LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Folsom Cordova Unified School District
CDS Code: 34-67330-00000
School Year: 2024-25
LEA contact information:
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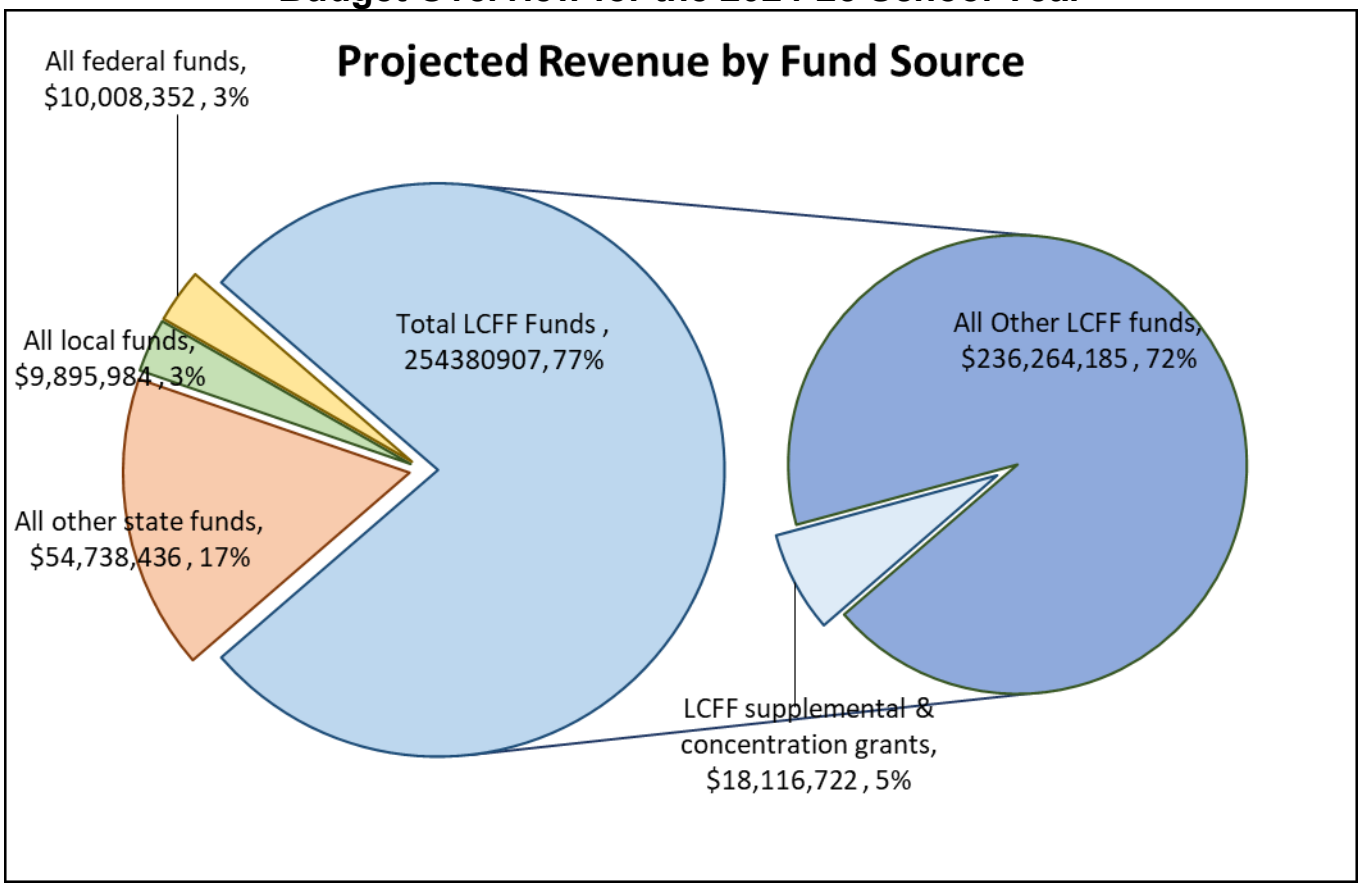
916-294-9000

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

Budget Overview for the 2024-25 School Year

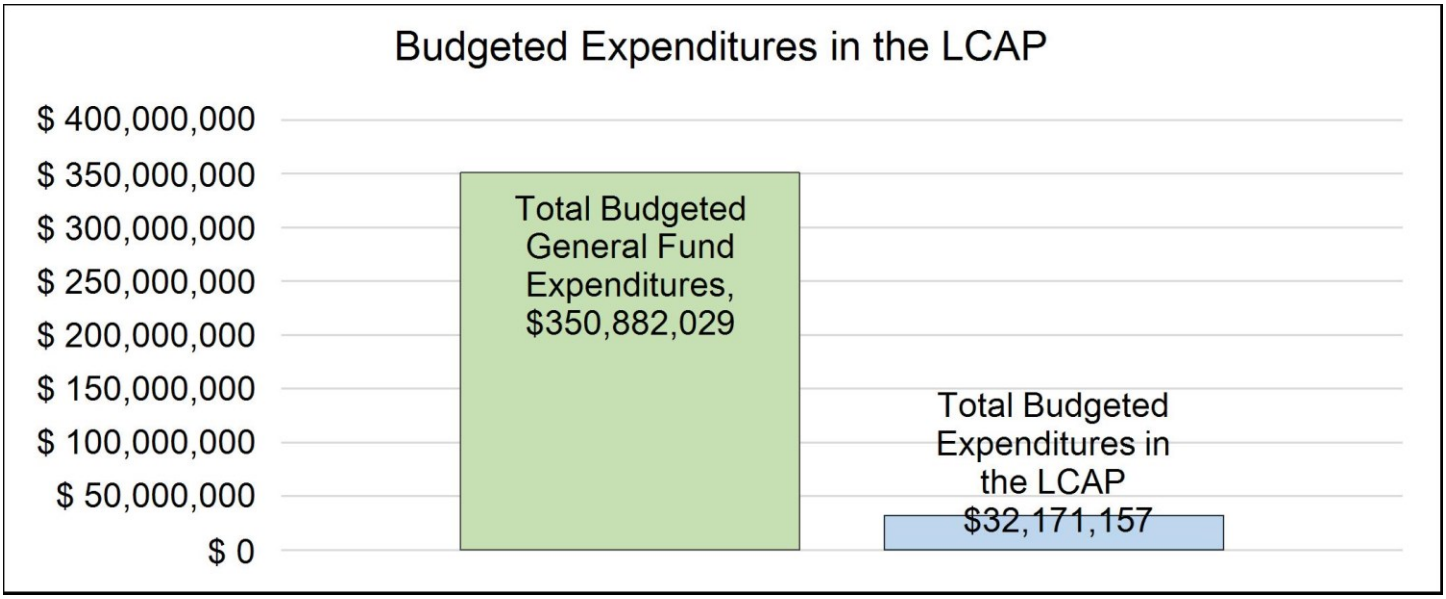


This chart shows the total general purpose revenue Folsom Cordova Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Folsom Cordova Unified School District is $329,023,679, of which $254,380,907 is Local Control Funding Formula (LCFF), $54,738,436 is other state funds, $9,895,984 is local funds, and $10,008,352 is federal funds. Of the $254,380,907 in LCFF Funds, $18,116,722 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Folsom Cordova Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Folsom Cordova Unified School District plans to spend $350,882,029 for the 2024-25 school year. Of that amount, $32,171,157 is tied to actions/services in the LCAP and $318,710,872 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

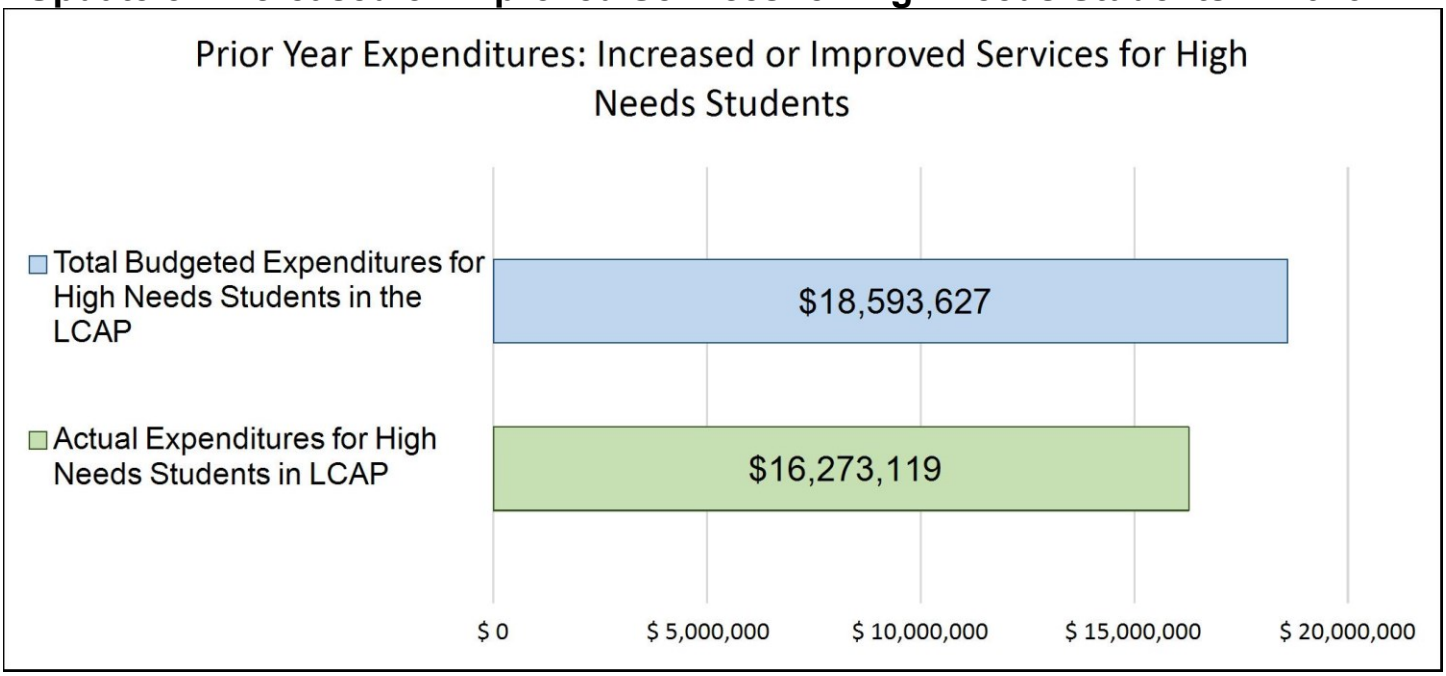
Program and operational costs that are not identified in the LCAP include teacher salaries, paraprofessional salaries, special education services, maintenance and operations, utilities, insurance, school and district administration, and clerical support.

