement cycle to assist with addressing our DA area of identification of Chronic Absenteeism. The change idea of developing measures for school site teams to regularly review their school site data in order to intervene swiftly included test protocol for principals to regularly review attendance data by: (1) Identifying their Core Attendance Team (roles clearly defined) and Scheduled Meetings (2) Provide 15 minutes at the beginning of each meeting to quickly review attendance data to identify student list to bring to team and (3) Share best practices and strategies for engaging families and students in coming to school." This change idea was then scheduled out and tested between August and November 2023.

November 3, 2023: The FMSD DA Team reconvened with the SCCOE DA Network to review data collected from the scaled theory of action and an iteration of this change idea was developed: Building upon past cycle learning, we will pivot focus on use of holistic data. Through upcoming Nov. 7th Panorama Training and November MTSS Coaching Days we provided an opportunity for continuous focus on attendance through data practices and protocols to increase awareness among all staff (teachers, site administrators, Social Workers and Tier II/III support staff) by utilizing the Student Success platform."

This concentrated PDSA on chronic absenteeism continues to be a focus for the FMSD DA Leadership Team. With the release of the 2023 dashboard, it revealed three student groups were no longer identified under DA for chronic absenteeism, SWD, Homeless, and African American. However Foster Youth was identified in December 2023.

In December 2023, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA) for the following student groups and indicators:

- \* African American Students: Suspension and Academic
- \* Homeless: Suspension and Academic
- \* Students with Disabilities: Suspension and Academic
- \* Foster Youth: Suspension and Chronic Absenteeism

FMSD expanded the current DA Leadership Team to include a feeder cohort of two elementary schools and one middle school. This team works in partnership with the Santa Clara County Office of Education (SCCOE) Continuous Improvement Team and countywide DA Network. SCCOE support will now encompass a two year continuous improvement cycle as required by the CDE. The support calendar has also been adjusted to have monthly coaching check-in and team times in addition to three full day trainings. The first full day virtual training occurred on January 24, 2024. This meeting was an opportunity to provide new members background knowledge and understanding of comprehensive data analysis and team time to begin to develop a problem of practice in response to the new DA indicators.

Follow up DA lead and DA Leadership Team coaching sessions we held in each month from February-May 2024. These sessions complemented the full training sessions in January 2024 and March 2024 to support the FMSD DA Leadership team with gathering qualitative data in the for of Empathy Interviews from staff, parents and students from three pilot DA schools. This data was analyzed in

conjunction with quantitative data collected to analyze root cause and develop a plan of action focused on increasing student engagement and agency within the Tier I classroom setting.

Actions intended to address academic challenges are included in Goal 1, Actions 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.11, 1.13. Actions to address attendance and suspension challenges are include aforementioned actions in Goal 1 as well as Goal 2, Actions . SCCOE will support FMSD with implementation in 2024-25 and provide additional technical assistance as needed.

## 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.

Sylvandale Middle School

### ***Support for Identified Schools***

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

FMSD staff, in collaboration with Sylvandale leadership team, has conducted a thorough root cause analysis to identify areas of needs. In conjunction with site based continuous improvement through their Multi-Tiered System of Support (MTSS) coaching, instructional walkthroughs, empathy interview and state and local student data analysis, a few key areas have been identified for targeted support to accelerate the achievement gap for Sylvandale students.

As part of the site's CSI process, the Sylvandale team determined the following identified and resources inequities:

- more curriculum support is needed for English learners within the specified ELD classes
- collaborative planning time between special education and general education teachers
- site coaching to support instructional practice (small group rotations, EL strategies across content areas, alignment of academic and CAASPP vocabulary to level of state test questioning)
- social-emotional support for staff and students (team-building for staff before school starts and time and resources to support team-building with students)
- computer access to support independent reading, assignment completion at home, and the ability to explore topics surfaced in classes.

The support plan developed to address the identified needs include:

Partnership with the Silicon Valley Mathematics Initiative (SVMI) to provide intensive math professional learning sessions for middle school

math teachers. The SVMl facilitator/coach will follow-up the intensive mathematics professional development with in-classroom support that includes math coaching, peer collaboration, and student work analysis sessions.

- Provide access to SVMl’s library of shared resources to support math teaching and learning.
- Collaborate with teachers to use math performance tasks as a planning tool to develop aligned, standards-based lessons, units, formative assessments, and re-engagement.
- Provide job-embedded professional learning session for teachers through modeling high quality, standards-based teaching, and planning.
- Work with teachers to analyze student data, diagnose instructional needs, and identify evidence- based instructional strategies to close opportunity gaps and accelerate learning.
- Provide group instructional coaching and mentoring to teachers to improve classroom instruction for all learners.
- Conduct classroom observations and provide feedback that facilitates teacher reflection and growth.

Partnership with Partners in School Innovation. Partners coach will follow-up with administration and staff to provide professional development and coaching within systems of continuous improvement. will monitor areas of focus to improve outcomes for all students in the areas identified within CSI.

#### Teacher Sub Release and Planning Time

- Planning time enables teachers to develop strategies to meet diverse learning needs within their classrooms, including modifying lessons for students with different learning abilities.
- Participation in PLCs allows teachers to engage in collective inquiry, share data-driven insights, and develop common assessments.

Online Acceleration Tool, Achieve 3000, to support reading comprehension and fluency for identified students.

FMSD also provides a full-time School Social Worker, full time Academic Counselor and full time School Linked Services provider to support students who are experiencing challenges with accessing academic, engaging in school and/or behaviors.

## ***Monitoring and Evaluating Effectiveness***

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

To ensure the successful implementation and continuous improvement of Sylvandale Middle School's support plan for student and school improvement, FMSD has established a robust monitoring and evaluation process. This process integrates multiple data sources, regular reviews, and collaborative efforts to identify and address areas of need effectively. Specific data collection and analysis will include the following:

Student Performance Data: Regularly collect and analyze data from state and local assessments, formative assessments, and classroom observations.

Behavioral and Attendance Data: Monitor trends in student behavior, suspension rates, and attendance records to identify areas needing additional support.

Survey Data: Use surveys (e.g., Panorama Survey) to gauge student and staff well-being, sense of belonging, and parent engagement.

Regular Review and Adjustment

Continuous Improvement Cycles: Conduct 6-8 week cycles to review the effectiveness of interventions and make necessary adjustments.

ILT and PLC Meetings: Regular meetings of the Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs) to review progress, share best practices, and adjust strategies.

Collaborative Support Teams Reviews: Collaborative teams of teachers, counselors, administrators, and parents/guardians meet regularly to review student progress and adjust interventions.

Professional Development Feedback: Gather feedback from professional development sessions to refine and improve training programs.

By implementing this comprehensive monitoring and evaluation plan, Sylvandale Middle School aims to ensure that targeted support strategies effectively address the identified needs, thereby improving student outcomes and fostering an inclusive, equitable educational environment.

# 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
District Advisory Committee (DAC); District English Language Advisory Committee (DELAC); SELPA, Leadership Team	<p>Each of the following educational partner groups were consulted.</p> <p>DAC</p> <ul style="list-style-type: none"> <li>• Audience: Principals, Teachers, District Administrators, Staff, Parent/Community Members, CSEA Unit Members, FMEA Unit Members</li> <li>• Topics Discussed: LCAP Metric Progress, CA Dashboard, LCAP Goals and Actions implementation and progress, Budgets</li> <li>• Meeting Dates: Oct. 25, 2023, Nov. 29, 2023, Feb. 7, 2024, March 27, 2024, April 24, 2024, and May 22, 2024</li> </ul> <p>DELAC</p> <ul style="list-style-type: none"> <li>• Audience: Parents/Community Members of EL students</li> <li>• Topics: EL student data and LCAP metrics, needs of EL students and families, LCAP goals and actions</li> <li>• Meeting Dates: April 24, 2024, and May 22, 2024</li> </ul> <p>Student Survey</p> <ul style="list-style-type: none"> <li>• Audience: Grades 3-8</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• Topics: Feedback on draft LCAP goals and actions</li> </ul> <p>Dates: May 6-17, 2024</p> <p>Leadership Team</p> <ul style="list-style-type: none"> <li>• Audience: School and District Leadership</li> <li>• Topics: Feedback on draft LCAP goals and actions</li> </ul> <p>Date: May 9, 2024 in person meetings, Survey window May 6-17</p> <p>Family and Community Survey</p> <ul style="list-style-type: none"> <li>• Audience: Grades 3-8</li> <li>• Topics: Feedback on draft LCAP goals and actions</li> </ul> <p>Dates: May 6-17, 2024</p> <p>Staff Survey</p> <ul style="list-style-type: none"> <li>• Audience: Grades 3-8</li> <li>• Topics: Feedback on draft LCAP goals and actions</li> </ul> <p>Dates: May 6-17, 2024</p> <p>SELPA</p>

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

Educational Partner Engagement sessions provided broad themes to address in the LCAP, including academic needs in ELA and mathematics, EL progress and support, parent and family supports, and Socio-Emotional Needs centered on creating more culturally sustainable and inclusive environments. To further examine these themes, we engaged in Empathy Interviews in Spring of 2023, as part of

our Significant Disproportionality to develop our 2023 CCEIS plan and interviews were conducted again, in Spring 2024, for Differentiated Assistance, as well as inform the development of our LCAP actions.

Based on recurring feedback about student and family engagement and attendance is consistent with data analyzed in developing the LCAP, FMSD used input from educational partners in determining actions to support student engagement and attendance, with a specific focus on supporting our Foster Youth and student experiencing homelessness (see Goal 2, actions 1, 2, and 4). Continuing School Collab Teams dedicated to monitoring student attendance and whole child resource support was suggested as a way to continue to intervene in attendance challenges consistently across school sites (Action 2.1). Educational partners also felt that staff needs additional professional development in supporting student engagement, building student connections to school, restorative practice instruction, and support with Social Emotional Learning (Actions 2.1, 2.2) along with expanding counseling support (Action 2.1). Educational partners also desired to continue the effective SEL program districtwide (Action 2.2). Partners also expressed the need to enhance family engagement opportunities and explore alternate ways to further engagement families onto school campus and with their student's learning. This feedback is reflected in Goal 3: Strategic Partnerships, Action 1 Implementing Family Engagement Initiatives and Action 2 Capacity Building and Support. They also stated the need for staff to have professional development to further support and engage parents and families (Goal 3.5).

There was a consistent theme from educational partners expressing the need for more targeted supports for English learners, specifically Newcomers, identified ethnic focal groups, and Foster/Homeless Youth this is referenced throughout the three goals and actions within the LCAP.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Achievement for All: With equity at the core, FMSD will increase student achievement by providing high quality first best instruction supported by a Multi-Tiered System of Supports (MTSS) to ensure all 8th grade student graduates have the skills and knowledge to be ready for a college preparatory curriculum in high school.	Broad Goal

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

This goal was developed in response to the needs identified through data and root cause analysis, as well as input from educational partners. The analysis of the California Dashboard data indicted a clear need to continue to support English Language Arts (ELA) and English language development (ELD) and Mathematics. For example:

- 36% of all students in grades 3-8 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 3% of Homeless, 9% of Students with Disabilities (SWD), 11% of EL students, 13% of African American, 24% of EL students and 30% of socioeconomically disadvantaged (SED) students met or exceeded standard.
- 27% of all students in grades 3-8 met or exceeded standard in Mathematics on the Smarter Balanced Assessment. However, only 6% of Homeless students, 9% of AA and SWD students, 11% of EL students, 14% of Hispanic/Latinx and 22% of SED students met or exceeded standard.
- 48% of English learner students progressed at least one English Learner Progress Indicator (ELPI) level.

With 49% of FMSD's student population identified as English learners, FMSD is committed to supporting language acquisition and academic achievement for this population. While the achievement gap persists between several student groups it is important to note that our EL students lag behind the district average by 25 percentage points in ELA and 16 in Math.