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

In 2024-25, Folsom Cordova Unified School District is projecting it will receive $18,116,722 based on the enrollment of foster youth, English learner, and low-income students. Folsom Cordova Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Folsom Cordova Unified School District plans to spend $20,046,577 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Folsom Cordova Unified School District's LCAP budgeted $18,593,627 for planned actions to increase or improve services for high needs students. Folsom Cordova Unified School District actually spent $16,273,119 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-2,320,508 had the following impact on Folsom Cordova Unified School District’s ability to increase or improve services for high needs students:

The amount spent with Supplemental Funds is lower due to an audit of the funding and a re-evaluation of the Supplemental vs General Funding sources. Expenditures were moved to General Funding in order to free up resources to increase funding available to targeted student groups. Additionally, there were positions that were not filled or filled late which left funding available.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Folsom Cordova Unified School District	Maria Elena Cabrera Director of Categorical Programs and Grants	ecabrera@fcusd.org 916-294-9000

Goals and Actions

Goal

Goal #	Description
1	Goal 1 - All students will receive equitable instruction from highly qualified teachers and have access to curriculum which promotes college and career readiness (State Priority 1) 1.1 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support. 1.2 - Maintain schools in good repair 1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credential Audit	2020-2021 100%	2021-2022 100%	2022-2023 100%	100%	100% maintain certificated.
Williams Act Facility Audit	2020-2021 100% of schools in good or exemplary repair based on the Williams Act criteria.	2021-2022 100% of schools in good or exemplary repair based on the Williams Act criteria.	2022-2023 100%	100%	100% of schools in good or exemplary repair based on the Williams Act criteria.
Williams Act Instructional Materials Audit	2020-2021 100% compliance with the Williams Act and sufficiency of materials at all schools.	2021-2022 100% compliance with the Williams Act and sufficiency of materials at all schools.	2022-2023 100% compliance with the Williams Act and sufficiency of materials at all schools.	100%	Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.

Goal Analysis

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

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

No substantive differences. All actions were successfully implemented as planned. We did not encounter any challenges in Goal 1.

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

Actions had no material differences there were minor variances but overall expenditures were actualized as planned.
None, budgeted expenditures were actualized for 2023-2024.

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

1.1 A District Librarian supported the International Baccalaureate (IB) program and all school services. This service was effective as she engaged with library and certificated staff at all schools across the district resulting in increased support for student literacy.
1.2 District Translation services for Family Engagement was very effective. An audit of the services resulted in increased need.
1.3 Students were provided with textbooks and instructional materials in the four core areas. Renaissance and Edmentum diagnostic platforms were used to monitor student progress throughout the year. This was an effective method for measuring student progress.

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

The actions in Goal 1 will be moved to Goal 4 in the 2024-25 LCAP. Additional actions supporting safety will be included to reflect educational partner feedback from safety team responding to identified need.

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

Goals and Actions

Goal

Goal #	Description
2	Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (State Priority 3, 5, and 6). 2.1 - Increase student attendance rates and reduce chronic absences for all students. 2.2 - Increase the high school graduation rate and decrease the dropout rate. 2.3 - Reduce student suspensions, expulsion rates, and bullying incidents. 2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers. 2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing. 2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all educational partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate:	2019-2020 CALPADS 95.68 % Overall (19-20) 76.05% Alternative Education Sub groups are not reported, but will be beginning 2021-22	2020-2021 Pandemic year not reported to CDE 88.36% Overall 62.33% Alternative Education Sub groups are not reported, but will be beginning 2021-22	2021-2022 CALPADS 92.5% Overall 92.2% English Learner 90.10% Low Income 87.7% Foster Youth 87.4% Homeless 90.2% Students with Disabilities 87.9% African American 91% Hispanic	2022-2023 CALPADS 93.60% Overall 93.30%English Learner 91.50% Low Income 90.10% Foster Youth 89.00% Homeless 91.30 Students with Disabilities 90.40% African American 92.20% Hispanic	95% or higher district-wide attendance 80% or greater for Alternative Education Increase attendance rate for targeted student populations by 9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism:	2019-2020 Dashboard 8.3% All Students 9.0% English Learners 15.8% Low Income 23.1% Foster Youth 31.1% Homeless 15.3% Students w/Disabilities 25.6% African American 11.5% Hispanic	2020-2021 Data Quest 8.4% All Students 13.4% English Learners 19.2% Low Income 33.80% Foster Youth 33.0% Homeless 16.0% Students w/Disabilities 26.8% African American 14.6% Hispanic	2021-2022 Data Quest 21.4% All Students 25.2% English Learners 36.7% Low Income 61.2% Foster Youth 53.8% Homeless 33.9% Students w/Disabilities 48.1% African American 31.6% Hispanic	2022-2023 Data Quest 15.40% All Students 17.40% English Learners 28.30% Low Income 37.50% Foster Youth 47.30% Homeless 24.60% Students w/Disabilities 35.40% African American 23.60% Hispanic	6.3% All Students 6% English Learners 10% Low Income 15% Foster Youth 20% Homeless 10% Students w/Disabilities 15% African American 6% Hispanic
Graduation Rate:	2019-2020 Dashboard 91% All students 84.1% African American/Black 67.4% Students w/Disabilities 71.4% Foster Youth 84.1% Low Income 84% Hispanic 70.5% English Learners	2020-2021 Data Quest 94% All students 80.80% African American/Black 78.80% Students w/Disabilities * Foster Youth 87.30% Low Income 87.80% Hispanic 79.70% English Learners * Data suppressed on Dashboard	2021-2022 DataQuest 91.9% All students 72.9% English Learner 84.2% Low Income 72.7% Foster Youth 75.0% Homeless 68.8% Students w/Disabilities 86.0% African American/Black 82.9% Hispanic	2022-2023 DataQuest 93.40% All students 79.90% English Learner 88.10% Low Income NA Foster Youth 78.80% Homeless 75.00% Students w/Disabilities 87.10% African American/Black 87.90% Hispanic	93% All Students 90% African American/Black 75% Students w/Disabilities 75% Foster Youth 90% Low Income 90% Hispanic 75% English Learners
Suspension Rate:	2019-2020 DataQuest 4.2% All Students 15.3% African American/Black	2020-2021 DataQuest 44 (0.2%) All Students 1.0% African American/Black	2021-2022 DataQuest 3.9% All Students 3.9% English Learners 6.7% Low Income	2022-2023 DataQuest 3.40% All Students 3.90% English Learners 6.90% Low Income	3.2% All Students 10% African American/Black

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	9.1% Students w/Disabilities 0.00% Foster Youth 7.3% Low Income 5.5% Hispanic 3.8% English Learners 11.8% Homeless	0.60% Students w/Disabilities 1.50% Foster Youth 0.40% Low Income 0.20% Hispanic 0.10% English Learners 0.60% Homeless	11.7% Foster Youth 10.3% Homeless 7.4% Students w/Disabilities 13.3% African American/Black 5.7% Hispanic	14.70% Foster Youth 10.80% Homeless 6.90% Students w/Disabilities 12.00% African American/Black 4.70% Hispanic	8% Students w/Disabilities 18% Foster Youth 5% Low Income 4.5% Hispanic 3% English Learners 8% Homeless
Expulsion Rate:	2019-2020 Data Quest 0.06% All Students 0.27% African American/Black 0.04% Students w/Disabilities 0.00% Foster Youth 0.13% Low Income 0.08% Hispanic 0.04% English Learners 0.11% Homeless	*2020-2021 Dataquest 2 (0.00%) All Students 0.10% African American/Black * % Students w/Disabilities * % Foster Youth * % Low Income 0.00% Hispanic * % English Learners * % Homeless	2021-2022 Dataquest 0.00% (5) All Students *0.00% Low Income 0.03%% English Learners 0.20% African American/Black 0.10% Students w/Disabilities 0.00% Foster Youth 0.10% Homeless 0.00% Hispanic	2022-2023 Dataquest 0.03% All Students 0.05% Low Income 0.03% English Learners 0.09% African American/Black 0.03% Students w/Disabilities 0.00% Foster Youth 0.12% Homeless 0.06% Hispanic	.06 % or lower for all groups African American/Black Students w/Disabilities Foster Youth Low Income Hispanic English Learners Homeless
Dropout Rates	2019-2020 DataQuest 1, 7th grade 0, 8th grade 44, 9-12 grade Baseline updated	2020-2021 Dataquest 1, 7th grade 0, 8th grade 45, 9-12 grade (2.8%)	2021-2022 Dataquest 0 7th grade 0 8th grade 51, 9-12th grade	2022-2023 Dataquest 0 7th grade 0 8th grade 9-12th grade 2.90% All Students 6.11% Low Income 13.89% English Learners 2.82% African American/Black	0, 7th grade 0, 8th grade 0, 9-12 grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				6.09% Students w/Disabilities 0.00% Foster Youth 12.00% Homeless 6.76% Hispanic	
CalSCHLS Participation Rate	2020-2021 54% 5th grade students 90% 7th grade students 73% 9th grade students 59% 11th grade students 35% Alternative students +/-50% staff +/-25% parents	2021-2022 65% 5th grade students 93% 7th grade students 89% 9th grade students 85% 11th grade students 96% alternative students +/- 25% Parents +/- 50% staff	2022-2023 58% 5th grade students 87% 7th grade students 67% 9th grade students 80% 11th grade students 61% alternative students +/- 25% Parents +/- 50% staff	2023-2024 59% 5th grade students 92% 7th grade students 89% 9th grade students 84% 11th grade students 74% Non traditional students +/- 25% Parents +/- 50% staff	70% 5th grade students 70% 7th grade students 70% 9th grade students 70% 11th grade students 70% Alternative students 70% participation across all staff surveyed 50% participation across all parents surveyed
School Connectedness: Utilizing California Healthy Kids Survey (CalSCHLS) and/or Panorama Data	2020-2021 Caring Adult On Campus: “Agree” or “Strongly Agree” 58% average across surveyed student grades in 2021 96% of staff report in 2021	2021-2022 Caring Adult at School: "Yes most of the time" or "Yes, all of the time" 5th grade average: 75%	2022-2023 Caring adult on campus(agree/strongly agree) 7th grade average: 60% 9th grade average: 55% 11th grade average: 58%	2023-2024 Caring adult on campus(yes most/all of the time) 5th grade: 74% 7th grade: 64% 9th grade: 56% 11th grade: 62% Non Traditional: 52% Parents: 45%	Caring Adults On Campus: 60% average across surveyed student grades 98% staff report 88% parents report 70% 9th grade specific