This need is also reflected in local benchmark assessments as described in the Measuring and Reporting Results section below. During the LCAP development process, educational partners identified the need for:



- Ongoing instructional support for ELA and ELD
- Increase collaboration times for teachers
- Assistance to socioeconomically disadvantaged and English learner families in understanding how to access and utilize online tools and student information systems so that they can better support their student(s) at home
- Expand learning opportunities and tutoring for student who are low-income, English learners and foster youth
- Access to reading materials for low-income students to be used at home
- Access to culturally responsive reading materials to be used in classrooms
- Further support for teachers in linguistics and the ELA and Math needs of English learner students.

FMSD plans to improve ELA performance and English learner proficiency and Mathematics through the actions that support and improve student learning and will measure progress towards this goal using the metrics identified below.

Notes:

- Unless otherwise noted, baseline data is from the 2022-23 school year.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Student Achievement: Priority 4.A</p> <p>Percent of students in grades 3-8 who met or exceed standard in ELA</p> <p>Data Source: California Assessment of Student Performance and Progress (CAASPP)</p>	<p>CAASPP 2022-23</p> <p>A. 36% of All B. 30% of LI C. 11% of EL D. 24% of Hispanic/Latinx E. 13% of AA/Black F. 9% of SWD G. 3% of Homeless</p>			<p>CAASPP 2025-26</p> <p>A. 45% of All B. 39% of LI C. 20% of EL D. 33% of Hispanic/Latinx E. 20% of AA/Black F. 18% of SWD G. 12% of Homeless</p>	
1.2	<p>Student Achievement: Priority 4.A</p> <p>Points Below Standard in ELA</p>	<p>A. All: 38.5 Points B. LI: 50.3 Points C. EL: 62 Points D. Hispanic/Latinx: 67 Points</p>			<p>A. All: 29.5 Points B. LI: 51.3 Points C. EL: 53 Points D. Hispanic/Latinx: 58 Points</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Dashboard	E. AA/Black: 94.4 Points F. SWD: 113.8 Points G. Homeless: 126.5 Points H: W: 33 Points			E. AA/Black: 79.4 Points F. SWD: 98.8 Points G. Homeless: 111.5 Points H: W: 24 Points	
1.3	Pupil Outcomes: Priority 8.A  Percent of student performing at or above standard on ELA local formative assessment  Data Source: RenSTAR ELA Assessment	K-8 Schools: STAR Reading Tri-2 (Feb 2024): All: 41% EL: 13% SWD: 15% SED: 37%  Bridges, CCA, Sylvandale: STAR Reading Semester 1 (Jan 2024): All: 33% EL: 3% SWD: 9% SED: 32%			K-8 Schools: STAR Reading Tri-2 (Feb 2027): All: 50% EL: 22% SWD: 24% SED: 46%  Bridges, CCA, Sylvandale: STAR Reading Semester 1 (Jan 2027): All: 42% EL: 12% SWD: 18% SED: 41%	
1.4	Pupil Outcomes: Priority 8.A  Percentage of students who score proficient on the local writing assessment  Data Source: Benchmark K-8 Writing Assessment	District Writing 2024:  All Students: 35.8% Asian: 15.1% Hispanic: 16.7%  English Learner (EL): 7.3% Socioeconomically Disadvantaged: (SED): 33.4%			District Writing 2027:  All Students: 45.8% Asian: 25.1% Hispanic: 26.7%  English Learner (EL): 17.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 1.48%			Socioeconomically Disadvantaged: (SED): 43.4% Students With Disabilities (SWD): 11.48%	
1.5	<p>Student Achievement: Priority 4.E</p> <p>Percentage of ELs who:</p> <ul style="list-style-type: none"> <li>Decreased at least one ELPI level</li> <li>Maintained ELPI Levels 1, 2L, 2H, 3L, and 3H</li> <li>Progressed at least one ELPI level</li> <li>Maintained ELPI Level 4</li> </ul> <p>Data Source: CA Dashboard</p> <p>Data Source: Dashboard</p>	<p>CA Dashboard 2023</p> <ul style="list-style-type: none"> <li>16.5% of ELs decreased at least one ELPI level</li> <li>31.3% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H</li> <li>48.3% of ELs progressed at least one ELPI level</li> <li>3.9% of ELs maintained ELPI Level 4</li> </ul>			<p>CA Dashboard 2026</p> <ul style="list-style-type: none"> <li>10.5% of ELs decreased at least one ELPI level</li> <li>25.3% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H</li> <li>54.3% of ELs progressed at least one ELPI level</li> <li>9.9% of ELs maintained</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					d ELPI Level 4	
1.6	<p>Student Achievement: Priority 4.F</p> <p>Percent of students who meet reclassification criteria</p> <p>Data Source: CA Dataquest Reclassification Rate</p>	Reclass Dataquest 22-23: 10.8%			<p>Reclass Dataquest 25-26:</p> <p>13.8%</p>	
1.7	<p>Student Achievement: Priority 4.F</p> <p>Decrease the percentage of Long Term English Learners (LTELs)</p> <p>Data Source: CA Dataquest Reclassification Rate</p>	<p>Dataquest: 2022-23</p> <p>LTEL: 18.8%</p>			<p>Dataquest: 2025-26</p> <p>LTEL: 12.8%</p>	
1.8	<p>Student Achievement: Priority 4.A</p> <p>Percent of students in grades 3-8 who met or exceed standard in MATHEMATICS</p> <p>Data Source: California Assessment of Student</p>	<p>CAASPP 2022-23</p> <p>A. 27% of All</p> <p>B. 22% of LI</p> <p>C. 11% of EL</p> <p>D. 14% of Hispanic/Latinx</p> <p>E. 9% of AA/Black</p> <p>F. 9% of SWD</p> <p>G. 6% of Homeless</p>			<p>CAASPP 2022-23</p> <p>A. 42% of All</p> <p>B. 37% of LI</p> <p>C. 26% of EL</p> <p>D. 29% of Hispanic/Latinx</p> <p>E. 24% of AA/Black</p> <p>F. 24% of SWD</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance and Progress (CAASPP)				G. 21% of Homeless	
1.9	<p>Student Achievement: Priority 4.A</p> <p>Points Below Standard in MATHEMATICS</p> <p>Data Source: CA Dashboard</p>	<p>A. All: 63 Points</p> <p>B. LI: 74 Points</p> <p>C. EL: 83 Points</p> <p>D. Hispanic/Latinx: 97.7 Points</p> <p>E. AA/Black: 131.4 Points</p> <p>F. SWD: 124 Points</p> <p>G. Homeless: 127.7 Points</p> <p>H. White: 52 Points</p> <p>I. Two or More: 34 Points</p>			<p>A. All: 54 Points</p> <p>B. LI: 65 Points</p> <p>C. EL: 74 Points</p> <p>D. Hispanic/Latinx: 82.7 Points</p> <p>E. AA/Black: 116.4 Points</p> <p>F. SWD: 109 Points</p> <p>G. Homeless: 112.7 Points</p> <p>H. White: 43 Points</p> <p>I. Two or More: 25 Points</p>	
1.10	<p>Pupil Outcomes: Priority 8.A</p> <p>Percent of student performing at or above standard on MATHEMATICS local formative assessment</p> <p>Data Source: RenSTAR MATHEMATICS Assessment Grades 2-6 and FASTBridge Grades 7-8</p>	<p>K-8 Schools: STAR Math Grades 1-6 Tri-2 (Feb 2024):</p> <p>All: 53%</p> <p>EL: 34%</p> <p>SWD: 26%</p> <p>SED: 50%</p> <p>FastBridge Math Grades 7-8 Tri-2 (Feb 2024):</p> <p>All: 39%</p> <p>EL: 14%</p> <p>SWD: 19%</p> <p>SED: 38%</p> <p>Bridges, CCA, Sylvandale:</p>			<p>K-8 Schools: STAR Math Grades 1-6 Tri-2 (Feb 2027):</p> <p>All: 62%</p> <p>EL: 43%</p> <p>SWD: 35%</p> <p>SED: 59%</p> <p>FastBridge Math Grades 7-8 Tri-2 (Feb 2027):</p> <p>All: 48%</p> <p>EL: 23%</p> <p>SWD: 28%</p> <p>SED: 47%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FastBridge Math Semester 1 (Jan 2024): All: 48% EL: 18% SWD: 13% SED: 45%			Bridges, CCA, Sylvandale: FastBridge Math Semester 1 (Jan 2027): All: 57% EL: 27% SWD: 22% SED: 54%	
1.11	Basics: Local Priority 1 A-B  Percentage of teachers who are appropriately assigned.  Percentage of students that have access to their own copies of standards-aligned instructional materials for use at school and at home  Data Source: CA Dashboard	(2022-23):  88.3% Clear Teaching Credentials  100% Instructional Materials			(2026-27):  94.3% Clear Teaching Credentials  100% Instructional Materials	
1.12	Implementation of State Standards: Local Priority 2.A  Number/percentage of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that	(2022-23):  6 of 15 - 40%			(2025-26):  12 of 15 - 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)</p> <p>Data Source: CA Dashboard</p>					
1.13	<p>Broad Course of Study: Local Priority 7.A</p> <p>Percentage of middle school students enrolled in a Visual and Performing Arts Course</p> <p>Data Source: Infinite Campus</p>	<p>(2022-23)</p> <p>83%</p>			<p>(2026-27)</p> <p>93%</p>	
1.14	<p>Broad Course of Study: Local Priority 7.B</p> <p>Percentage of EL and SED students in advanced math classes in grades 7-8</p> <p>Data Source: Infinite Campus</p>	<p>(2022-23)</p> <p>ELs</p> <p>7th grade: 6%</p> <p>8th grade: 7%</p> <p>SEDs</p> <p>7th grade: 0%</p> <p>8th grade: 0%</p>			<p>(2026-27)</p> <p>ELs</p> <p>7th grade: 16%</p> <p>8th grade: 17%</p> <p>SEDs</p> <p>7th grade: 10%</p> <p>8th grade: 10%</p>	
1.15	<p>Broad Course of Study: Local Priority 7.C</p> <p>Percentage of students with disabilities that are in general education</p>	<p>(2023-24)</p> <p>50%</p>			<p>(2027-28)</p> <p>60%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>classes 80% or more of the time</p> <p>Data Source: SEIS</p>					
1.16	<p>Implementation of State Standards: Priority 2.B</p> <p>Percentage of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy</p> <p>Data Source: California Assessment of Student Performance and Progress (CAASPP)</p>	<p>(2022-23)</p> <p>65.1% ELA 46.7% Math</p>			<p>(2025-26)</p> <p>71.1% ELA 55.7% Math</p>	
1.17	<p>Student Achievement: 4.A</p> <p>Percent of students in grades 5th and 8th who met or exceed standard in SCIENCE (CAST)</p> <p>Data Source: California Assessment of Student Performance and Progress (CAASPP)</p>	<p>(2022-23)</p> <p>All Students: 21%</p> <p>Grade 5: 13.7% Grade 8: 9.42%</p> <p>SWD: 8.8% EL: 1.8% Homeless: 2.5% AA: 4.76%</p>			<p>(2025-26)</p> <p>All Students: 40%</p> <p>Grade 5: 22% Grade 8: 18%</p> <p>SWD: 17.8% EL: 10.8% Homeless: 11.5% AA: 13.76%</p>	



# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teaching and Learning: PK-8 Continuum of Core Instruction (SCG)	<p>Grade level and department teams will continue to strengthen cross departmental collaboration and create coherent Pre-K-8 continuum of core instruction that is developmentally appropriate, culturally relevant, research and standards based and aligned to FMSD's mission. This coherence will be accomplished by ensuring that the continuum of core instruction includes an instructional literacy and mathematics framework, aligned curricular resources, materials and assessments and professional development for both Tier 1 and Tier 2 instruction. The goals of the literacy and mathematics framework are highlighted below.</p> <p>Within our Literacy Framework, we have the following Goals in alignment with our MTSS Tiered supports:</p>	\$167,326.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1. Provide explicit and systematic Foundational Skills Instruction to include phonics and word study, phonemic awareness and transference to reading and writing.</p> <p>2. Differentiate reading instruction through small group instruction to meet the needs of all students.</p> <p>3. Provide students access to quality and culturally relevant text to access and read independently.</p> <p>4. Address language structures and vocabulary development (How English Works, CA ELD Standards Part II) with explicit resources to foster simultaneous biliteracy development for multilingual students.</p> <p>5. Develop an approach towards assessment for learning - analysis of literacy learning to observe, adapt and respond to students individual strengths and needs to inform instruction</p> <p>Within our mathematics framework, we have the following Goals in alignment with our MTSS Tiered supports:</p> <p>1. Provide explicit and systematic Instruction to include eight Mathematical Practices and math content standards.</p> <p>2. Differentiate math instruction through small group instruction to meet the needs of all students.</p> <p>3. Provide students access to quality and culturally relevant problem sets to access and solve independently.</p> <p>4. Address language structures and vocabulary development (How English Works, CA ELD Standards Part II) with explicit resources to foster simultaneous biliteracy development for multilingual students.</p> <p>5. Develop an approach towards assessment for learning - analysis of mathematical practices and content to observe, adapt and respond to students individual strengths and needs to inform instruction</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>To ensure that educators have a deep understanding of the literacy and mathematics framework, Professional Development for Tier I classroom instruction and Tier II supports will be provided to school staff to meet the needs of the general education, students with disabilities, socioeconomically disadvantaged, foster youth, and English learner populations.</p> <p>Professional Development will be in the form of seminars, workshops and training, as well as coaching and collaboration/planning time.</p> <p>(Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For ELA, this includes "All Students" for Dahl and Santee, Students with Disabilities at Bridges, Franklin, Shirakawa, Stonegate, Sylvandale, English Learner (EL) at McKinley, and EL, Hispanic and SED students at Kennedy. For Math, this includes "All Students" for Dahl, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs.)</p> <p>State Priorities: 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.13, 1.14, 1.15, 1.16</p>		
1.2	Teaching and Learning: Core and Supplemental, Instructional Materials & Resources	We will provide core and supplemental curriculum and professional development to teachers and students district-wide in the content areas of: English language arts, math, history-social science, science, health growth and development, VAPA, ethnic studies, and Spanish and Vietnamese materials for dual language classrooms. This will ensure equity of access and educational opportunity for all students-- at all school sites and district programs--so that all students and teachers have equal access to the basics of a quality education	\$429,315.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>(Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For ELA, this includes "All Students" for Dahl and Santee, Students with Disabilities at Bridges, Franklin, Shirakawa, Stonegate, Sylvandale, English Learner (EL) at McKinley, and EL, Hispanic and SED students at Kennedy. For Math, this includes "All Students" for Dahl, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs.)</p> <p>State Priorities: 1, 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17</p>		
1.3	Teaching and Learning: Summative and Formative Assessment (SCG)	<p>We will provide common, academic benchmark assessments, available in Spanish and Vietnamese for our dual language classrooms, to teachers and students district-wide to provide feedback and data on student progress and learning. We will use district-wide, comprehensive data management systems to store, visualize, and share data. This will support data driven instructional practices and pedagogy so that students with additional needs are identified for intervention, progress monitoring and evaluated for growth and advancement.</p> <p>Student Data Technician is funded partially (0.75 FTE) out of SCG funds to support data analysis for student groups.</p> <p>Specific data disaggregation will included progress monitoring of EL, LI and Foster Youth students as well as students not meeting standards.</p> <p>(Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing</p>	\$244,237.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>targeted support and are required to progress monitoring within identified actions. For ELA, this includes "All Students" for Dahl and Santee, Students with Disabilities at Bridges, Franklin, Shirakawa, Stonegate, Sylvandale, English Learner (EL) at McKinley, and EL, Hispanic and SED students at Kennedy. For Math, this includes "All Students" for Dahl, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs.)</p> <p>State Priorities: 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.14, 1.15, 1.16, 1.17</p>		
<b>1.4</b>	Teaching and Learning: Technology Access (SCG)	<p>Ensure all students benefit from the investment in technology infrastructure, with increased device access and internet connectivity.</p> <p>FMSD will provide professional learning and district-wide support on Digital Learning as described in the CDE Digital Learning Integration Standards and Guidance and the FMSD Technology Plan. FMSD will continue to build on research and identify high-priority practices in leveraging technology, increasing student agency and digital citizenship, and increasing family partnerships.</p> <p>Includes 3.0 FTE SCG funding Computer Techs to support services and accessibility for EL, FY, and SED students.</p> <p>State Priorities: 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 1.16, 1.17</p>	\$631,888.00	Yes
<b>1.5</b>	Teaching and Learning:	Professional development offerings for general and special educators, as well as special education paraprofessionals and support staff, focused on inclusive practices through Universal Design for Learning (UDL) lesson		Yes

Action #	Title	Description	Total Funds	Contributing
	Special Education Professional Development (SCG)	<p>design and tiered levels of support for all students and students identified with disabilities.</p> <p>Continue behavioral support training for general education and special education teachers serving students with identified needs (e.g., Inclusive Practices, Ability Awareness, Social Emotional and Behavioral supports, Sensory Awareness, Literacy, Imagine Learning for ELs with IEPs, etc.).</p> <p>Reclassification training for SWD including alternative language and inclusion practices with a focus on meeting the needs of English Learners, Foster Youth, and students from low income backgrounds.</p> <p>(Identified schools will receive ongoing targeted support and are required to progress monitoring within action. ELA, this includes Students with Disabilities at Bridges, Franklin, Shirakawa, Stonegate, and Sylvandale. For Math, this includes Students with Disabilities at Franklin, Shirakawa, and Stonegate.)</p> <p>State Priorities: 1, 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.12, 1.15</p>		
1.6	Teaching and Learning: Newcomers and EL Professional Development and Program Support (SCG)	<p>For English Language Learners, FMUSD will continue to ensure that students are properly identified and enrolled in effective language pathways and/or specialized programs(Sobrato English Academic Learning (SEAL) and services. We will continue to implement the Sustainability Model for training new teachers and teachers new to the Sobrato Early Academic Language (SEAL) Model. Four schools currently participate in this model, Dahl, Los Arboles, McKinley, and Santee.</p> <p>Professional development will be provided to teachers and administrators to consistently and effectively implement California English Language Development (ELD) standards in tandem with content standards, including both daily mandated designated ELD, as well as integrated ELD during content instruction.</p>	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Invest in resources to provide focused support for Vietnamese and Spanish-speaking ELs to build their home language assets and ensure equitable access to curriculum to increase English language proficiency/reclassification.</p> <p>Invest in resources to provide high quality and engaging after school tutoring and summer programs for ELs.</p> <p>In the fall of 2024, FMSD will finalize an updated three year Multilingual Learner Master Plan as a framework to support English language development and acquisition.</p> <p>(Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For ELA, this includes English Learner (EL) at McKinley, and EL students at Kennedy. For Math, this includes ELs at Kennedy and Lairon.</p> <p>As well as school whose EPLI indicator showed the lowest (RED) performance levels: Franklin, Hellyer, Meadows, and Ramblewood.)</p> <p>State Priorities: 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 1.16, 1.17</p>		
1.7	Teaching and Learning: Dual Language Immersion Programs (SCG)	<p>To address academic achievement gaps for English Learners and build literacy in dual languages, FMSD will provide opportunities to build on students' primary languages and develop biliteracy in high quality dual immersion programs. We believe that dual immersion strengthens academic rigor and will result in improved outcomes for ELs.</p> <p>FMSD is committed to providing staff with continued coaching, professional development, and planning time. Consultants will be hired to provide resources and guidance on development and expansion.</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>State Priorities: 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12</p>		
1.8	Teaching and Learning: Ethnic Focal Group (SCG)	<p>FMSD has been identified as a district in Significant Disproportionality based on data from 2018-19 through 2022-23 due to the over identification of Latinx students with Specific Learning Disability (SLD). In addition, FMSD has been identified for Differentiated Assistance based on data from the CA Dashboard that shows African American students scoring in the Red for the past two years in Academics, Suspensions and/or Chronic Absenteeism.</p> <p>In addition to the supports mentioned in the sections above, FMSD will continue steps to support focal students' learning by focusing on the rigor and relevance of instruction and academic supports. This includes reviewing existing curriculum for cultural responsiveness and identify opportunities for alignment and support:</p> <p>Hispanic/Latinx:</p> <ul style="list-style-type: none"> <li>• Ensure Hispanic/Latinx students receive culturally responsive, rigorous instruction through support with focused support in literacy.</li> <li>• Increase participation in the Newcomers after school and summer programs.</li> <li>• Mentoring and tutoring services, which provide additional support to students beyond the school day.</li> <li>• DELAC/ELAC committees provide feedback and thought partnership on curricular programming and community support as needed.</li> </ul> <p>African American:</p>		



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Ensure African American students receive culturally responsive, rigorous instruction through support and growth of BLACK (Building Leaders &amp; Activists with Collective Knowledge) at our upper elementary and middle schools, with focused support in literacy.</li> <li>• Mentoring and tutoring services, which provide additional support to students beyond the school day.</li> <li>• Community of Care committee to provide feedback and thought partnership on curricular programming and community support as needed.</li> </ul> <p>State Priorities: 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17</p>		
<b>1.9</b>	Teaching and Learning: Extension of TK and K instructional program (SCG)	<p>Extend TK and Kindergarten student's instructional day. Para educators support full day Kindergarten, Transitional Kindergarten and Special Education inclusion programs. A portion of TK/K teachers contract will be funded to support unduplicated student populations within these programs. The paraeducator work time will be extended to match the students' instructional day.</p> <p>Priorities: 1, 2 and 4</p> <p>Metrics: 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11</p>	\$3,463,276.00	Yes
<b>1.10</b>	Talent and Culture: Staff Hiring and Retention (SCG)	<p>FMSD will recruit, train and retain highly qualified teachers and administrators to support all students including unduplicated pupils. Cost include induction programs, mentors, recruitment costs such as travel; and supporting administrators complete Tier II credentialing. Also includes partial allocation of SPED staff signing bonuses</p>	\$7,321,907.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Hiring and retaining highly qualified teachers has been proven to improve the academic success of students--in particular SED, EL, FY, and Homeless students.</p> <p>FMSD has increased the pay rate for teachers in order to attract and retain highly qualified teachers.</p> <p>State Priorities: 1, 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11</p>		
1.11	Teaching and Learning: Acceleration and Expanded Learning Opportunities (SCG)	<p>Personnel and supplemental programs to provide targeted academic supports, intervention, and acceleration to increase academic achievement during the day, as well as before and after school.</p> <p>Instructional supports for unduplicated pupil population and all students will be provided through in-person, synchronous, and/or asynchronous instruction. For the 2024-25 school year, this includes Lexia during the day and access beyond the school day.</p> <p>Provide opportunities for students to close the opportunity gap and develop the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences by:</p> <p>Partnering with Catholic Charities of Santa Clara County and providing resources to advance learning within the (CORAL) before and after school program. As well as opportunities for student to engage in STEAM and sports activities outside of their regular classroom environment.</p> <p>Before and after school, intersession, and summer programming is outlined in the continued implementation of Expanded Learning Opportunities Program (ELOP) Plan.</p>	\$197,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>(Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For ELA, this includes "All Students" for Dahl and Santee, Students with Disabilities at Bridges, Franklin, Shirakawa, Stonegate, Sylvandale, English Learner (EL) at McKinley, and EL, Hispanic and SED students at Kennedy. For Math, this includes "All Students" for Dahl, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs.</p> <p>As well as school whose ELPI indicator showed the lowest (RED) performance levels: Franklin, Hellyer, Meadows, and Ramblewood.)</p> <p>State Priorities: 1, 2, 4, 8</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.6</p>		
1.12	Teaching and Learning: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth (SCG)	<p>Staffing to support schools implementation of programs (Partially Funded Curriculum, Instructional and Assessment, Early Learning, Student Wellness &amp; Support Services, Reprographics Specialist, Administrative Assistants Ed Services, Human Resources)</p> <p>District staff to support Title I schools in providing targeted support for unduplicated student groups; EL, Foster Youth and Homeless, and Low Income populations.</p> <p>These positions include partial LCFF, Title, and ELOP funding. LCFF specific funding includes 0.3 FTE Director Early and Elementary Education (ensure early learning opportunities to unduplicated students groups and resources for families), 0.5 FTE Director of Curriculum, Instruction and Assessment (ensure academic opportunities provided to unduplicated students), 0.5 FTE CIA secretary, 1.0 FTE State and Federal Programs secretary, 1.0 FTE secretary in Student Wellness Services (to ensure intervention programs, resources, and services are provided for</p>	\$701,818.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>unduplicated students), and 0.3 Reprographics Specialist (materials to support EL students).</p> <p>State Priorities: 1, 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 1.15, 1.16, 1.17</p>		
1.13	Teaching and Learning: Site Funding Allocations for Targeted Student Supports (SCG)	<p>Site Funding Allocations of LCFF Concentration and Supplemental and Title I.</p> <p>All sites will be allocated additional funding based on their unduplicated count to provide site based supplemental services and support for EL, FY, and SED students.</p> <p>Schools are required to demonstrate in their School Plan for Student Achievement (SPSA) plans how the funds increase or improve services for unduplicated students as well as how they will be addressing the students scoring in the RED indicator on the CA Dashboard.</p> <p>State Priorities: 1, 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17</p>	\$1,340,309.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Supporting the Whole Child: Align FMSD programs and policies to meet students' academic, social-emotional, and physical needs holistically, fostering an inclusive and culturally responsive learning environment with equitable support systems.	Broad Goal

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

This goal was developed in response to the needs identified through data and root cause analysis, as well as input from educational partners. The analysis of the California Dashboard data and local attendance, behavior, survey and mental health data indicated a clear need to continue to support student mental health, wellness and a sense of belonging through a holistic approach. For example:

- 25% of all students in grades K-8 are chronically absent. Specifically, kindergarten students have the highest overall absenteeism rate at 38.6% compared to other grade spans and Foster Youth maintain in the RED indicator with 50% chronic absenteeism rate. Homeless students improved, which is reflected on the CA Dashboard in YELLOW, but still have a high rate at 55.3%. African American, White and Two or More races students, although improved from the prior school year, continue to show a higher chronic absenteeism rate at around 32%. Students with disabilities also showed improvement with a YELLOW indicator but are at a 35.7% chronic absenteeism rate.
- 3.2% of all students in grades K-8 have been suspended at least one day in the 2022-23 school year as represented on the CA Dashboard. Foster Youth continue to show high suspension rates at 12.5%. Other student groups also scoring in the RED on the CA Dashboard include, African American students 8.4%, Homeless 6.2%, and Students with Disabilities 6.2%. Our middle schools reflect the highest number of suspensions with a rate of 12.4% at Sylvandale and 10.2% at Bridges Academy. Male students represent 66% of total unduplicated suspension rate district wide.
- 63% of students in grade 3rd-8th reported favorably to feels a sense of belonging and school connectedness. This is 7% lower than what students in the same grade level range reported three years ago. In addition we see a decline in sense of belonging as student get older; 76% of all third graders reported favorable to this prompt while 53% of 7th and 8th graders responded favorably.

This need is also reflected in local benchmark assessments as described in the Measuring and Reporting Results section below. During the LCAP development process, educational partners identified the need for:

- Ongoing mental health support for students through school social workers
- Increase professional development for administration, teachers, and staff in restorative practices/justice and trauma informed, culturally responsive practices
- Increased coordination of services and resources for Foster Youth and students experiencing homelessness

FMSD plans to adopt a comprehensive and proactive approach to discipline that prioritizes equity, inclusion, and student well-being through actions that provide targeted support and foster a positive school climate where all students feel valued, respected, and supported on their educational journey and will measure progress towards this goal using the metrics identified below.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Engagement: Priority 5.A  District average daily attendance rate  Data Source: A2A	(2023-24)  April 2024: All Students: 93.5% African American: 90.94% Asian: 96.54% Hispanic/Latinx: 92.32% White: 91.90%  English Learner: 93.52% Socioeconomically Disadvantaged: 93.52% Students with Disabilities: 91.72%  TK - 90.91% K- 91.82% 1st - 93.65% 2nd - 93.61% 3rd - 93.74% 4th - 93.92% 5th - 94.38% 6th - 94.48%			(2026-27)  April 2027: All Students: 96.5% African American: 93.94% Asian: 99.54% Hispanic/Latinx: 95.32% White: 94.90%  English Learner: 96.52% Socioeconomically Disadvantaged: 96.52% Students with Disabilities: 94.72%  TK - 93.91% K- 94.82% 1st - 96.65% 2nd - 96.61%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th - 93.92% 8th- 93.56%			3rd - 96.74% 4th - 96.92% 5th - 97.38% 6th - 97.48% 7th - 96.92% 8th- 96.56%	
2.2	Student Engagement: Priority 5.B  Percentage of students who were chronically absent: All students, Students with Disabilities (SWD), Foster Youth, and Homeless students  Data Source: CA Dashboard	(2022-23)  All: 24.9% SWD: 35.7% Foster Youth: 50% Homeless: 55.3%			(2025-26)  All: 18.9% SWD: 29.7% Foster Youth: 44% Homeless: 49.3%	
2.3	Student Engagement: Priority 5.C  Middle school dropout rates  Data Source: CALPADS	(2022-23)  0.0005% Drop Out Rate			(2025-26)  0% Drop Out Rate	
2.4	School Climate: Priority 6.A  Percentage of students suspended one or more times  Data Source: CA Dashboard	(2022-23) All Students: 3.2% African American: 8.4% Foster Youth: 12.5% Homeless: 6.2% Students with Disabilities: 6.2%			(2025-26) All Students: 2.3% African American: 7.5% Foster Youth: 11.6% Homeless: 5.3% Students with Disabilities: 5.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	School Climate: Priority 6.B Percent of students expelled	(2022-23) 0.0003% Expulsion Rate			(2025-26) 0% Expulsion Rate	
2.6	School Climate: Priority 6.C Percentage of students in grades 3-8 answering favorably to feeling a sense of belonging (School Connectedness). Data Source: Panorama Survey	(Winter 2024) Grades 3-8: 63%			(Winter 2024) Grades 3-8: 69%	
2.7	School Climate: Priority 6.C Percentage of teachers/staff answering favorably to feeling a sense of belonging (School Connectedness). Data Source: Panorama Survey	(Winter 2024) Staff: 91%			(Winter 2024) Staff: 94%	
2.8	Basics: Local Priority 1.C	(2022-23):			(2025-26):	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number/percentage of sites passing the Williams Compliance review (i.e., the facilities are in good repair- as measured by the FIT tool)  Data Source: CA Dashboard	100% of sites passing good repair - FIT report			100% of sites passing good repair - FIT report	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supporting the Whole Child: Coordinated Services	<p>FMSD is laying the foundation for the implementation of Community Schools. Community Schools uses a whole child approach, with an integrated focus on student supports, family and community engagement, collaborative leadership, and extended learning opportunities. Community Schools takes an asset-based approach and builds on the strengths of communities, schools, and individuals.</p> <p>FMSD will offer a continuum of equitable tiered prevention and intervention services provided by School Social Workers (SSW) and all staff to address the trauma of poverty and support students' positive self perception and engagement in school. When students experience welcoming school environments, engagement and access to culturally relevant wellness services, they will improve academically. SSW's and FMSD staff are committed to positively responding to the whole child, ensuring that they are engaging with tasks that develop the strategic thinking skills for full participation in their school and local community.</p> <p>Through the Community Schools Framework, School Linked Services Coordinators will provide support and resources to increase school connectedness and contribute to a school climate that promotes physical and emotional well-being. In addition, School Linked Services staff work with educational partners coordinating culturally relevant tiered student and staff support.</p> <p>Support and expand wellness centers to provide safe and supportive environments in school where all students can access social -emotional and wellness services through counseling and pro-social activities</p> <p>Improve and expand the Collaborative (Collab)Teams across all school sites. Ensure that each school has a Collab team to authentically partner with students and their families to increase coordination across the district and with partner agencies and providers. This team will monitor student absences, suspensions, discipline, out of class time and interventions to take action to increase student engagement through a coordinated care approach to intentional organize student and family support activities and sharing information among all of the participants concerned with a student's success to achieve a safer and more equitable school culture and climate.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>(Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For Chronic Absenteeism, this includes "All Students" for Sylvandale; Students with Disabilities at Meadows, Ramblewood, and Shirakawa; English Learner (EL) at Meadows and Sylvandale; SED at Hellyer and Sylvandale; Hispanic students at Meadows; and Asian students at Dahl.</p> <p>For Suspensions, "All Students" at Dahl, Stonegate, and Sylvandale; SED students at Dahl, Los Arboles, Stonegate, and Sylvandale; EL students at Dahl, Stonegate, and Sylvandale; Hispanic students at Dahl, Franklin, Stonegate, and Sylvandale; SWD at Shirakawa, Stonegate, and Sylvandale.)</p> <p>Priorities: 5 &amp; 6</p> <p>Metric: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>		
2.2	Supporting the Whole Child: Professional Development Targeted Strategies (SCG)	<p>Articulate and implement target strategies to address needs of underserved students, including focal student populations through a multi-tiered system (MTSS) of academic and behavioral supports across and within schools additional interventions and supports. See Goals and Actions 1.1, 1.2, 1.5, 1.6, 1.7, and 1.8.</p> <p>Provide additional resources for in person, synchronous, and asynchronous professional development opportunities to school staff and Collab team members to provide tiered level of support, including universal supports as part of creating a safe and supportive school culture and climate and enhanced supports for students that need support beyond the universal supports.</p> <p>Provide professional development and training to staff in order to decrease our suspension and expulsion rate for students disproportionately receiving</p>	\$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>higher incidents of discipline. Build capacity through professional development that includes implicit bias, trauma-skilled schools, restorative practices, de-escalation, anti-racist practices, authentic family partnership, and cultural humility.</p> <p>We will continue to build staff capacity and measure effectiveness of SEL curriculums and practices.</p> <p>Revise district discipline structures to prioritize restorative practices with a priority on building staff capacity to promote diversity, equity, and inclusion to decrease referral rates and increase student supports.</p> <p>Legal counsel will provide training and guidance on how to legally and ethically work to create a more equitable discipline system. We expect this will result in reduced suspension and more positive support for students experiencing behavioral needs.</p> <p>Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For Suspensions, "All Students" at Dahl, Stonegate, and Sylvandale; SED students at Dahl, Los Arboles, Stonegate, and Sylvandale; EL students at Dahl, Stonegate, and Sylvandale; Hispanic students at Dahl, Franklin, Stonegate, and Sylvandale; SWD at Shirakawa, Stonegate, and Sylvandale.)</p> <p>Priorities: 5 &amp; 6</p> <p>Metrics: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p>		
2.3	Resource Management: Systems to Monitor Student Achievement (SCG)	<p>Continue systems to track and monitor attendance and student wellness to connect families, students, and staff to resources and supports.</p> <p>A2A data systems allows school site attendance leadership teams to spot trends for tardiness and truancy so action can be taken before absenteeism becomes chronic. A2A Attendance System will support the</p>	\$125,139.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>collection of attendance data, monitor and analyze critical gaps in student group attendance, i.e., EL, SED, FY and Homeless students; and provide supplemental intervention to mitigate chronic absenteeism (e.g., through mailing of attendance letters at absence 3, 6, and 9 and identification of chronically absent students.)</p> <p>The annual Panorama Survey is administered each Winter which provides student, staff and parent information. The Student data is aligned to the SEL Framework and provides data for the LCAP on social emotional skills.</p> <p>The district will increase the availability of wellness data and analysis of this data through the Welligent Cloud-Based Electronic Health Record for Behavioral Health services and supports. This system is a secure place to manage clinical student care.</p> <p>(Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For Chronic Absenteeism, this includes "All Students" for Sylvandale; Students with Disabilities at Meadows, Ramblewood, and Shirakawa; English Learner (EL) at Meadows and Sylvandale; SED at Hellyer and Sylvandale; Hispanic students at Meadows; and Asian students at Dahl.</p> <p>For Suspensions, "All Students" at Dahl, Stonegate, and Sylvandale; SED students at Dahl, Los Arboles, Stonegate, and Sylvandale; EL students at Dahl, Stonegate, and Sylvandale; Hispanic students at Dahl, Franklin, Stonegate, and Sylvandale; SWD at Shirakawa, Stonegate, and Sylvandale.)</p> <p>Priorities: 5 &amp; 6</p> <p>Metrics: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>		