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	86% parents report in 2021 50% 9th grade specific: students reported having a caring adult on campus Campus is Safe: “Agree” or “Strongly Agree” 56% average across surveyed student grades in 2021 98% of staff report in 2021 **hybrid only 98% of parents report in 2021 **hybrid only Climate Annual Survey: 0 baseline physical and emotional safety	Caring Adult at School: "Pretty much true" or "Very much true" 7th grade average: 60% 9th grade average: 51% 11th grade average: 56% Alt average: 67% Care about students at the school: "Strongly agree" or "agree" 94% of staff report in 2022 84% of parents report in 2022 Campus is Safe: "Very safe" or "safe" 5th grade average: 84% 7th grade average: 62% 9th grade average:63% 11th grade average: 63% Alt average: 63% Staff: 91% report campus is safe for students	Alt average: 60% Care about students at the school: Strongly agree or agree 51% of staff report in 2022 42% of parents report in 2023 Campus is Safe: “Agree” or “Strongly Agree” 5th grade average: 84% 7th grade average: 58% 9th grade average: 62% 11th grade average: 62% Alt average: 58% 40% of staff report campus is safe place for students 45% of parents report campus is safe place for students	Staff: 47% (Caring Adult relationships) Feel Safe: “Very Safe”or “Safe” 5th grade: 84% 7th grade: 59% 9th grade:64% 11th grade: 67% Non-Traditional: 53% Parents: 44% Staff: 40% (Safe place for students) Student connectedness 5th grade: 79% 7th grade: 62% 9th grade: 59% 11th grade: 58% Non-Traditional: 41%	Campus is Safe: 58% average across surveyed student grades 100% staff report campus is safe 100% parents report campus is safe Climate Annual Survey: 70% participation across all groups surveyed in SEL module from CalSCHLS survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Parents: 72% report campus is safe for students* *Parent question was in context of COVID safety concerns in 2022			
Engagement: DAC, DELAC Committee Meetings	2020-2021 DAC (formerly SSC) 5 meetings DELAC 7 meetings	2021-2022 DAC 6 meetings DELAC 6 meetings	2022-2023 DAC 6 meetings DELAC 6 meetings	2023-2024 DAC 6 meetings DELAC	DAC 6 meetings (minimum) DELAC 6 meetings (minimum)
Parents Summits:	2020-2021 Parent Summits 3 meetings minimum; included affinity groups	2021-2022 3 Parent Summits, focus on educational equity for unduplicated students and students with exceptional needs	2022-2023 3 Parent Summits, focus on Fostering Connections for unduplicated students and students with exceptional needs	2023-2024 3 Parent Summits, focus on Fostering Connections for unduplicated students and students with exceptional needs	Parent Summits 3 meetings minimum with affinity groups
Communication platform tools used	2020-2021 90% platform tools used (email, text, phone calls, website, social media); reduce failed messaging and increase engagement	2021-2022 100% platform tools used 1.6 million emails, texts and robocalls sent directly to families 1,687,283 visits to district website Facebook reach 39,114, 9,092 followers	2022-2023 100% platform tools used 1.6 million emails, texts and robocalls sent directly to families 1,687,283 visits to district website Facebook reach 39,114, 9,092 followers Instagram	2023-2024 100% platform tools used Visits to the website: 1,268,258 in 2022-23 Emails, texts, and robocalls sent: 4,518 total messages sent from the District, schools administrators and program leads.	100% platform tools used (email, text, phone calls, website, social media); reduce failed messaging and increase engagement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Instagram reach 2,484, 1,706 followers	reach 2,484, 1,706 followers	Facebook followers: 9,856 Instagram followers: 2,203	
Engagement: SSC, ELAC Committee Meetings	2020-2021 SSC and ELAC, (three meetings per year)	2021-2022 50% school sites held 6 SSC meetings 56.5% school sites help 6 ELAC meetings	2022-2023 50% school sites held 6 SSC meetings 56.5% school sites help 6 ELAC meetings	2023-2024 60% school sites held 6 SSC meetings 60% school sites help 6 ELAC meetings	SSC and ELAC (increase up to six meetings per year)

Goal Analysis

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

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

There was no substantive differences in the actions planned vs actualized. There was differences due to staffing challenges and meeting scope of service after school began as well. As noted below, our attendance focus has made a positive impact resulting in increased attendance overall.

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.

School Clerks: Staffing shortages delayed filling open positions which resulted in reduced costs from a budgeted $679,268.00 to an actual $547,840.00
Behavior Support Aides: Staffing shortages delayed filling open positions which resulted in reduced costs from a budgeted $481,597.00 to an actual $364,463.00
Safety and Security: Increases in salaries increased the costs from the budgeted $1,000,000.00 to the actual $1,712,134.00
California Healthy Kids Survey (CalSCHLS): Increase in assessments and sites support increased costs from budgeted $9,000.00 to actual $12,353.00
Parent Engagement: overall expenditures came in lower, no costs for outside speaker resulted in reduced expenditures overall, budgeted $26,717.00 to actual $18,023.00

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

2.1 FCUSD has been very effective in increasing daily attendance and reducing chronic absenteeism for all student groups. In the 2021-2022 school year, the first full post-Covid year of school, our daily attendance was 92.5% (not including Walnutwood and Innovations). By the end of the 2023-2024 school year, actual attendance will be 94.3% (including Walnutwood and Innovations - virtual independent study programs). Chronic absenteeism in 2021-2022 was 23.5% and by the end of 2023-2024 we expect to be at 14.5%. Specific student groups that have improved daily attendance and reduced chronic absenteeism include:

- Black Students
- Hispanic Students
- Students with multiple ethnicities
- Students with IEPs
- English Language Learner Students

We have improved attendance due to:

*Setting district-wide attendance goals:

- Title 1 School Goal = 95%
- Non-Title 1 School Goal = 97%
- Alt Ed Site Goal = 85%

*Providing regular training and coaching to Attendance Specialists, Parent Coordinators, Attendance Clerks, and Community Schools staff in attendance improvement and family engagement.
*Creating system procedures and expectations for attendance interventions and enrollment/disenrollment.
*The 20-Day Attendance Challenge at the start of each semester has shaped adult responses to relationship building and increasing awareness of attendance improvement. This ensures that every absent student receives a daily, live-voice call home.
*Community Schools focus and staffing in Rancho Cordova.
*Added District Attendance Specialists at district office, Cordova High, and Mills Middle School.
*Placing visible data via a-frame signs at the front of every site stating:

- Yesterday's attendance rate.
- How many students left early.
- How many students were tardy.

*Increased staff facilitating SARBs and holding SARBs at school sites to remove transportation barriers for families.
*A late/tardy pass system was piloted at Vista del Lago High School for the 2022/2023 school year and was expanded to all 3 comprehensive high schools (Vista, Folsom & Cordova High Schools). This system has helped capture more accurate data around lates & tardies and has aided in student accountability as well as encouraging school sites to bring more direct attention to lates/tardies.
*Increased number of home visits and stressed supports during those home visits. Utilized site personnel to communicate with families in

their native languages.
*Implementation of Panorama data system. Users can apply personal intervention programs for individual students in regard to attendance, behavior, and academic issues. Check in/ Check out program.
*A late/tardy pass system was piloted at Vista del Lago High School for the 2022/2023 school year and was expanded to all 3 comprehensive high schools (Vista, Folsom & Cordova High Schools) for the 2023/2024 school year. This system has helped capture more accurate data around lates & tardies and has aided in student accountability as well as encouraging school sites to bring more direct attention to lates/tardies.
*Positive attendance-themed engagement initiatives & incentive opportunities at Mills Middle School & Cordova High (Donut Club at Mills, Check & Connect at Mills, partnering with community businesses; attendance poster contest at CHS, outreach to community businesses & agencies for support, bike giveaway, and attendance snack bags at both sites)

2.2 FCUSD is developing a dropout prevention program called Operation Graduation to address predictable disparities based on race, socioeconomic status, and special education identification. We brought together staff from multiple job descriptions from elementary through high

2.3 We are completing year two working with Jessica and John Hannigan on establishing a Behavior RtI system and developing alternatives to suspension. The suspension rate was 3.4% in 2022-2023 and is predicted to be 3.2% at the end of the 2023-2024 school year. FCUSD is the only unified district in Sacramento County to see a reduction in suspensions post-COVID.

District has reduced the use of exclusionary discipline by:

- Behavior RtI training three times a year for site teams in alternatives to suspension.
- Partnered with FCEA to revamp and standardize Teacher Initiated Suspension policy and protocols.
- ADP provides Coaching to site administrators in alternatives to suspension, de-escalation and Strategic Initiatives and Support Services Department provides training and job-embedded coaching for Climate Facilitators in effective Tiered interventions.
- All schools completed the PBIS Tiered Fidelity Inventory (TFI) for Tier 1 twice a year to calibrate site actions with evidence-based practices.
- The Attendance and Due Process (ADP) and Special Education leaders receives immediate alerts whenever a student with special education services is suspended.
- All site admin must consult with ADP office before suspending for over two days.
- The ADP office reviews all District suspensions daily with the goal of calibrating suspensions, other means of correction, and other discipline with California Education Code and the FCUSD Behavior Matrix.
- Four District Behavior Support Assistants (BSA's) support Elementary students with behavior intervention.
- Created and added 5 Restorative Specialist positions as other means to suspension where they specifically assist with behavior interventions, restorative practices, and building prosocial skills.

2.5 Community partnerships are being fostered through our Rancho Cordova regional Community Schools initiative and partnership with Parent Institute for Quality Education (PIQE). Parent attendance at ELAC, SSC and parent workshops is improving. Over 125 Spanish-speaking families successfully graduated PIQE.

2.7 reflects a reduction in cost due to open/unfilled positions

2.9 Behavior Intervention Support Services and 2.13 Mental Health Assistants/Specialists increased 11% and 13 % due to salary increases.

2.10, 2.19 - Around 50 adults engaged in SEL (Social-Emotional Learning) professional development. School sites actively monitored the completion of SEL lessons, with one comprehensive high school notably showing significant growth in direct SEL instruction. Areas for improvement include ensuring Tier 1 instruction reaches all students, particularly as high schools without advisory periods may face challenges in delivering direct instruction. Improve Your Tomorrow (IYT) and Earth Mama Healing (EMH) continued to offer social-emotional support and mentoring for marginalized students. During the 2023-2024 school year, IYT served 107 students through their College Academy, delivering a total of 3,824 interventions including mentorship, study hall, workshops, college tours, and other activities. To gauge effectiveness, IYT administers a member success survey focusing on Confidence/Positive Behaviors and Sense of Belonging. Results indicate that 100% of students reported feeling more confident overall and better prepared for college since joining IYT, with the same percentage indicating increased class attendance and comfort in being themselves within the program. Additionally, 84% of students expressed a sense of belonging within IYT and among program adults. Furthermore, among students who had D's and F's in Semester 1 of the 2022-2023 school year at Mills Middle School, 25% saw fewer D's and F's in Semester 1 of the 2023-2024 school year, compared to 33% at Mitchell and 50% at Cordova. Earth Mama Healing provides weekly workshops for Black female students at Mills, Mitchell, and Cordova high schools, along with enrichment opportunities such as Black history tours, home visits, and mentoring. During observations of the girls' group, it is evident that participants have a strong sense of belonging and connection to the facilitator.

2.19 - Site leaders actively engaged in training sessions provided by Epoch Education to enhance their utilization of the RIR (Recognize, Interpret, Repair) protocol. Moreover, an approximate count of 50 employees successfully completed the Conversation Starters Learning Library, further enriching their skill set in fostering inclusive teaching and learning environments. The costs for the services show a decrease due to a reduction in the contract.