Action #	Title	Description	Total Funds	Contributing
2.4	Safe and Supportive Schools: Students in Foster Care and Students Experiencing Homelessness (SCG)	<p>Continue to support the infrastructure necessary to support and monitor the educational success of students in Foster Care and students experiencing homelessness.</p> <p>Support staff work cross departmentally to provide integrated wrap-around services to increase student success including identifying and addressing any barriers to enrollment and student attendance and overall achievement.</p> <p>Services include: educational partnership coordination, access to extended day opportunities, school supplies, health &amp; wellness services tutoring, basic needs &amp; housing, IEP/504 advocacy and coordination of transportation services. In addition, FMSD staff work with CDE, county child welfare, and probation agencies to obtain, share, and analyze data to accurately identify foster youth and track progress on all required metrics.</p> <p>Review and update the Every Student Succeeds Act (ESSA) transportation plan for youth in foster care to their school of origin, including child welfare and probation agencies, and as appropriate, other school districts and the County Office of Education Foster Youth Services Coordinating Program, to ensure all eligible youth receive a best interest determination (BID) and have access to developmentally appropriate transportation options.</p> <p>Continue to develop and provided training creating clear and consistent criteria related enrollment, records, services and supports. Provide relevant, trauma-informed training to all staff (teachers, administrators, front office staff, after school staff, etc.) regarding foster youth and students experiencing homelessness needs.</p> <p>Provide additional site-based support staff through coordinated services, including academic counselors at the middle schools, shared assistant principal at Bridges and Sylvandale, librarians media aides (LMA) and nurses.</p> <p>Priorities: 5 &amp; 6</p> <p>Metrics: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>	\$1,303,583.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Resource Management: Facilities	<p>Manage design and construction of school facilities, expansion or creation of new programs, and improve District's school sites, creating an environment that will stimulate interest in learning and assist students and teachers to perform at their best.</p> <p>Respond to school requests for facilities improvements and deferred maintenance projects that ensure access to comfortable and welcoming learning environments, including projects that are required for seismic safety, fire safety, life safety, and Americans with Disabilities Act accessibility.</p> <p>Ensure access to clean facilities, sustainable programming and maintenance of schoolyards, and fiscally-responsible utility use to maximize investment in students' instructional time. Manage the design of school facilities and enhancements to school sites in service of health and safety.</p> <p>Priorities: 1</p> <p>Metrics: 2.8</p>		No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Strategies Partnerships: Foster strategic partnerships and collaborative relationships to enhance student success. FMSD will establish and leverage strategic partnerships with families, community organizations, businesses, and higher education institutions to enhance student engagement, academic achievement, and high school readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data and root cause analysis, as well as input from educational partners. The analysis of local data metrics, including the Panorama Parent/Family survey indicated a clear need to continue and expand opportunity to engage parents in decision making, provide ongoing parent education, and provide clear communication in order to build strong school, family, district partnerships to support students. For example:

- 53% decline in parent participation in annual district wide Winter Panorama Family survey. Despite the low parent participation in the 2024 Winter Survey, the percentage of participants across the TK-8th grade level span remains consistent, with about 11% overall percentage rate across all grade levels.
- Despite low Winter Panorama Family survey participation and a slight decline in all sub categories, about 2-3 percent, the responses remain favorable in Classroom Climate, 93%; Conditions of Learning, 93%; Parent Engagement, 93%; Sense of Belonging (school connectedness), 93%; Student Engagement, 93%; and Outcome, 91%. Notably, families reported a 4% favorable decline for the "The school takes parents' opinion into consideration" with 91% reporting favorable in the 2024 survey compared to 2023.
- High family participation rates have been reported for parent education opportunities such as STEAM and Art Showcase, PIQE, and Family Literacy Nights, as compared to parent committee events such as School Site Council and ELAC which have a lower parent turn-out.

During the LCAP development process, educational partners identified the need for:

- Strategic, clear communication through multi methods; text, phone, email, and paper fliers/mailings
- Parent education opportunities to access digital communication tools and support student learning at home
- Increased parent decision making opportunity through highly engaging family events such as Family Literacy Nights and Open Houses.



Strategic partnerships are essential for expanding resources, enriching educational experiences, and promoting holistic student development. By cultivating these relationships, the district aims to provide students with diverse learning opportunities that prepare them for success in college, career, and civic life. This goal aligns with LCFF Priority 3 by ensuring equitable access to partnerships that support family engagement and decision-making and student achievement and well-being.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>Parental Involvement: Priority 3.A</p> <p>Percent of parents who responded Strongly Agree or Agree to the parent survey item: Parents have opportunities to give input into the decision-making process at school</p> <p>Data Source: Panorama Survey</p>	(Winter 2023-24) 91%			(Winter 2023-24) 94%	
3.2	<p>Parental Involvement: Priority 3.B</p> <p>Participation in the Expanded Learning Opportunities Program (ELOP) for Low Income, English Learner and Foster Youth students.</p>	<p>(2022-23)</p> <p>Parent satisfaction: % Survey participation rate: %</p>			<p>(2027-28)</p> <p>Parent satisfaction: % Survey participation rate: %</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Parent satisfaction with the program (yes or neutral responses).</p> <p>Data Source: ELOP survey participation rate</p>					
3.3	<p>Parental Involvement: Priority 3.B</p> <p>Total parent attendance counts at parent meetings that meet the needs of low income, English Learner and foster youth students.</p> <p>Data Source: PIQE Enrollment Sheets</p>	<p>(2022-23)</p> <p>PIQE: 101 Parents</p>			<p>(2027-28)</p> <p>PIQE: 150 parents</p>	
3.4	<p>Parental Involvement: Priority 3.C</p> <p>Percent of parents of students receiving special education services who responded Strongly Agree or Agree to the parent survey item: Parents have opportunities to give input into the decision-making process at school.</p> <p>Data Source: Panorama Survey</p>	<p>(Winter 2023-24)</p> <p>95%</p>			<p>(Winter 2027-28)</p> <p>98%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	<p>Dashboard Local Indicator: Priority 3: Parent Engagement</p> <p>Number/percentage of responses on the CA School Dashboard Parent Engagement Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)</p> <p>Data Source: CA Dashboard</p>	<p>(2023-24)</p> <p>2 of 12- 17%</p>			<p>(2027-28)</p> <p>6 of 12- 50%</p>	
3.6	<p>Internal Accountability/Review of Documents Submitted</p> <p>100% of schools will be compliant with Federal requirements related to Parent Governance Committees.</p> <p>Evidence includes sign in sheets, elections, appropriate membership, agendas and minutes that reflect compliance with required topics.</p>	<p>May 2023-24:</p> <p>80% School sites evidence of complying with School Site Council and English Learner Advisory Committee requirements.</p>			<p>May 2027-28:</p> <p>100% School sites evidence of complying with School Site Council and English Learner Advisory Committee requirements.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Strategic Partnership: Implement Family Engagement Initiatives (SCG)	<p>There is a need to continue to build confidence and provide training to parents to help support their children's education and build capacity in providing input and decision making. We believe that greater engaged parents will result in higher quality more targeted programs that improve academic outcomes for EL, FY, and SED students.</p> <p>Design and implement family engagement programs that encourage families to actively participate in student learning and school activities.</p> <p>Host workshops, events, and informational sessions to support families in understanding and navigating educational pathways.</p>	\$109,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide Parent Educational opportunities including Parent Leadership Training. Consultant will be hired to provide Parent Institute for Quality Education (PIQE) training in at least three school sites for parent access across the district.</p> <p>Schools will continue to provide training in governance committees so parents understand their role and how they influence school and district level decisions.</p> <p>Priority: 3</p> <p>Metric: 3.3, 3.4, 3.5, 3.6</p>		
3.2	Strategic Partnerships: Capacity Building & Support (SCG)	<p>Franklin McKinley Children's Initiative &amp; First Five Resource Center- Low income families in our community need access to resources and support to navigate early child care and health. FMSD partners with these community programs support low income community strengthening the bond between the school district and out community.</p> <p>Franklin-McKinley School District has partnered with Catholic Charities to lead the Franklin-McKinley Children's Initiative (FMCI) in the Santee neighborhood. The Franklin-McKinley Children's Initiative provides support to families and students of the community, offers resources to staff and early Education parent support. (\$75,000 district contribution and contract with Catholic Charities).</p> <p>The Family Resource Center at Lairon is funded through First Five of Santa Clara County. FMSD provides supplemental financial support to benefit and support all families regardless of age of the child. Recently Catholic Charities has begun to replicate the FMCI model across the district at the other Family Resource Centers (FRC): Lairon, Dahl and Shirakawa provides resources for families across the district.</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Support parents and families in developing and expanding English Language Development through ESL Classes in Collaboration with Eastside Union HSD - Support English Learner families in learning English.</p> <p>Funds will support childcare and materials for parents. Eastside Union High School District covers the cost of the instructors. The classes are offered at Franklin, Lairon and Kennedy.</p> <p>Priority: 3</p> <p>Metric: 3.5</p>		
3.3	Strategic Partnerships: Communication (SCG)	<p>Develop the systems to communicate clear expectations, measures, and districtwide accountability, including building capacity to communicate with families through email and/or text message and improve collection of family contact information in the Student Information System (SIS).</p> <p>In addition to the district core responsibility to keep parents informed via traditional means (bulletin board postings, notes/letters sent home, etc.) additional digital tools such as Parent Square and targeted US Mailing is implemented to provide two way communication between school staff and families.</p> <p>Parent Square provides us the opportunity to send communications electronically to our families in multiple languages, to multiple family members and multiple times. This service benefits all students, but especially our English learners (personalized translation options) and foster youth (multiple caretakers/educational rights holders can stay informed regardless of whether they are living in the same house as the child).</p> <p>The designated funds support communications delivered by U.S. Mail by the district office. This may include marketing material for special programs.</p>	\$195,995.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Parent and Family video library access to training and resources to support student success on FMSD website.</p> <p>These supplemental communication tools offer urgent alerts, direct and group messaging, notifications and digital forms; and meet the specific needs of our community as it offers translation and easy access.</p> <p>Priority: 3</p> <p>Metric: 3.1, 3.4, 3.5</p>		
3.4	<p>Strategic Partnerships: Targeted Family Supports for Unduplicated Pupil Population (UPP) and Multilingual Families (SCG)</p>	<p>Provide additional targeted supports for focal student subgroups by investing in staff supports (such as Bilingual District Liaisons), additional professional development for staff, materials, and food for family events focused on serving families of students in underserved communities, additional translation supports and software.</p> <p>District Bilingual Parent Liaisons are available to provide interpretation and translation services for district parent committees and community events especially for families of English Learner students. Three Spanish bilingual and two Vietnamese bilingual District parent liaisons provide interpretation for parent meetings as requested by school sites. These include parent/teacher conferences, parent meetings by request, School Study Team Meetings, IEP meetings and community/parent meetings and events. An additional Vietnamese bilingual District Parent Liaison supports the Vietnamese Dual Immersion program and an additional Spanish Bilingual District Parent Liaison supports the Spanish Dual Immersion program by supporting parent outreach, recruitment and translation of curriculum.</p> <p>The Liaisons are critical in reaching out to families of English Learners to support ongoing communication and access to essential information.</p> <p>Priority: 3</p> <p>Metric: 3.1, 3.3, 3.4, 3.5, 3.6</p>	\$798,865.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Strategic Partnerships: Professional Development for Staff	<p>Offer professional development workshops and training sessions for staff members to build capacity in partnership development, collaboration, and community engagement.</p> <p>Encourage staff participation in networking events and conferences focused on strategic partnerships and family-community-school relationships.</p> <p>Offer training on community engagement techniques to help staff build meaningful relationships with families and community stakeholders.</p> <p>Teach staff how to effectively communicate with diverse audiences and involve them in decision-making processes.</p> <p>Facilitate workshops on collaborative planning and implementation of partnership activities within instructional programs and school initiatives.</p> <p>Teach staff how to integrate partnership goals into curriculum development and school improvement plans.</p> <p>Provide cultural competency and equity training to ensure staff understand and respect the diverse backgrounds and perspectives of community partners.</p> <p>Equip staff with skills to address equity issues and promote inclusive practices in partnership development.</p> <p>Priority: 3</p> <p>Metric: 3.1, 3.2, 3.4, 3.5</p>		No



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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$17093958	\$1858221

## 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
28.425%	0.000%	\$0.00	28.425%

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
1.1	<p><b>Action:</b> Teaching and Learning: PK-8 Continuum of Core Instruction (SCG)</p> <p><b>Need:</b> To strengthen cross departmental collaboration and create coherent Pre-K-8 continuum of core instruction that is developmentally appropriate, culturally relevant, research and standards based and aligned to FMSD's mission.</p>	By providing professional development on literacy and mathematics frameworks district-wide addresses the need for cross-departmental collaboration, coherent core instruction, and support for diverse student populations. This approach ensures that educators have the knowledge and resources to create developmentally appropriate, culturally relevant, and research-based instructional experiences that align with the district's mission and standards.	1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.13, 1.14, 1.15, 1.16

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><b>Scope:</b> LEA-wide</p>	<p>By providing this professional development, the FMSD will continue to foster a collaborative and inclusive educational environment that benefits all students.</p>	
<p><b>1.2</b></p>	<p><b>Action:</b> Teaching and Learning: Core and Supplemental, Instructional Materials &amp; Resources</p> <p><b>Need:</b> Supporting unduplicated students with core and supplemental instructional materials and resources is crucial for promoting educational equity, enhancing learning outcomes, and ensuring that all students have the opportunity to succeed regardless of their background.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Through enhanced learning opportunities and ongoing professional development, FMSD will continue to offer a broad range of subjects, including English language arts, math, history-social science, science, health, VAPA, and ethnic studies, to ensure that unduplicated pupils receive a well-rounded education. This exposure to diverse content areas helps close achievement gaps and fosters a love for learning.</p> <p>Specifically, Ethnic studies and culturally relevant materials can help unduplicated pupils see themselves reflected in the curriculum, which can boost their engagement and academic confidence.</p> <p>Continuous professional development ensures that all teachers across the district are uniformly trained and updated on best practices, providing a consistent and high-quality educational experience for unduplicated pupils.</p> <p>By providing these resources and professional development on an LEA-wide basis ensures that all students, regardless of which school they attend, have equal access to quality education. This is particularly important in large districts where resource disparities between schools can be significant.</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17</p>
<p><b>1.3</b></p>	<p><b>Action:</b> Teaching and Learning:</p>	<p>Access to assessment data empowers educators and administrators to make informed decisions</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.14, 1.15, 1.16</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>Summative and Formative Assessment (SCG)</p> <p><b>Need:</b> Improving student outcomes through data use.</p> <p><b>Scope:</b> LEA-wide</p>	<p>that positively impact student outcomes. By analyzing data, identifying trends, and monitoring progress over time, educators can continuously improve instructional practices and interventions to support student success.</p> <p>Providing access to assessment data district-wide fosters a culture of data-driven decision-making and continuous improvement. This approach promotes collective efforts to enhance student outcomes and educational experiences across the entire district and school community.</p>	
1.4	<p><b>Action:</b> Teaching and Learning: Technology Access (SCG)</p> <p><b>Need:</b> Provide technology access through tech tools and support personnel to address critical needs related to digital equity, language acquisition, academic support, digital literacy, and personalized learning for EL, FY, and LI students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing tech tools (such as devices, software, and educational apps) and support personnel (such as IT staff or instructional technology specialists) ensures equitable access to technology for EL, FY, and LI students. This addresses the digital divide by providing essential resources to students who may lack access to technology at home.</p> <p>Offering technology access district-wide ensures that all EL, FY, and LI students across different schools have equal opportunities to utilize technology for learning purposes. This approach promotes equity and inclusivity in education by bridging technological gaps among student populations.</p> <p>Additional, technology tools can facilitate personalized and differentiated learning experiences tailored to the needs of EL, FY, and LI students. Educational apps, adaptive software, and digital resources enable educators to</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 1.16

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>customize instruction and interventions to address individual learning preferences and challenges.</p> <p>Providing technology access district-wide supports consistent implementation of personalized and differentiated learning practices across all schools. This approach ensures that all students, including EL, FY, and LI populations, benefit from innovative instructional strategies that leverage technology to enhance learning outcomes.</p>	
<p><b>1.5</b></p>	<p><b>Action:</b> Teaching and Learning: Special Education Professional Development (SCG)</p> <p><b>Need:</b> Special Education and Special Education Staff need ongoing training and support to help EL, Low Income, and Foster Youth students both with and without IEPs with access learning and content.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These actions are provided on an LEA-wide or schoolwide basis because they are fundamental to creating an inclusive and supportive learning environment for all students, particularly those from historically marginalized or underserved populations. By implementing these strategies universally, schools can ensure that SPED staff and educators across disciplines are equipped to meet the diverse needs of EL, Low-Income, and Foster Youth students, promoting equitable access to learning and content throughout the educational system</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.12, 1.15</p>
<p><b>1.6</b></p>	<p><b>Action:</b> Teaching and Learning: Newcomers and EL Professional Development and Program Support (SCG)</p> <p><b>Need:</b></p>	<p>Investing in resources and professional development ensures that specialized support is available for Newcomers and EL students who may require additional assistance with language acquisition, cultural adjustment, and academic integration. Resources such as bilingual materials, language learning tools, and culturally responsive instructional strategies can directly benefit these</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 1.16, 1.17</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>Addressing the need for specialized support by enhancing language acquisition and academic success.</p> <p><b>Scope:</b> LEA-wide</p>	<p>student populations. In addition, professional development opportunities equip educators with effective instructional strategies to support language development, literacy skills, and content comprehension for diverse language learners.</p> <p>Providing support districtwide and to targeted school sites ensures that all schools within the district have access to resources and professional development opportunities tailored to the needs of Newcomers and EL students. This approach promotes equity and consistency in supporting linguistically and culturally diverse learners.</p>	
<p><b>1.7</b></p>	<p><b>Action:</b> Teaching and Learning: Dual Language Immersion Programs (SCG)</p> <p><b>Need:</b> Increase access and opportunities for student language acquisition, academic achievement, and cultural competence.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Dual Language Programs provide students with structured and immersive experiences in two languages (e.g., English and Spanish). Through these programs, students have the opportunity to develop high levels of proficiency in both languages, fostering bilingualism and biliteracy. Research indicates that students in Dual Language Programs often outperform their peers academically. The cognitive benefits associated with bilingualism, such as enhanced problem-solving skills and cognitive flexibility, contribute to improved academic achievement across various subjects.</p> <p>By offering Dual Language Programs district-wide, more students can benefit from comprehensive language acquisition experiences. This ensures equitable access to bilingual education for all students within the educational system.</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12</p>
<p><b>1.9</b></p>	<p><b>Action:</b></p>	<p>The action is designed to address these needs by extending the instructional day for TK and K</p>	<p>1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11</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>Teaching and Learning: Extension of TK and K instructional program (SCG)</p> <p><b>Need:</b> Unduplicated student populations often require additional academic and socio-emotional support to thrive in an educational setting.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students. By providing a full-day instructional program, students in these critical early education stages can benefit from more comprehensive learning opportunities. Extending the instructional day allows for more time to focus on foundational skills, language development, social-emotional learning, and specialized support for students with disabilities or unique learning requirements. Moreover, allocating paraeducator support specifically for these programs ensures that students receive the individualized attention and assistance they need throughout the extended day.</p> <p>Additionally, funding a portion of TK/K teachers' contracts to support unduplicated student populations within these programs ensures that resources are directed towards meeting the specific needs of these students. This could involve smaller class sizes, specialized instructional strategies, or targeted interventions to address academic or socio-emotional challenges.</p> <p>By extending the instructional day and providing targeted paraeducator support, the educational system aims to address these students' unique needs comprehensively and equitably across the district or school.</p>	
1.10	<p><b>Action:</b> Talent and Culture: Staff Hiring and Retention (SCG)</p> <p><b>Need:</b> Competitive Salaries to recruit and retain highly qualified teachers and administrators to</p>	<p>Offering competitive salaries helps ensure that schools serving unduplicated pupil populations have access to skilled and dedicated educators and administrators. High-quality staff are better equipped to meet the unique needs of English Learners, Low-Income, and Foster Youth students,</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>support all students, specifically unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>providing essential support and guidance to promote academic success.</p> <p>Providing competitive salaries on a district-wide basis ensures equitable access to high-quality educators and administrators for all students, including unduplicated pupils. This approach supports efforts to close achievement gaps and improve outcomes for historically underserved student populations.</p>	
<p><b>1.11</b></p>	<p><b>Action:</b> Teaching and Learning: Acceleration and Expanded Learning Opportunities (SCG)</p> <p><b>Need:</b> To address learning gaps, FMMSD will provide academic intervention for students in grades K-3 to extend and accelerate the learning opportunities for students through Tier III intervention programs.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Implementing personalized reading program and providing teacher instructional training to address learning gaps in grades K-3 through Tier II/III intervention programs. The personalized reading program offers targeted interventions tailored to individual students' specific learning needs and areas of difficulty. By providing personalized support, students receive focused instruction designed to extend and accelerate their learning, effectively addressing learning gaps.</p> <p>Providing teacher instructional training equips educators with the knowledge and skills needed to effectively implement Tier II/III intervention strategies within the personalized reading program. Teachers learn evidence-based instructional practices and intervention techniques to better support struggling students and accelerate their academic progress.</p> <p>By providing Tier III intervention programs, FMMSD ensures equitable access to academic interventions for all students in grades K-3 who require additional support. This approach helps close achievement gaps and promotes academic</p>	<p>1.1, 1.2, 1.3, 1.4, 1.6</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
		success for all students, regardless of individual learning needs.	
1.12	<p><b>Action:</b> Teaching and Learning: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth (SCG)</p> <p><b>Need:</b> Coordinating and Managing Supports for High-Needs Students</p> <p><b>Scope:</b> LEA-wide</p>	<p>By increasing staff dedicated to coordinating and managing supports, the district can effectively respond to the diverse needs of EL, FY, and LI students. These staff members can coordinate interventions, resources, and services to address academic, behavioral, and social-emotional challenges faced by high-needs students.</p> <p>Providing increased staff support district-wide ensures equitable access to coordinated services and supports for all high-needs students across various school sites. This approach facilitates efficient management of resources and interventions to meet the complex needs of the student population.</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 1.15, 1.16, 1.17
1.13	<p><b>Action:</b> Teaching and Learning: Site Funding Allocations for Targeted Student Supports (SCG)</p> <p><b>Need:</b> School Site Allocations of LCFF Concentration and Supplemental and Title I to support EL, Low-Income, and Foster Youth students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By allocating specific funding streams (LCFF Concentration, Supplemental, and Title I) directly to schools, districts can target resources and support services to meet the unique needs of EL, Low-Income, and Foster Youth students. These funds can be used to provide additional academic interventions, counseling services, language acquisition programs, and other supports tailored to support student success.</p> <p>Providing funding allocations on an schoolwide basis ensures that all eligible students receive equitable access to the resources and services they need to thrive academically and socio-emotionally. This approach helps mitigate disparities in educational outcomes among student</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17