2.22 A reduction in costs for the communication tools was due to a switch in the platforms resulting in a lower cost of 11%.

2.25 - In striving to bridge the disparities between youth in foster care and their peers in the general student population, an initiative was launched to provide academic tutoring support. Unfortunately, the efficacy of this endeavor was compromised by the stark disjunction between the number of students requiring assistance and the limited availability of tutors. The overwhelming demand for tutoring services surpassed the capacity of available resources, rendering the model ineffective in addressing the diverse and pressing educational needs of the students involved.

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

The actions in Goal 2 will continue despite the challenges with hiring staff and filling positions

2.25 Tutoring for Foster Youth was not fully implemented due to services surpassing the capacity. In LCAP 2024-2025 two Liaisons will monitor and support student caseload with tutoring, academic guidance and other needs.

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

Goals and Actions

Goal

Goal #	Description
3	Goal 3 - Provide all students with high-quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7) 3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards. 3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards. 3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement. 3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering, and Mathematics (STEM) courses to ensure students are college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion Rate	51% A-G (Dashboard 2019)	51% A-G (Dashboard 2021)	51% (DataQuest 3/14/23)	54.7% (DataQuest 2023)	90%
AP Passage Rate	74% (Data quest 2020)	82.% (Dashboard 2021)	85.5%	2022-2023 College Board 87.5%	80%
CTE Pathway Completion Rate	18.8% (Dashboard 2019)	20.6% (Dashboard 2021)	2021-2022 CALPADS CHS- 144 FHS- 88 VDL- 261 TOTAL- 493	2022-2023 CALPADS (3.19) CHS- 123 FHS- 153 VDL- 219 TOTAL- 495 Completers (6%)	25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Ready Rate	51.5% Prepared (Dashboard 2019)	54.4% (Dashboard 2020)	25.1 (Dashboard 2022)	53.6% prepared (Dashboard 2023)	60% Prepared
IB Completion Rate	10 Diploma Program Completers (20-21)	20 Diploma Program Completers retrieved CHS 8/16/22)	20 Diploma Program Completers retrieved CHS (3/15/22)	7 Diploma Program Completers retrieved CHS (June 2023)	10% annual increase
Seal of Biliteracy Rate	24.3% (Dashboard 2019)	16.1% (Dashboard 2021)	16.4% (DataQuest 2022 retrieved 3/14/23)	14.9% DataQuest 2023	35%
Middle School Dropout	.07% 2019	0.155% (G7 and 8 8/16/22)	0- grade 7 and 0 grade 8	0- grade 7 and 0 grade 8	.02%
Course Access	Equitable distribution of students in Advanced Placement courses 0 (new metric)	2020-2021 (College Board) Total-1199 students-Asian-50 % (599); Black/African American-1.7% (20); Hispanic-10% (124); White-28% (337); Special Education-0.6% (7), English Learner-0.089%(1)	2021-2022 (College Board) TotalStudents-1201 Asian: 606 Black/African American:19 Hispanic:124 White: 338 Two or More: 44 Special Education: 5 English Learner: 0	2022-2023 (College Board) TotalStudents-1360 Asian: 707 (52%) Black/African American:13(0.9%) Hispanic:136 (10%) White: 372 (27%) Two or More: 91(7%) Special Education: NA English Learner: NA	15% equitable distribution of diverse students
A-G and CTE Combined Completion Rate	7% (2019/20)- 109 students completed A-G AND CTE pathway. Denominator is 1481 (number of graduates)	14.1% (Dashboard 2021)	17.5% (Dashboard 2022)	18.9% (2023 Dashboard: Additional Reports)	15%

Goal Analysis

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

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

No substative difference. All actions were implemented as planned.

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

Actions had no material differences there were minor variances but overall expenditures were actualized as planned.

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

3.1 Bilingual Instructional Assistants reflect a decrease of 12% due to open/unfilled positions, the services were provided to students as available.
3.2 Career Guidance clerks at each of the three comprehensive high schools support students with post-secondary planning. A college and career fair event was held in the spring to provide students access to a variety of colleges, university, and post-high school opportunities. Providing this service has proven very effective in supporting students.
3.3 Supporting our teachers with relevant professional development related to state standards and engagement has proven to be effective. Specifically, supporting ELD training and ELPAC administration with teacher release time has proven to be an effective strategy that will continue.
3.4 reflects a 13% decrease due to unfilled positions, however having Lead Teachers support curricular areas is invaluable as they use district-wide data to determine areas of need. Lead Teachers engage teachers across grade levels and content areas. During the 23/24 school year, a large part of the focus of the team was on dissecting and understanding the new math framework with a task force of teachers in order to prepare for the upcoming textbook adoption. They support learning community work at the site level and bolster deeper implementation of this work. Due to their overall effectiveness, we will be adding additional lead teachers in the upcoming school year.
3.5 FCUSD is in compliance with all aspects of testing. Our site facilitators are trained and provide ongoing support to staff as needed. The compliance is a direct result of the program's effectiveness.
3.6 PLC Facilitators at the elementary level have been an effective practice for a number of years. The three PLC leads for each site disseminated information provided by the Lead Teachers. In the future, we are ending this support for sites as we will be reinvesting in PLC release time for teams as all teachers have been trained and understand the process for planning their units around essential standards.

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

The planned goals will continue with increased desired outcomes.
3.2 Changed from PLC focus to Provide professional development opportunities in quality first instruction to reflect a focus on teaching guaranteed and viable curriculum.

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

Goals and Actions

Goal

Goal #	Description
4	Goal - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4, and 8) 4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades). 4.2 - Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades). 4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction. 4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction. 4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment. 4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Reading Diagnostic (i-Ready) 2020-21 Renaissance 2022-23 (K-8)* Edmentum 2022-23 (9-12) K-1: Early Literacy (foundational Literacy and Numeracy Skills)* 2-8: Reading and Math	55% 1st grade (percent proficient or advanced) 52% 3rd grade (percent proficient or advanced) 40% 5th grade (percent proficient or advanced) 44% 8th grade (percent proficient or advanced)	29% 1st grade (percent proficient or advanced) 54% 3rd grade (percent proficient or advanced) 44% 5th grade (percent proficient or advanced) 51% 8th grade (percent proficient or advanced)	2022-2023 Diagnostic 2 62% 1st grade (percent proficient or advanced) 56% 3rd grade (percent proficient or advanced) 61% 5th grade (percent proficient or advanced) 64% 8th grade (percent proficient or advanced)	2023-2024 Diagnostic 2 56% 1st grade (percent proficient or advanced)* 55% 3rd grade (percent proficient or advanced) 55% 5th grade (percent proficient or advanced) 43% 8th grade (percent proficient or advanced)	70% 1st grade (percent proficient or advanced) 70% 3rd grade (percent proficient or advanced) 70% 5th grade (percent proficient or advanced) 70% 8th grade (percent proficient or advanced)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	32% 11th grade (percent proficient or advanced) 43% Districtwide	43% 11th grade (percent proficient or advanced) 44% Districtwide	37% 11th grade (percent proficient or advanced) *Diagnostic is administered to targeted students	79% 11th grade (percent proficient or advanced)* *Diagnostic is administered to targeted students	70% 11th grade (percent proficient or advanced) 70% Districtwide
CAASPP ELA 18-19	CAASPP 2018-19 Data (CAASPP N/A 2019-21) 63% 3rd grade (Meet or exceeds standards) 68% 5th grade (Meet or exceeds standards) 62% 8th grade (Meet or exceeds standards) 71% 11th grade (Meet or exceeds standards) 24% Special Education (Meet or exceeds standards) 63% Districtwide (Meet or exceeds standards)	NA	CAASPP ELA 2021-2022 District Wide: 60% 55% 3rd grade (Meet or exceeds standards) 62% 5th grade (Meet or exceeds standards) 61% 8th grade (Meet or exceeds standards) 67% 11th grade (Meet or exceeds standards) 23% Special Education (Meet or exceeds standards) 60% Districtwide (Meet or exceeds standards)	CAASPP ELA 2022-2023 District Wide: 58.41% 58% 3rd grade (Meet or exceeds standards) 60% 5th grade (Meet or exceeds standards) 56% 8th grade (Meet or exceeds standards) 65% 11th grade (Meet or exceeds standards) 23% Special Education (Meet or exceeds standards) 12% Eng Learners (Meet or exceeds standards)	70% 3rd grade (Meet or exceeds standards) 70% 5th grade (Meet or exceeds standards) 70% 8th grade ((Meet or exceeds standards) 75% 11th grade (Meet or exceeds standards) 70% Special Education (Meet or exceeds standards) 75% Districtwide (Meet or exceeds standards)
Early Assessment Program (EAP) 18-19 ELA and Math	42% Exceed standards (CAASPP 2018-19) Demonstrate College Readiness ELA 24.6% (CAASPP 2018-19) Demonstrate	NA	ELA: 39% Prepared (Level 4) 28% conditionally prepared (Level 3) MATH:	ELA: 35% Prepared (Level 4) 30% conditionally prepared (Level 3) MATH:	50% Demonstrate College Readiness ELA 50% Demonstrate College Readiness Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	College Readiness Math)		20% Prepared (Level 4) 24% conditionally prepared (Level 3)	20% Prepared (Level 4) 21% conditionally prepared (Level 3)	
District Math Diagnostic (i-Ready) 2020-21 Renaissance 2022-23 (K-8)* Edmentum 2022-23 (9-12) K-1: Early Literacy (foundational Literacy and Numeracy Skills)* 2-8: Reading and Math	48% 1st grade (percent proficient or advanced) 41% 3rd grade (percent proficient or advanced) 42% 5th grade (percent proficient or advanced) 34% 8th grade (percent proficient or advanced) 17% 11th grade (percent proficient or advanced) 34% Districtwide	20% 1st grade (percent proficient or advanced) 27% 3rd grade (percent proficient or advanced) 39% 5th grade (percent proficient or advanced) 35% 8th grade (percent proficient or advanced) 6% 11th grade (percent proficient or advanced) 31% Districtwide	64% 1st grade (percent proficient or advanced) 59% 3rd grade (percent proficient or advanced) 49% 5th grade (percent proficient or advanced) 48% 8th grade (percent proficient or advanced) 28% 11th grade (percent proficient or advanced) *Diagnostic is administered to targeted students	2023-2024 Diagnostic 2 56% 1st grade (percent proficient or advanced)* 65% 3rd grade (percent proficient or advanced) 67% 5th grade (percent proficient or advanced) 52% 8th grade (percent proficient or advanced) 60% 11th grade (percent proficient or advanced)* *Diagnostic is administered to targeted students	60% 1st grade (percent proficient or advanced) 60% 3rd grade (percent proficient or advanced) 60% 5th grade (percent proficient or advanced) 60% 8th grade (percent proficient or advanced) 60% 11th grade (percent proficient or advanced) 50% Districtwide (percent proficient or advanced)
CAASPP Math	CAASPP 2018-19 Data (CAASPP N/A 2019-21) 63% 3rd grade (Meet or exceeds standards) 51% 5th grade (Meet or exceeds standards)	NA	CAASPP Math 2021-2022 District Wide: 49% 59% 3rd grade (Meet or exceeds standards) 48% 5th grade (Meet or exceeds standards)	CAASPP Math 2022-2023 District Wide: 48.51% 61% 3rd grade (Meet or exceeds standards) 47% 5th grade (Meet or exceeds standards)	69% 3rd grade (Meet or exceeds standards) 55% 5th grade (Meet or exceeds standards) 59% 8th grade (Meet or exceeds standards)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	48% 8th grade (Meet or exceeds standards) 51% 11th grade (Meet or exceeds standards) 18% Special Education (Meet or exceeds standards) 51% Districtwide (Meet or exceeds standards)		45% 8th grade (Meet or exceeds standards) 44% 11th grade (Meet or exceeds standards) 19% Special Education (Meet or exceeds standards)	44% 8th grade (Meet or exceeds standards) 41% 11th grade (Meet or exceeds standards) 19% Special Education (Meet or exceeds standards) 13% Eng Learners (Meet or exceeds standards)	59% 11th grade (Meet or exceeds standards) Special Education (Meet or exceeds standards) 59% Districtwide (Meet or exceeds standards)
English Language Proficiency Assessments for California (ELPAC) 18-19	Dashboard 2019-2020 ELPI 51.1% making progress towards English language proficiency 44% EL progressed one ELPI level 7.1% EL maintain Level 4 31.5% EL maintain ELPI levels 1-3 17.2% EL decrease in ELPI Level	DataQuest 2020-2021 17.79% level 4 (well developed)	Dashboard 2021-22 50.8% making progress towards English language proficiency 48% EL progressed one ELPI level 2.7% EL maintain Level 4 33.8% EL maintain ELPI levels 1-3 15.4% EL decrease in ELPI Level	Dashboard 2022-2023 46.8% making progress towards English language proficiency. 45.8% ELs who progressed at least one ELPI level 1.2% ELs who maintained ELPI Level 4 35.7% ELs who maintained ELPI levels 1-3 17.2% ELs decreased at least one ELPI Level	55% minimum making progress towards English language proficiency 55% EL progressed one ELPI level 25% EL maintain Level 4 20% EL maintain ELPI levels 1-3 0% EL decrease in ELPI Level
Reclassification Rate (Calpads)	9.2%	7.70% Data Quest	13.41% (363) (2022-23, Categorical)	10.5% (294) (2023-2024, Categorical)	12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Preschool Enrollment Rate/Early Childhood Education	752 (2018-19 Data)	646 (2020-21 Data PowerSchool end of year)	374 (2022-2023 Data 3/29/23)	527 (2023-2024 Data End of Year PS)	over 750
9th Grade Completion Rate (% of students with 60 or more credits)	85% (PowerSchool enrollment data 2019-20)	78% (PowerSchool enrollment average 2020-21)	2021- 2022 (Site Provided) Average- 88% CHS- 72% VDL- 99% FHS- 86%	2022-2023 (Site Provided) CHS- 80% VDL- 98% FHS- 81%	90%
Kindergarten Readiness DRDP assessment	Percent of students reaching "Integrating" EOY: 34% Social & Emotional Development 20% Language and Literacy Development 45% English Language Development 20% Cognition, including Math and Science (2020-21 Results)	Percent of students reaching "Integrating" EOY: 19% Social & Emotional Development 12% Language and Literacy Development 39% English Language Development 16% Cognition, including Math and Science (2021-22 Results)	Percent of students reaching "Integrating" EOY: Spring 2023 25% social and emotional development 19% language and literacy development 28% English language development 14% cognition, including math and science	Percent of students reaching "integrating" EOY: Spring 2024 25% social emotional development 21% language and literacy development 20% English Language Development 19% Cognition including math and science	Percent of students reaching "Integrating" EOY: 50% Social & Emotional Development 35% Language and Literacy Development 50% English Language Development 35% Cognition, including Math and Science
Implementation of Content Standards - Walkthrough/Observation, including English Learners	100%	100%	100%	100%	Maintain 100%

Goal Analysis

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

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

All actions were implemented as planned. Note: after school intervention cost decreased due to Tier two support being provided during the school day by existing Intervention teachers and paraprofessionals.

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.

4.2 Intervention after school: The program stopped resulting in reduced costs from the budgeted $30,374.00 to the actual $6,156.00
4.3 Integrated and Designated Instruction: salary increases resulted in the budgeted $110,000.00 to actual $143,722.00
4.7 Instructional Coaches and Program Monitoring: salary increases resulted in the increased budgeted $1,719,550.00 to an actual $2,304,410.00
4.9 Intervention Teachers and Support: salary increases resulted in the increased budgeted $2,776,028.00 to an actual $3,408,255.00

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

Core course support which included intervention teachers, ELD integrated and designated instruction and materials, counselor support for targeted students, and and ongoing support from instructional coaches and program monitor contributed to positive outcomes for students and staff. Teacher and student support was ongoing and available in real time. Training was embedded and support was responsive to data.

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

Goal 4 from 2023-2024 and the supporting actions will be Goal 1 in the 2024-2027 LCAP.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Folsom Cordova Unified School District	Maria Elena Cabrera Director of Categorical Programs and Grants	ecabrera@fcusd.org 916-294-9000

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.

Folsom Cordova Unified School District is a large suburban district that spans the cities of Folsom and Rancho Cordova, just east of the state Capitol. Our District has three comprehensive high schools, five continuing and alternative education schools, four middle schools, 21 elementary schools, and one more opening in August 2024, one charter school, and preschool and adult programs. Folsom Cordova Unified School District (FCUSD) student demographics from Calpads October 2023, reported approximately 20,985 students enrolled in TK-12 and attending 36 schools.

FCUSD student population includes 36% socio-economically disadvantaged (SED), 13% English learners (EL), 13% students who receive special education services (SpEd), 3% homeless youth (HM), and 0.19% foster youth (FY).

Our students speak over 80 languages, the top languages are as follows:
Spanish (33.36%)
Telegu (8.08%)
Russian (8.03%)
Farsi/Dari (4.8%)
Tamil (4.05%)
Hindi (4.04%)
other languages (5.31%).

Additionally, FCUSD also has a rich ethnic/racial diversity of students as well as demonstrated by the following (rounded to the nearest decimal):
Hispanic/Latino (23.3%)
Asian (20.4%)
White (37%)
African American (4.5%)

Two or More Races (10.4%)
Pacific Islander (0.7%)
Filipino (2.4%)
American Indian (0.3%)

Folsom Cordova has four Equity Multiplier schools.
1. Cordova Gardens Elementary (CGE)
2. Cordova Meadows Elementary (CME)
3. Kinney High School (KHS)
4. Prospect Community Day School (PCDS)

LCAP Goal 5 is included for Multiplier Schools
5.01 - Chronic Absenteeism will improve by 10% (CGE, CME)
5.02 - English Learner progress rate will improve by 10% (CGE)
5.03 - Graduation rate will improve by 10% (KHS, PCDS)
5.04 - SBAC ELA Distance From Met will improve by 10 scale score points (CGE, CME, KHS, PCDS)
5.06 - SBAC Math Distance From Met will improve by 10 scale score points (CGE, CME, KHS, PCDS)
5.07 - Suspension rate will improve by 5% (CGE, CME, KHS, PCDS)

Folsom Cordova Unified School District's vision is empowering all students to thrive through educational excellence. The FCUSD mission is committed to providing excellence in educational programs that carry high expectations for each student's success. In collaboration with our community, the mission of FCUSD is to ensure all students demonstrate high levels of learning through our commitment to continuous cycles of improvement, transformative social-emotional learning, and engaging culturally responsive instruction. The district is dedicated to meeting the needs of all students with standards-aligned instruction that is comprehensive and includes programs and services designed to provide access, such as International Baccalaureate, Advanced Learning, Career Technical Education, Pathways, Science Technology Engineering, All-day Kindergarten, Pre-Kindergarten, and Expanded Learning. The district continues to develop and improve through ongoing collaboration and professional development. Combined with instructional best practices the district is committed to educational equity with a focus on supporting students who are underperforming and marginalized due to racism, as well as socio-economic and language challenges, and to ensure all students are able to access every opportunity for educational success. The overarching goal is that all students are college and career-ready by the time they graduate from Folsom Cordova Unified School District.

FCUSD has award-winning schools. There are nine distinguished schools which include elementary, middle, and high schools, and three CA Positive Behavioral Interventions and Support (PBIS) schools. Much of Folsom Cordova Unified School District’s success results from active parent and community engagement designed to build understanding and support for district-related activities. Parents/guardians are also vital to the Folsom Cordova Unified School District policy and decision-making process. School Site Councils (SSC), English Language Advisory Committees (ELAC), the District Advisory Committee (DAC), and the District English Learner Advisory Committee (DELAC), bargaining groups, and student advisory, provide educational enhancement for every student by supporting Folsom Cordova Unified School District’s academic and extracurricular programs. Community partners, including local nonprofits, community groups, and businesses, provide additional resources for teachers, students, schools, and programs.

Folsom Cordova Unified School District's economic sector is home to global corporations, including Intel, Micron, Aerojet, Kaiser Permanente, and VSP (each well-recognized leader in their respective industries). Supporting the academic focus of the Folsom Cordova Unified School District are two outstanding academic institutions: California State University, Sacramento - well known for its teacher education program, as well as its engineering and computer science programs - and Folsom Lake College, with two state-of-the-art campuses, located a short distance from our high schools. Both institutions are integral to the Sacramento region, with numerous educational opportunities for our students and teachers.

Reflections: Annual Performance

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

The California School Dashboard (Dashboard) provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning. The information on the Dashboard is especially informative concerning the development of the three-year LCAP cycle, as it provides the district and its education partners a roadmap of the district's strengths and most needed areas of improvement.

The CA Dashboard released in December 2023 review for the district revealed the following:

- A total of 46.8% of English Learners made progress in becoming fluent in English. However, this represents a decrease of 4% from the previous year.
- The District's Suspension Rate of 3.4% represents a decrease of 0.4% in the number of students suspended from the previous year.
- The District's Graduation Rate is 93.4%, representing a .05% increase from the previous rate of 92.9% from the previous year.
- A total of 15.4% of students represented Chronic Absenteeism in the District. The Chronic Absenteeism indicator improved (decreased) overall for all student groups except American Indian/Alaskan Native. 15.4% of students were chronically absent, this represents a 6.2% improvement from the previous year.
- The average student who participated in the CAASPP English Language Arts (ELA) assessment, scored 19.1 points below the Standard Met score. That is a 3.5% decrease from the previous year.
- The average student who participated in the CAASPP Mathematics (Math) assessment, scored -8.4 points below the Standard Met score. This is a 1.3% decrease from -7.1% the previous year.
- The CCI rating for the district was Medium, as 53.6% of graduates in 2022-23 were recognized as Prepared.