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
		subgroups and promotes inclusive practices across the educational system.	
2.2	<p><b>Action:</b> Supporting the Whole Child: Professional Development Targeted Strategies (SCG)</p> <p><b>Need:</b> Unduplicated and focal student populations have been disproportionately affected by academic and behavioral challenges, leading to higher rates of disciplinary actions such as suspensions and expulsions.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Continuing to implement a MTSS framework allows for a tiered approach to providing academic and behavioral interventions and supports across schools. This ensures that students receive the appropriate level of assistance based on their individual needs, with a particular focus on supporting underserved populations who may require additional support beyond universal interventions.</p> <p>By providing equity and inclusion focused professional development opportunities to school and district staff, FMSD builds capacity among educators to create a safe, inclusive, and supportive school climate. Training focuses on topics such as implicit bias, trauma-informed practices, restorative justice, and cultural humility, aiming to reduce disciplinary disparities and promote equitable treatment of all students.</p> <p>Revising district discipline structures to prioritize restorative practices emphasizes a shift towards addressing behavioral issues through relationship-building, conflict resolution, and community-building approaches rather than punitive measures. This approach aligns with the goal of reducing suspension rates and increasing positive supports for students experiencing behavioral challenges.</p> <p>By focusing on equity, inclusion, and restorative practices, FMSD aims to foster a supportive</p>	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

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
		learning environment that promotes the academic and social-emotional well-being of all students.	
2.3	<p><b>Action:</b> Resource Management: Systems to Monitor Student Achievement (SCG)</p> <p><b>Need:</b> Unduplicated and focal students are experiencing a higher rates of absenteeism and require additional support to ensure regular attendance and access to resources for overall wellness.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is designed to comprehensively address the identified needs of unduplicated student groups through systematic monitoring and intervention strategies implemented at the district and school site level.</p> <p>The A2A Attendance System supports the collection and analysis of attendance data, enabling the identification of critical gaps in attendance among unduplicated student groups. This data informs targeted interventions, such as sending attendance letters and providing supplemental support to mitigate chronic absenteeism, addressing the unique needs of vulnerable student populations.</p> <p>The annual Panorama Survey administered to students, staff, and parents provides valuable data aligned with the SEL Framework. This data informs the LEA's Local Control and Accountability Plan (LCAP) on social-emotional skills, guiding the development of targeted interventions and supports to address the social-emotional needs of unduplicated student groups.</p> <p>Increasing the availability of wellness data and utilizing cloud-based electronic health records through the Welligent system enhances FMUSD's ability to monitor and analyze student wellness, particularly in terms of behavioral health. This secure platform facilitates the management of clinical student care, ensuring that behavioral health services and supports are accessible and</p>	2.1, 2.2, 2.3, 2.4, 2.5, 2.6

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>tailored to the needs of unduplicated student groups.</p> <p>Providing systems to monitor student achievement on an districtwide basis ensures consistent monitoring and intervention strategies across all schools within the district. This systemic approach allows for data-driven decision-making and targeted resource allocation to support the academic, attendance, and wellness needs of unduplicated student populations.</p>	
<p><b>2.4</b></p>	<p><b>Action:</b> Safe and Supportive Schools: Students in Foster Care and Students Experiencing Homelessness (SCG)</p> <p><b>Need:</b> Students in foster care often face instability and disruptions in their education due to frequent placement changes. Homeless students face challenges related to housing instability, lack of access to basic needs, and disruptions in their schooling. Both require specialized supports to address barriers to enrollment, attendance, and academic achievement.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Coordinated cross-departmental efforts ensure that students receive wrap-around services addressing various needs, including enrollment, attendance, academic support, health services, and basic needs. This integrated approach aims to remove barriers to educational success and provide holistic support to foster youth and homeless students.</p> <p>Collaborations with educational partners, county child welfare agencies, probation agencies, and the California Department of Education (CDE) facilitate the sharing and analysis of data to accurately identify and support students in foster care. This ensures alignment with required metrics and enhances efforts to track progress and outcomes for these students.</p> <p>Providing trauma-informed training to all staff members equips them with the knowledge and skills needed to support the unique needs of foster youth and homeless students. This training promotes sensitivity, understanding, and effective</p>	<p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</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>practices for creating a supportive and inclusive school environment.</p> <p>Finally, allocating additional site-based support staff, such as academic counselors, shared assistant principal, librarians, media aides, and nurses, enhances the capacity of schools to meet the diverse needs of students in foster care and students experiencing homelessness. These staff members provide targeted support and resources, contributing to improved academic and social-emotional outcomes.</p> <p>This systemic approach recognizes the unique challenges faced by foster youth and homeless students and seeks to address them comprehensively to promote academic achievement and holistic well-being.</p>	
<p><b>3.1</b></p>	<p><b>Action:</b> Strategic Partnership: Implement Family Engagement Initiatives (SCG)</p> <p><b>Need:</b> Unduplicated students often face unique challenges related to family engagement due to factors like language barriers, economic hardships, or unstable home environments.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By involving families more actively in their children's education, this action aims to bridge the gap between home and school environments, providing additional support and resources where needed.</p> <p>By implementing family engagement initiatives on a schoolwide and districtwide basis, this action ensures that all families—especially those of unduplicated students—receive consistent support and information in a manner that is accessible and respectful of their cultural and linguistic backgrounds.</p> <p>These initiatives and events foster a sense of community and trust between families and the district, which can positively impact student</p>	<p>3.3, 3.4, 3.5, 3.6</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>success and well-being. When all families are encouraged to participate, it reduces the stigma or barriers that might prevent unduplicated families from engaging with the school.</p>	
<p><b>3.2</b></p>	<p><b>Action:</b> Strategic Partnerships: Capacity Building &amp; Support (SCG)</p> <p><b>Need:</b> The unduplicated student group families often face challenges related to accessing essential resources and support services, particularly in navigating early child care, health services, and educational opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action of capacity building and support through the Franklin McKinley Children's Initiative (FMCI) and the Family Resource Center (FRC) at Lairon is designed to comprehensively address the identified needs of low-income families across the entire school district. By implementing these initiatives on a schoolwide basis, the district aims to provide holistic support services by offering a range of resources and services to low-income families. FMSD is committed to strengthening the bonds between the district and larger community and through these partnerships FMSD will ensure families have access to a network of support beyond traditional educational services.</p> <p>In addition, the ELD collaboration with Eastside union High School to offer ESL classes at various schools within FMSD directly supports English learner families in developing and expanding their language skills. This initiative recognizes the importance of language proficiency in fostering parental engagement and student success.</p>	<p>3.5</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Strategic Partnerships: Communication (SCG)</p> <p><b>Need:</b> Develop systems for clear communication and improve family engagement primarily targets unduplicated student groups within FMSD who</p>	<p>By developing systems to communicate clear expectations and districtwide information via digital tools like Parent Square and traditional methods like U.S. Mail, FMSD ensures that families, including those of English learners and foster youth, receive vital updates and resources. Parent Square's multilingual capabilities and flexibility in reaching multiple family members accommodate</p>	<p>3.1, 3.4, 3.5</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>often experience barriers related to language and access.</p> <p><b>Scope:</b> LEA-wide</p>	<p>diverse family structures and linguistic backgrounds.</p> <p>Implementing these communication systems districtwide fosters consistency and accountability across all schools within the district. This ensures that every family, regardless of the school their child attends, receives uniform and timely information, promoting transparency and trust within the community.</p> <p>Ultimately, by prioritizing effective communication strategies and leveraging digital tools to reach diverse families, FMSD addresses the unique needs of unduplicated student groups within the community. This comprehensive approach promotes inclusivity, accessibility, and engagement, ultimately contributing to improved outcomes for all students within the district.</p>	
<p><b>3.4</b></p>	<p><b>Action:</b> Strategic Partnerships: Targeted Family Supports for Unduplicated Pupil Population (UPP) and Multilingual Families (SCG)</p> <p><b>Need:</b> UPP students and families often face challenges related to language barriers, limited access to resources, and unfamiliarity with the education system, which can impact their academic success and overall well-being.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By investing in Bilingual District Parent Liaisons, FMSD ensures that families of English learners and multilingual students have access to interpretation and translation services during key school events and meetings. These liaisons play a crucial role in facilitating communication between school staff and families, ensuring that language barriers do not hinder parent engagement or access to essential information.</p> <p>Investing in additional translation supports and software ensures that important documents, communications, and educational materials are accessible to families in their preferred languages. This eliminates language barriers and empowers</p>	<p>3.1, 3.3, 3.4, 3.5, 3.6</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>families to actively participate in their children's education and school activities.</p> <p>Hosting family events focused on serving underserved communities provides opportunities for engagement and support. By offering food and organizing events that cater to the cultural preferences of these communities, the LEA fosters a welcoming and inclusive environment that encourages family participation and collaboration.</p> <p>Finally, additional professional development opportunities and resources are provided to staff, including teachers and support personnel, to enhance their capacity in effectively supporting diverse student populations. This may include training on culturally responsive practices, language acquisition strategies, and resources tailored to meet the needs of unduplicated student groups.</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
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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.

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### **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.

Goal 1 Actions 9 and 10 are utilizing this extra 15% of concentration grant funds. We realize having highly qualified teachers in our classrooms is the best solution to keep our students engaged and progressing along their educational path. In addition, we are continuing to extend the work hours of paraeducators to match the student's instructional day. This will augment in classroom supports in our TK, Kindergarten and Special Education inclusion classrooms.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:30.5 [This is only 1 school and has a very small enrollment. A 3 way partnership between ESUHSD, Evergreen Community College and FMSD.]	1:28
Staff-to-student ratio of certificated staff providing direct services to students	1:16 [This is only 1 school and has a very small enrollment. A 3 way partnership between ESUHSD, Evergreen Community College and FMSD.]	1:14



# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	60137733	17093958	28.425%	0.000%	28.425%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$17,093,958.00				\$17,093,958.00	\$13,971,819.00	\$3,122,139.00

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
1	1.1	Teaching and Learning: PK-8 Continuum of Core Instruction (SCG)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$167,326.00	\$167,326.00				\$167,326.00
1	1.2	Teaching and Learning: Core and Supplemental, Instructional Materials & Resources	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$429,315.00	\$429,315.00				\$429,315.00
1	1.3	Teaching and Learning: Summative and Formative Assessment (SCG)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$91,583.00	\$152,654.00	\$244,237.00				\$244,237.00
1	1.4	Teaching and Learning: Technology Access (SCG)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$481,787.00	\$150,101.00	\$631,888.00				\$631,888.00
1	1.5	Teaching and Learning: Special Education Professional Development (SCG)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools								
1	1.6	Teaching and Learning: Newcomers and EL Professional Development and Program Support (SCG)	English	Learners	Yes	LEA-wide	English Learners	All Schools		\$45,000.00	\$0.00	\$45,000.00				\$45,000.00
1	1.7	Teaching and Learning: Dual Language Immersion Programs (SCG)	English	Learners	Yes	LEA-wide	English Learners	All Schools								
1	1.8	Teaching and Learning: Ethnic Focal Group (SCG)	English Foster Low	Learners Youth Income			English Learners Foster Youth	All Schools								