FCUSD has focused this educational plan on improving the outcomes of those students who have historically been underserved. In our community, these groups are those that comprise the Local Control Funding Formula's Unduplicated Pupil Count – English Learner, Foster Youth, and Socioeconomically Disadvantaged (low-income) students and students in one of the following groups because of their very low performance as indicated on the 2023 California School Dashboard: African American students, American Indian or Alaskan Native, Homeless Youth, Hispanic, Native Hawaiian or Pacific Islander, To or more races, and Students With Disabilities.

Based upon the state's new requirement that 2023 California Dashboard areas of Red and CCI Very Low be addressed in the three-year LCAP cycle beginning with the 2024-25 school year, the following groups and their related outcomes are a central focus of the improvement efforts of this three-year plan: Full detail please see the Dashboard Data detail attachment.

- Foster Youth: Suspension Rate, ELA, and Math
- Homeless Youth: Suspension Rate, ELA, and Math
- Students with Disabilities: ELA, Math, and College and Career Indicator
- African American: ELA, and Math
- American Indian or Alaska Native: Suspension Rate
- Native Hawaiian or Pacific Islander: Math

FCUSD and its educational partners believe the LCAP needs to emphasize the importance of intentionally focusing the primary actions and metrics of our LCAP on its historically underserved students.
FCUSD utilizes the 4 Equity Questions for Decision-Making:

- Who are the specific student groups impacted by this decision, policy, or practice?
- How have we engaged diverse community voice in specifying the problem that needs to be solved, success criteria for the program, and barriers that need to be removed in order to positively impact student outcomes?
- How will this action specifically accelerate and/or improve outcomes for Black or African American, Hispanic, English Learner, Special Education, foster and homeless and/or low-income students?
- What steps do we need to take to make sure that underserved students benefit from this academic, enrichment, and/or wellness resource?

In addition to the student groups noted above, the 2024-25 LCAP includes actions to address all of the instances on the 2023 California School Dashboard with the lowest level of performance. This includes Multiplier Equity schools with indicators in the lowest performance level and student groups within each school.

Reflections: Technical Assistance

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

Metrics from the California School Dashboard are used to determine eligibility for Differentiated Assistance (DA). Districts can qualify by having student groups meet criteria in two different State Priority Areas. FCUSD is eligible to receive technical assistance consistent with Education Codes based on the following indicators:

Foster Youth: Academic Indicator, Suspension Rate
Homeless Youth: Academic Indicator, Suspension Rate
Students with Disabilities: Academic Indicator, College and Career Indicator

Technical Assitance for Chronic Absenteeism at Mills Middle School change ideas are:
1) Students with attendance concerns ranging from “moderate” to “severely chronic” are identified

2) Staff supporting these students will select up to 5 students each to make a positive connection with DAILY
3) Gather data on a collection form

FCUSD has focused on the reduction of exclusionary discipline through a variety of measures. The Attendance and Due Process Department coach site administrators in alternatives to suspension, and de-escalation.

In addition, the Strategic Initiatives and Support Services Department provides training and job-embedded coaching for the district Climate Facilitators team in effective Tiered interventions. A Climate Facilitator is a new site-based role that assists in planning, organizing, coordinating, and implementing Climate (Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and Social Emotional Learning (SEL). programs, strategies, and structures to address problems that interfere with students' ability to be successful in school.

Additional student support structures, include Behavior Support Assistants (BSA's) to support Elementary students with behavior intervention and the new Restorative Specialist positions that are key to other means to suspension where they specifically assist with behavior interventions, restorative practices, and building prosocial skills.

In addition, FCUSD has developed a program where students can recover learning and makeup courses during the school year. Students have the opportunity within the school day to work with appropriately credentialed teachers and earn credits in multiple classes if needed.

New for the 24-25 school year is the addition of Program Improvement Educational Services Liaisons to help support Foster Youth with regard to meeting grade-level standards, participation in academic resources and supports (including but not limited to tutoring, academic enrichment programs, summer school, credit recovery, academic counseling, and learning loss recovery opportunities), course passage rates, a-g and AP/IB enrollment and passage rates, career technical vocational transition planning courses and services including career pathways and linked learning opportunities.

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.

The schools in Folsom Cordova Unified School District (FCUSD) that were identified for Comprehensive Support and Improvement (CSI) based upon their performance on the 2023 Dashboard include:

Kinney High School - Graduation Rate average is less than 68% over two years.

Support for Identified Schools

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

The FCUSD development of the Comprehensive School Improvement (CSI) plan aligns with the School Plan for Student Achievement (SPSA) process. The first support for CSI Identified school sites begins with a thorough review of the Cycle of Continuous Improvement (CCI) and establishing timelines to support meaningful stakeholder engagement. The CCI Plan, Do, Check/Study, Act (PDSA) timeline is designed to focus on improvement at every stage of the process. The steps and tools guide and support the sites towards the needs assessment, goal setting, implementation, and resource allocation processes. The Director for Categorical Programs and Grants leads the support for the processes at principal meetings and through one-on-one support to site leadership. Additional district staff provides support through a review of school plan content and through individual consultations with leaders on an as-needed basis.

The CCI tool principals use to guide their CSI (and overall SPSA) process engages the site in one or more of the following:

- Causal System Analysis/Needs Assessment – Identification of specific gaps in achievement/outcomes, discussion of the rationale for selecting specific areas of focus
- Problem Statement Formation – Definition of problem to be addressed including target student group(s) and measurable outcome with baseline data
- PDSA approach, sometimes called the Deming Cycle, is based on the scientific method, which approaches problems through hypothesis (plan), experimentation (do), and evaluation (study)
- 5 Whys, a technique for finding the root cause of a problem
- Plan to Operationalize Highest Priority Change Idea – Outline specific actions to be taken to implement the change idea(s), responsible parties, target completion date, and milestones toward completion
- Identification of Measurable Outcomes – Specific articulation of metrics to be used to evaluate effectiveness, baseline status, and expected outcomes

CSI sites review performance state indicators and inform the process. As sites begin the causal system analysis/needs assessment, they review their overall performance by dashboard area (Chronic Absenteeism, Suspension Rate, English Language Arts (ELA)/Math, English Learner Progress, Graduation Rate, and College/Career) and select those areas of greatest need.

Upon confirmation of eligibility, sites were notified and provided a detailed overview of the process, requirements, eligibility, allowable expenditures, and best practices.

The CSI areas of focus included:

- Individualized Student Learning Plans: Counselor facilitated
- Professional Development: Professional Learning Communities (PLC), Response to intervention (RTI) plan, Distance Learning
- Platform teacher efficacy: Microsoft Teams, Zoom, Pear Deck
- College and career expanded access: APEX Credit Recovery and A-G board course of study
- Support Courses: content area support and intervention
- Tutoring Labs: resources and staff support (certificated and classified)
- Technology: laptops and tech support (headphones, etc.)

CSI sites were provided additional direct training and support, facilitated by the Director for Categorical Programs and Grants at a training/professional development for principals of schools identified in April 2023 and included the following:

- Overview of CSI/Additional Targeted Support and Improvement (ATSI)
- Review of eligibility criteria
- Requirements for SPSA planning and LCAP alignment
- Crosswalk of CSI/ATSI requirements to the SPSA
- Review of the Cycle of Continuous Improvement Timeline and tools
- Identification of effective strategies and supports
- Discussion of funding projections and requirements
- Gathering input on additional supports needed

Site principals have ongoing access to support from their Instructional Assistant Superintendents through regular principal professional learning sessions, one-on-one check-ins, and additional individual support as needed. Site principals also have ongoing access to support from the Director of Categorical Programs and Grants, Curriculum Specialist, and more.

The School Site Council (SSC) is the body primarily responsible for developing their respective site's CSI plan. The SSC with the guidance of the principal with the support of district staff works to conduct a needs assessment, identify resource inequities, and determine what evidence-based interventions to implement. FCUSD's educational partner engagement process includes the annual School Climate Survey administered through the California School Climate, Health, and Learning Survey (CalSCHLS), student engagement surveys, and the annual Local Control, and Accountability Plan engagement process. The School Climate Survey provides sites an overall and disaggregated view of their community's sense of belongingness/connectedness and safety. Student engagement surveys help sites to understand the overall level of engagement of their students while also identifying and responding to specific student needs. Results such as these allow sites to identify specific areas in which all students need additional support as well as instances in which significant gaps are indicated in student experiences and/or performance. This informs more targeted planning and implementation of actions/services to improve the performance of the student group(s) for which the site has been identified for CSI.

Monitoring and Evaluating Effectiveness

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

The district administration engaged in the following practices to monitor and evaluate the plan to support student and school improvement:
1. Provide regular virtual check-ins with site administrators and school improvement teams to refine and modify improvement plans based on regular review of data and information
2) Review each school's plans and inquiry cycles that identify measurable and actionable goals
3) Review and share site reports with each school to provide feedback and monitor the progress of plans.

SPSA process follows a Cycle of Continuous Improvement timeline. The SPSA process is developed and designed to monitor and evaluate the plans of CSI schools. The evaluation of the SPSA goals against student achievement informs the development and refinement of CSI plans.

CSI schools are required to:

- Describe the overall implementation of the strategies/activities and the overall effectiveness to achieve the articulated goal
- Restate the expected outcome of the strategy in terms of student achievement
- Detail the specific actions taken to date
- Describe current progress in achieving the expected outcomes as a result of implementing the strategy
- Detail how identified student groups were impacted by the strategy
- Describe the level of implementation
- Detail any major differences between the intended implementation and/or the budgeted expenditures to achieve the articulated goal
- Describe any changes that will be made to the annual outcomes, metrics, or strategies/activities to achieve the goal as a result of the mid-year reflection

Guidance is provided to principals/school sites at the outset of the year including the expectation that sites are regularly monitoring the plans outlined in the SPSA. This includes a specific review of their goals, strategies, and outcomes as part of the review process as well as continued monitoring to inform any revisions based on identified needs. Guidance also includes direction to review their plan for alignment to district LCAP goals.

CSI sites:

- Meet with management monthly and/or site visit
- Counselor(s) monitor student progress in class/attendance
- Connect with staff and students to reduce suspensions
- Monitor and support successful course completion
- Review District Math & English Benchmark Assessments

The Director of Categorical Programs and Grants will continue to work in partnership with Instructional Assistant Superintendents to directly support, monitor, and evaluate the plans of CSI schools.

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
CAC	The CAC gathers input regarding the Folsom Cordova Special Education Local Plan Area (SELPA) plan and provides feedback to the superintendent and board on necessary changes or additions to serve the needs of students who receive special education services. The committee also works to build support networks for special education students and their families. • 08/30/2023 • 09/27/2023 • 11/15/2023 • 02/28/2024 (LCAP Data Walk) • 04/17/2024
CSEA	The California School Employees Association is the classified school employee union in Folsom Cordova Unified School. California School Employees Association (CSEA) Chapter #528 (Comprehensive and Transportation Units) represents over 1,000 employees: bus drivers, food service workers, maintenance staff, and other non-teaching positions. Meet monthly. • February 28, 2024: CSEA LCAP Data Walk
District Advisory Committee (DAC)	A committee that represents various school site representatives and develops recommendations with staff about decisions and program

Educational Partner(s)	Process for Engagement
	information. Wednesday Meetings: 4:00 pm - 5:30 pm • September 13, 2023 • November 8, 2023 • February 7, 2024 (LCAP Data Walk) • April 23, 2024 (LCAP Educational Partner Feedback Summary)
District English Learner Advisory Committee (DELAC)	Folsom Cordova Unified School District has 51 or more English learners and therefore has a District English Learner Advisory Committee (DELAC) designated for the purpose of a subcommittee of a districtwide advisory committee. DELAC provides guidance and input on issues related to the delivery of instruction and services for English language learners. • August 7, 2023 - DELAC Officers • October 24, 2023 • October 30, 2023 - DELAC/ELAC Training • January 09, 2024 • February 13, 2024 • March 12, 2024 • May 7, 2024 • June 4, 2024 - DELAC Officers
FCEA	Folsom Cordova Education Association (FCEA), which represents over 1,200 certificated teachers, counselors, and other certificated staff throughout the district Meet monthly. • February 7, 2024: FCEA LCAP Data Walk
FCLA	Folsom Cordova Leadership Association (FCLA), a charter of the Association of CA School Administrators (ASCA) Region 3, provides leadership advisory, professional development, and leadership representation, a meet and confer opportunity for certificated management, classified management, and classified confidential

Educational Partner(s)	Process for Engagement
	employees. • August 28, 2023 • September 25, 2023 • October 23, 2023 • December 5, 2023 • February 27, 2024 • April 23, 2024
Black Families United for Education (BFUE)	Black Families United for Education serves as an educational forum for parents of black students, offering guidance, insights, and support in navigating the educational landscape. BFUE aims to empower families by fostering understanding, advocacy, and meaningful change within our schools and districts. • October 3, 2023 • December 5, 2023 • February 27, 2024 • April 23, 2024
Native American Parent Advisory Committee (NAPAC)	The Native American Parent Advisory Committee is a dedicated group of Native American parents, guardians, educators, and community members who meet to advocate for Native American students. • December 14, 2023 • January 18, 2024 • February 12, 2024 • March 11, 2024 • April 18, 2024 • May 1, 2024
LCAP Data Walk	DATA Walk Overview: Facilitate Educational Partner engagement around data and demonstrate why feedback matters using an interactive Data Walk diving into CDE Dashboard Data and School Data. Participants are informed about the LCAP process review demographics, examine

Educational Partner(s)	Process for Engagement
	data, and provide feedback and input. Together with the educational partners, the intended outcome is to build understanding, share ideas, ask questions/reflect and respond to feedback. • January 9, 2024: DELAC • February 4, 2024: Parent Summit • February 7, 2024: DAC • February 7, 2024: SAB • February 7, 2024: FCEA • February 26, 2024: FCLA • February 28, 2024: CAC • February 28, 2024: BFUE • February 28, 2024: CSEA • February 28, 2024: BFUE
Student Advisory Board (SAB)	The Student Advisory Board is comprised of representatives from each secondary school in the Folsom Cordova Unified School District. The Student Member of the Board of Education presides over the Student Advisory Board's monthly meetings and keeps open communication between students and the Board. • September 6, 2023 • October 4, 2023 • November 1, 2023 • December 6, 2023 • January 3, 2024 • February 7, 2024 • March 6, 2024 • April 3, 2024 • May 1, 2024
Equity Multiplier Schools: Cordova Gardens	LCAP Data Walks • February 13, 2024 SSC and ELAC • March 19, 2024 • May 14, 2024

Educational Partner(s)	Process for Engagement
Equity Multiplier Schools: Cordova Meadows	LCAP Data Walks • February 13, 2024 SSC and ELAC • March 19, 2024 • May 14, 2024
Equity Multiplier Schools: Kinney High School	LCAP Data Walks • February 13, 2024 SSC • April 4, 2024
Equity Multiplier Schools: Prospect Community Day School School	LCAP Data Walks • February 13, 2024 SSC • April 4, 2024

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

The following section identifies the timeline, specific educational partners engaged (with special emphasis on our targeted student groups), and the key themes that emerged in this process.
The district LCAP team met with our educational partner groups from December 2023 through early May 2024 to gather input using questions aligned to FCUSD LCAP goals:

The Educational Partner listening session groups included:
FCLA - Folsom Cordova Leadership Association
CSEA - California School Employees Association
ELAC - English Learner Advisory Committee
DELAC - District English Language Advisory Council
LCAP - Local Control Accountability Plan
SSC - School Site Council
DAC - District Advisory Committee
CAC - Community Advisory Committee

SELPA-Special Education Local Plan Area
SAB - Student Advisory Board

Overall, the feedback provided by educational partner groups reaffirmed and built upon many of the key priorities communicated. This feedback was gathered from surveys, LCAP Data Walks, and the annual needs assessments. The following summary outlines the overarching themes that emerged across various input strands, specific recommendations and priorities that emerged within LCAP goal areas, and provides links to additional and more detailed feedback documents.

The responses indicate a strong desire for increased behavioral support, particularly in primary grades, to address aberrant behavior and improve learning outcomes. There is a call for more teachers and principals of color to better represent the student body. Respondents also suggest maintaining programs like the Spanish Saturday School and improving school safety measures. There is a demand for more training and higher pay for SPED teachers to reduce turnover and burnout. The need for more bilingual Spanish staff for better communication between parents, students, and teachers is also highlighted. Respondents also suggest the development of afterschool math support and an increase in counselors and mental health specialists. The responses also indicate a need for more trained personnel to support difficult student behavior and a desire for more diversity in teaching staff. There is a call for more academic tutoring and the development of learning style assessments. The responses also suggest a need for better teacher-student relationships and more support for students at risk of not graduating.

Folsom Cordova Unified School District
2024-2027 LCAP Goals:

Goal 1
Student progress and educational outcomes will be monitored to increase and
improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)
1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade-level progress through access to grade-level curriculum and quality first instruction.
1.03 - Improve TK/Kindergarten readiness as measured by curriculum-embedded assessment.
1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.
Goal 2
Increase parent and student engagement and provide a safe, healthy, and positive learning environment with an intentional focus on historically marginalized and the most vulnerable student populations (state priority 3, 5, and 6)
2.01 Increase student attendance rates and reduce chronic absences.
2.02 Increase the high school graduation rate and decrease the dropout rate for all students.
2.03 Reduce student suspensions, expulsion rates, and bullying incidents.
2.04 Increase opportunities for family engagement, parent input, and the utilization of volunteers.
2.05 Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Goal 3
Provide all students with high-quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)
3.01 - Provide Transformative Social-emotional learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.02 - Provide professional development opportunities in quality first instruction.
3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
3.04 - Provide access to A-G, CTE, IB, AP, and STEM courses to ensure students are college and career-ready.
Goal 4
All students will receive equitable instruction from highly qualified teachers and have access to curriculum that promotes college and career readiness (State Priority 1)
4.01 - Maintain the appropriate assignment of fully credentialed teachers, and provide new teacher support and all staff training.
4.02 - Maintain schools in good repair to foster a safe and positive environment.
4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.
Goal 5
Equity Multiplier: By 2027 at each of the four (4) schools (Cordova Gardens Elementary (CGE), Cordova Meadows Elementary (CME), Kinney High School (KHS), and Prospect Community Day School (PCDS) each Very Low performing student group on the 2023 California School Dashboard, the
5.01 - Chronic Absenteeism will improve by 10% (CGE, CME)
5.02 - English Learner progress rate will improve by 10% (CGE)
5.03 - Graduation rate will improve by 10 percent (KHS, PCDS)
5.04 - SBAC ELA Distance From Met will improve by 10 scale score points (CGE, CME, KHS, PCDS)
5.06 - SBAC Math Distance From Met will improve by 10 scale score points (CGE, CME, KHS, PCDS)
5.07 - Suspension rate will improve by 5% (CGE, CME, KHS, PCDS)

Additionally, feedback from Educational Partners for each of the four (4) sites identified to receive Equity Multiplier funding, influenced their actions as follows:
Equity Multiplier - Cordova Garden Elementary (CGE)-Staff, (CGE)-SSC, (CGE)-ELAC - Hire two Elementary Teachers, two 3-hour Paraeducators, add school clerk hours, one day of Social Workers, and supplemental instructional materials to help accelerate the academic performance and progress of students.
Equity Multiplier - Cordova Meadows Elementary (CME)-Staff, (CME)-SSC, (CME)-ELAC Hire one Elementary Teacher, two 4-hour Paraeducators, 6-hour Behavior Support Assistant, subs for teacher Professional Development time, Instructional Coach, and supplemental instructional materials to help accelerate the academic performance and progress of students.
Equity Multiplier - Kinney High School (KHS)-Staff, (KHS)-SSC, (KHS)-ELAC Behavior Support Assistant Continuation Teacher ELA .6 and Math .4, Experiential Learning (van fuel), and supplemental instructional materials to help accelerate the academic performance and progress of students.
Equity Multiplier - Prospect Community Day School (PCDS)-Staff, (PCDS)-SSC .4 Community Day School Teacher, and .375 Restorative Specialist to help accelerate the academic performance and progress of students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4, and 8) 1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations 1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade-level progress through access to grade-level curriculum and quality first instruction. 1.03 - Improve TK/Kindergarten readiness as measured by curriculum-embedded assessment. 1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