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
							Low Income									
1	1.9	Teaching and Learning: Extension of TK and K instructional program (SCG)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,463,276.00	\$0.00	\$3,463,276.00				\$3,463,276.00
1	1.10	Talent and Culture: Staff Hiring and Retention (SCG)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$7,321,907.00	\$0.00	\$7,321,907.00				\$7,321,907.00
1	1.11	Teaching and Learning: Acceleration and Expanded Learning Opportunities (SCG)	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$197,300.00	\$197,300.00				\$197,300.00
1	1.12	Teaching and Learning: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth (SCG)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$525,818.00	\$176,000.00	\$701,818.00				\$701,818.00
1	1.13	Teaching and Learning: Site Funding Allocations for Targeted Student Supports (SCG)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,340,309.00	\$1,340,309.00				\$1,340,309.00
2	2.1	Supporting the Whole Child: Coordinated Services	All		No					\$0.00	\$0.00	\$0.00				\$0.00
2	2.2	Supporting the Whole Child: Professional Development Targeted Strategies (SCG)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$19,000.00	\$19,000.00				\$19,000.00
2	2.3	Resource Management: Systems to Monitor Student Achievement (SCG)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$125,139.00	\$125,139.00				\$125,139.00
2	2.4	Safe and Supportive Schools: Students in Foster Care and Students Experiencing Homelessness (SCG)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,278,583.00	\$25,000.00	\$1,303,583.00				\$1,303,583.00
2	2.5	Resource Management: Facilities	All		No											

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
3	3.1	Strategic Partnership: Implement Family Engagement Initiatives (SCG)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$109,000.00	\$109,000.00				\$109,000.00
3	3.2	Strategic Partnerships: Capacity Building & Support (SCG)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools								
3	3.3	Strategic Partnerships: Communication (SCG)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$195,995.00	\$195,995.00				\$195,995.00
3	3.4	Strategic Partnerships: Targeted Family Supports for Unduplicated Pupil Population (UPP) and Multilingual Families (SCG)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$763,865.00	\$35,000.00	\$798,865.00				\$798,865.00
3	3.5	Strategic Partnerships: Professional Development for Staff	All	No											

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
60137733	17093958	28.425%	0.000%	28.425%	\$17,093,958.00	0.000%	28.425 %	<b>Total:</b>	\$17,093,958.00
								<b>LEA-wide Total:</b>	\$16,896,658.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$197,300.00

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	1.1	Teaching and Learning: PK-8 Continuum of Core Instruction (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$167,326.00	
1	1.2	Teaching and Learning: Core and Supplemental, Instructional Materials & Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$429,315.00	
1	1.3	Teaching and Learning: Summative and Formative Assessment (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$244,237.00	
1	1.4	Teaching and Learning: Technology Access (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$631,888.00	
1	1.5	Teaching and Learning: Special Education Professional Development (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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	1.6	Teaching and Learning: Newcomers and EL Professional Development and Program Support (SCG)	Yes	LEA-wide	English Learners	All Schools	\$45,000.00	
1	1.7	Teaching and Learning: Dual Language Immersion Programs (SCG)	Yes	LEA-wide	English Learners	All Schools		
1	1.8	Teaching and Learning: Ethnic Focal Group (SCG)			English Learners Foster Youth Low Income	All Schools		
1	1.9	Teaching and Learning: Extension of TK and K instructional program (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,463,276.00	
1	1.10	Talent and Culture: Staff Hiring and Retention (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,321,907.00	
1	1.11	Teaching and Learning: Acceleration and Expanded Learning Opportunities (SCG)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$197,300.00	
1	1.12	Teaching and Learning: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$701,818.00	
1	1.13	Teaching and Learning: Site Funding Allocations for Targeted Student Supports (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,340,309.00	
2	2.2	Supporting the Whole Child: Professional Development Targeted Strategies (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,000.00	
2	2.3	Resource Management: Systems to Monitor Student Achievement (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,139.00	

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 (%)
2	2.4	Safe and Supportive Schools: Students in Foster Care and Students Experiencing Homelessness (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,303,583.00	
3	3.1	Strategic Partnership: Implement Family Engagement Initiatives (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,000.00	
3	3.2	Strategic Partnerships: Capacity Building & Support (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Strategic Partnerships: Communication (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$195,995.00	
3	3.4	Strategic Partnerships: Targeted Family Supports for Unduplicated Pupil Population (UPP) and Multilingual Families (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$798,865.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$25,187,387.38	\$25,188,584.27

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	Implementation of Multi-Tiered Systems of Support MTSS)	No	\$686,536.34	785,246.99
1	1.2	Provide Student Support Specialists for Academic Intervention	No	\$0.00	0
1	1.3	Provide online Lexia Personalized Reading Intervention Program	No	\$197,300.00	217,645.00
1	1.4	Access to Quality Core and Supplemental Instructional Materials	Yes	\$703,033.00	1,741,167.61
1	1.5	Hire and Retain Qualified Teachers and Administrators - Human Resources	Yes	\$365,800.00	365,800.00
1	1.6	Reduce Class size grades 4-6 (15 teachers)	No	\$0.00	0
1	1.7	Provide Modified Full Day Kindergarten	Yes	\$1,750,929.00	1,870,784.20
1	1.8	Independent Studies Teacher	No	\$186,217.00	186,217.00
1	1.9	Provide Para educators to support Full day Kindergarten, TK, Special Ed Inclusion; Extend day to match instructional time beginning in 2021-22	Yes	\$2,389,318.00	2,100,741.64

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	Salary Increases to Attract and Retain Teachers	Yes	\$9,713,370.00	10,858,815.00
1	1.11	Provide Professional Development for Special Education staff, including onboarding of new Special Ed staff	Yes	\$184,518.04	184,517.75
1	1.12	Expand and Provide Support for Full Inclusion Programs	No	\$0.00	0
1	1.13	Ensure EL students are provided Quality English Language Development (ELD) Program and equitable access to grade level content	No	\$796,001.00	679,902.48
1	1.14	Implement High Quality Dual Language Immersion Programs	Yes	\$371,906.74	434,756.55
1	1.15	Provide Professional Development for Staff	Yes	\$66,039.00	248,869.98
1	1.16	Develop Technology Integration Plan	No	\$165,210.80	165,550.58
1	1.17	Computer Techs (increase 1.0) and Support technology infrastructure & Support for Sites	Yes	\$581,238.00	599,629.35
1	1.18	Administer state and local assessment and use assessment data tools to monitor and improve student academic achievement	Yes	\$437,550.46	464,264.60
1	1.19	Provide schools with Library Media Aides (expand Library media Aides to support access and resources 21-22)	Yes	\$883,946.00	875,679.55
1	1.20	Provide enrichment for identified Gifted and Talented Students Specialized Programs: GATE	Yes	\$1,200.00	1,200
1	1.21	Provide Academic Counselors & Assistant Principals (CCA, Bridges and Sylvandale. & Assistant Principals )	Yes	\$716,097.00	727,233.56



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	1.22	Staffing to support schools implementation of programs	Yes	\$696,272.00	595,342.32
1	1.23	Site Allocations	Yes	\$1,993,604.00	193,238.65
1	1.24	Implement Significant Disproportionality: Comprehensive Coordinated Early Intervening Services	No	\$0.00	0,00
2	2.1	Professional Development and Curriculum on Social Emotional Learning for Staff within MTSS Framework	No	\$235,200.00	234,492.06
2	2.2	Mental Health and Wellness Related Services and Supports	No	\$23,664.00	15,257.89
2	2.3	Student Attendance and Wellness Data Systems	Yes	\$125,475.00	125,443.52
2	2.4	Partner with Educational Legal Services-PD and Consultation	No	\$21,000.00	6,525.15
2	2.5	Homeless and Foster Youth supports	No	\$60,000.00	55,375.26
2	2.6	Fund an additional district nurse principally directed to support the specific needs of unduplicated students. One other nurses are funded out of general fund.	Yes	\$151,084.00	176,790.26
2	2.7	Provide students with Arts Education/music enrichment, theater	No	\$56,300.00	-19,644.32
2	2.8	Provide Recess programs/Physical Education	No	\$0.00	16,400.60
2	2.9	Restorative Justice Practices	No	\$0.00	149.13
2	2.10	Provide safe and clean facilities	No	\$920,241.00	538,486.48

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Provide Parent Educational opportunities including Parent Leadership Training	No	\$10,000.00	14,788.43
3	3.2	Franklin McKinley Children's Initiative & First Five Resource Center	No	\$149,000.00	149,054.64
3	3.3	Provide Translations and Interpretation Services for Families at District level Meetings and Events	Yes	\$199,999.00	80,463.98
3	3.4	Parent Outreach- Bilingual District Liaisons	Yes	\$257,838.00	353,765.54
3	3.5	Parent Square -Home/School Communication Tool	Yes	\$56,500.00	74,677.71
3	3.6	Communications - mailings	Yes	\$15,000.00	22,944.82
3	3.7	Support Parent English as a Second Language Classes in collaboration with Eastside Union High School District	No	\$20,000.00	47,010.31
3	3.8	Compliance with District and School Governance Parent Committees	No	\$0.00	0.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
19,068,110	\$19,377,250.00	\$19,858,573.82	(\$481,323.82)	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)
startcol lapse							
1	1.4	Access to Quality Core and Supplemental Instructional Materials	Yes	\$584,762.00	\$1,278,811.00		
1	1.5	Hire and Retain Qualified Teachers and Administrators - Human Resources	Yes	\$83,000.00	96,109.00		
1	1.7	Provide Modified Full Day Kindergarten	Yes	\$1,750,929.00	1,870,784.00		
1	1.9	Provide Para educators to support Full day Kindergarten, TK, Special Ed Inclusion; Extend day to match instructional time beginning in 2021-22	Yes	\$2,389,318.00	2,110,450.00		
1	1.10	Salary Increases to Attract and Retain Teachers	Yes	\$9,713,370.00	10,857,615.00		
1	1.11	Provide Professional Development for Special Education staff, including onboarding of new Special Ed staff	Yes	\$158,500.00	176,461.00		
1	1.14	Implement High Quality Dual Language Immersion Programs	Yes	\$3,000.00	15,979.00		
1	1.15	Provide Professional Development for Staff	Yes	\$13,000.00	110,516.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.17	Computer Techs (increase 1.0) and Support technology infrastructure & Support for Sites	Yes	\$581,238.00	599,629.00		
1	1.18	Administer state and local assessment and use assessment data tools to monitor and improve student academic achievement	Yes	\$292,396.00	308,486.00		
1	1.19	Provide schools with Library Media Aides (expand Library media Aides to support access and resources 21-22)	Yes	\$517,521.00	516,713.00		
1	1.20	Provide enrichment for identified Gifted and Talented Students Specialized Programs: GATE	Yes	\$1,200.00	1,200.00		
1	1.21	Provide Academic Counselors & Assistant Principals (CCA, Bridges and Sylvandale. & Assistant Principals )	Yes	\$437,527.00	440,653.00		
1	1.22	Staffing to support schools implementation of programs	Yes	\$572,476.00	471,886		
1	1.23	Site Allocations	Yes	\$1,505,117.00	182,418.00		
2	2.3	Student Attendance and Wellness Data Systems	Yes	\$101,475.00	132,596.00		
2	2.6	Fund an additional district nurse principally directed to support the specific needs of unduplicated students. One other nurses are funded out of general fund.	Yes	\$151,084.00	176,790.00		
3	3.3	Provide Translations and Interpretation Services for Families at District level Meetings and Events	Yes	\$191,999.00	78,179.00		
3	3.4	Parent Outreach- Bilingual District Liaisons	Yes	\$257,838.00	353,051.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Parent Square -Home/School Communication Tool	Yes	\$56,500.00	57,303.00		
3	3.6	Communications - mailings	Yes	\$15,000.00	22,944.82		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
63,260,934	19,068,110	0	30.142%	\$19,858,573.82	0.000%	31.392%	\$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](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

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

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

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

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

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

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

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

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

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.



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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**



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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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



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

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

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

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

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