FCUSD has developed this goal in order to ensure all students served by our district are achieving, at minimum, grade level learning throughout the course of the school year. In addition, it is the responsibility of all FCUSD staff to assist our most vulnerable and/or historically marginalized students make the required gains to close the achievement gap that public education has been struggling with for generations. Through consistently executed site and district PLC, MTSS, and RtI models, staff will monitor formative and summative data to respond to individual student needs in order to help all students in Folsom Cordova achieve high levels academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	District Reading Diagnostic Renaissance (K-8)* Edmentum (9-12)	2023-2024 Diagnostic 2 56% 1st grade (percent proficient or advanced)* 55% 3rd grade (percent proficient or advanced)			2026-2027 Diagnostic 2 60% 1st grade (percent proficient or advanced)*	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	K-1: Early Literacy (Foundational Literacy and Numeracy Skills)* 2-8: Reading and Math	55% 5th grade (percent proficient or advanced) 43% 8th grade (percent proficient or advanced) 79% 11th grade (percent proficient or advanced)* *Diagnostic is administered to targeted students			60% 3rd grade (percent proficient or advanced) 60% 5th grade (percent proficient or advanced) 50% 8th grade (percent proficient or advanced) 83% 11th grade (percent proficient or advanced)* *Diagnostic is administered to targeted students	
1.2	CAASPP ELA	CAASPP ELA 2022-2023 (Dataquest) District Wide: 58.41% 58% 3rd grade (Meet or exceeds standards) 60% 5th grade (Meet or exceeds standards) 56% 8th grade (Meet or exceeds standards) 65% 11th grade (Meet or exceeds standards) 23% Special Education (Meet or exceeds standards) 12% Eng Learners (Meet or exceeds standards)			CAASPP ELA 2025-2026 (Dataquest): District Wide: 64% 64% 3rd grade (Meet or exceeds standards) 62% 5th grade (Meet or exceeds standards) 64% 8th grade (Meet or exceeds standards) 70% 11th grade (Meet or exceeds standards) 40% Special Education (Meet or exceeds standards)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					30% Eng Learners (Meet or exceeds standards)	
1.3	Early Assessment Program (EAP) ELA and Math	2022-2023 ELA(Dataquest): 35% Prepared (Level 4) 30% conditionally prepared (Level 3) 2022-2023 MATH: 20% Prepared (Level 4) 21% conditionally prepared (Level 3)			2025-2026 ELA (Dataquest): 80% at level Prepared (Level 3 and 4) 2022-2023 MATH: 50% Prepared (Level 3 and 4)	
1.4	District Math Diagnostic Renaissance 2022-23 (K-8)* Edmentum 2022-23 (9-12) K-1: Early Literacy (foundational Literacy and Numeracy Skills)* 2-8: Reading and Math	2023-2024 Diagnostic 2 56% 1st grade (percent proficient or advanced) 65% 3rd grade (percent proficient or advanced) 67% 5th grade (percent proficient or advanced) 52% 8th grade (percent proficient or advanced) 60% 11th grade (percent proficient or advanced)* *Diagnostic is administered to targeted students			2026-2027 Diagnostic 2 60% 1st grade (percent proficient or advanced) 70% 3rd grade (percent proficient or advanced) 70% 5th grade (percent proficient or advanced) 60% 8th grade (percent proficient or advanced) 65% 11th grade (percent proficient or advanced)* *Diagnostic is administered to targeted students	
1.5	CAASPP Math	CAASPP Math 2022-2023			CAASPP Math 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District Wide: 48.51% 61% 3rd grade (Meet or exceeds standards) 47% 5th grade (Meet or exceeds standards) 44% 8th grade (Meet or exceeds standards) 41% 11th grade (Meet or exceeds standards) 19% Special Education (Meet or exceeds standards) 13% Eng Learners (Meet or exceeds standards)			District Wide: 58% 70% 3rd grade (Meet or exceeds standards) 55% 5th grade (Meet or exceeds standards) 55% 8th grade (Meet or exceeds standards) 52% 11th grade (Meet or exceeds standards) 40% Special Education (Meet or exceeds standards) 40% Eng Learners (Meet or exceeds standards)	
1.6	English Language Proficiency Assessments for California (ELPAC)	Dashboard 2022-2023 46.8% making progress towards English language proficiency. 45.8% ELs who progressed at least one ELPI level 1.2% ELs who maintained ELPI Level 4 35.7% ELs who maintained ELPI levels 1-3 17.2% ELs decreased at least one ELPI Level			Dashboard 2025-2026 55% making progress towards English language proficiency. 55% ELs who progressed at least one ELPI level 8% ELs who maintained ELPI Level 4 45% ELs who maintained ELPI levels 1-3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					12% ELs decreased at least one ELPI Level	
1.7	Reclassification Rate	13.41% (363) (2022-23, Categorical)			15% (363) (2025-26, Categorical)	
1.8	Kindergarten Readiness DRDP assessment	Percent of students reaching "Integrating" EOY: Spring 2024 25% social and emotional development 21% language and literacy development 21% English language development 19% cognition, including math and science			Percent of students reaching "Integrating" EOY: Spring 2027 50% social and emotional development 35% language and literacy development 50% English language development 35% cognition, including math and science	
1.9	9th Grade Completion Rate (% of students with 60 or more credits)	2022-2023 (Site Provided) CHS-80% VDL- 98% FHS- 81%			2026-2027 (Site Provided) CHS-90% VDL- 98% FHS- 90%	
1.10	Implementation of Content Standards - Walkthrough/Observation, including English Learners	100%			100%	
1.11	CAST-Grades 5,8,High School)	CAST 2022-2023 District Wide: 45.78%			CAST 2026-2027 District Wide: 49%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		45.58% 5th grade (Meet or exceeds standards) 45.43% 8th grade (Meet or exceeds standards) 46.28% High School (Meet or exceeds standards) 15.10% Special Education (Meet or exceeds standards) 3.71% Eng Learners (Meet or exceeds standards)			50% 5th grade (Meet or exceeds standards) 50% 8th grade (Meet or exceeds standards) 51% High School (Meet or exceeds standards) 20% Special Education (Meet or exceeds standards) 10% Eng Learners (Meet or exceeds standards)	

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	Improve English Language Arts and Mathematics results: specific emphasis on marginalized and underserved student populations to meet grade level standard.	To create an equitable learning environment that supports all students and assesses the effectiveness of standards implementation, staff will: coordinate and support the administration of district-wide common assessments; engage in ongoing progress monitoring of academic performance and growth of students, with emphasis on marginalized and underserved student populations to meet grade level standard.: • Assessment Coordinator and support staff to conduct regular reviews of student progress and program effectiveness. • High School Teacher to ensure proficiency in courses, and deliver accelerated instruction designed to recoup credit recovery critical for college and career readiness. • Intervention Teacher to provide additional support classes for students to address ongoing gaps. Intervention Teachers and support staff work with the school sites to target high-needs (EL/LI/Foster) students for needed academic and/or social-emotional support. The instruction includes small groups, push-in, and targeted interventions at schools with a high concentration of low-income students. They support the school site PLC/RtI/MTSS teams and administrators and create, implement, and support systemic responses to ensure student growth and academic success. • ELA support to focus on CCSS lesson development and short-term (formative) assessment will provide data and information to use with a focus on unduplicated and high-risk students. These classes offer specific strategies targeted toward supporting students as they move to reclassification as English Proficient and prepare for college. • Math support teachers' work with classroom teachers in the development of numeracy skills (addition, subtraction, multiplication, division, as well as more complex math constructs such as algebraic reasoning, etc.) for students struggling with	$7,136,453.00	Yes

Action #	Title	Description	Total Funds	Contributing
		mathematics. They support mathematical instruction through one-on-one interventions, small group lessons (pull-out and push-in models), and co/team teaching in the primary classroom. • ELD support for Long-term language support for Newcomers, English Learners (ELs), and/or Long-Term English Learners (LTELs) in the form of additional materials, courses, interventions, and staffing. • Assessment support staff to conduct regular reviews of student progress and program effectiveness. • Paraeducator to offer guidance and support for school readiness, including study habits and goal setting. • Provide services to support the educational needs of American Indian/Alaskan Native students (NA/AL).		
1.2	Improve English Language Arts and Mathematics results: specific emphasis on English Learners, foster youth, and students with disabilities meet grade level standard.	By providing instructional support, involving bilingual instructional assistants, and ensuring liaisons for foster youth are effectively supporting students, schools can create an environment where all students, including ELs, foster youth, and students with disabilities, have the opportunity to succeed and meet grade-level standards. • Bilingual Instructional Assistants assist ELs in both their native language and English to ensure comprehension and participation in classroom activities. Help teachers by providing additional support during lessons, facilitating small group instruction, and assisting with classroom management. Act as cultural mediators, helping to bridge cultural gaps and foster a more inclusive classroom environment. Create and adapt instructional materials to be accessible for ELs, including bilingual resources and visual aids. Communicate with parents in their native language to keep them informed about their child's progress and how they can support learning at home. • Program Improvement Educational Services Liaison narrows the gap between Foster Youth and the general student population with regard to meeting grade-level standards, participation in academic resources and supports (including but not limited to tutoring, academic enrichment programs, summer school, credit	$2,295,228.00	Yes

Action #	Title	Description	Total Funds	Contributing
		recovery, academic counseling, and learning loss recovery opportunities), course passage rates, a-g and AP/IB enrollment and passage rates, career technical vocational transition planning courses and services including career pathways and linked learning opportunities. • ELD support for Long-term language support for Newcomers, English Learners (ELs), and/or Long-Term English Learners (LTELs) in the form of additional materials, courses, interventions, and staffing.		
1.3	TK/Kinder Readiness: Provide access to early childhood education for eligible students and families	This comprehensive strategy ensures that children are well-prepared to meet the demands of their educational journey from the very beginning. This action is focused on increasing student enrollment in State Preschool, First Five Program, Transitional Kindergarten, and Parent Education Preschool; to increase curriculum articulation and student transitions between preschool and kindergarten programs. In addition, to increase parent education related to required kindergarten skills and how to develop those skills at home through parent-coordinated events; fund Kinder Camp and additional preschool positions to increase the percentage of students ready for kindergarten and expand kinder readiness for high-needs students. • Coordinator of Early Childhood focuses on a well-rounded approach that integrates curriculum-embedded assessments, professional development, family engagement, and stimulating learning environments, schools can significantly improve TK/Kindergarten readiness. • Clerk/Support Staff to conduct regular reviews of student progress and program effectiveness.	$161,560.00	Yes
1.4	Grad rate focus: monitor yearly high school progress to ensure all students	Ensuring that all students make annual progress toward graduating within their 4-year cohort is crucial for improving graduation rates. A structured plan to monitor high school progress and provide targeted support is essential. By implementing this comprehensive plan, schools can ensure	$93,038.00	Yes

Action #	Title	Description	Total Funds	Contributing
	make annual progress toward graduating within their 4-year cohort.	that all students, including those at risk of not graduating on time, receive the support and resources they need to make annual progress toward graduation. The collaboration between educators, continuation teachers, families, and the community will be crucial in creating a pathway to success for every student. • Continuation Teacher conducts quarterly reviews of student data to track progress and identify those needing interventions. Develops ILPs for each student, outlining their academic goals, progress, and the support they need to stay on track. Reviews and updates these plans regularly. Provide individualized instruction and differentiated teaching strategies to meet the diverse needs of continuation students.		
1.5	Narrow the achievement and access gap for English Learners, Students with Disabilities, and Foster Youth to meet grade level standard.	Narrow the gap between English Learners, Students with Disabilities, Foster Youth, and the general student population with regard to standardized testing participation rates; standardized test scores; participation in academic resources and supports (including but not limited to tutoring, academic enrichment programs, summer school programs, credit recovery programs, academic counseling, and learning loss recovery opportunities); course passage rates with C or higher; A-G enrollment and passage rates; AP/Honors enrollment and passage rates; and career/technical/vocational/transition planning, courses, and services including career pathways and linked learning opportunities. • Targeted Interventions and Support through Teachers, Bilingual Instructional Assistants, and Paraeducators		No
1.6	English Language Development	Increase the percent of students making progress in English Language Development.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social-emotional learning and outcomes for LCAP student groups (State Priority 3, 5, and 6). 2.01 Increase student attendance rates and reduce chronic absences. 2.02 Increase the high school graduation rate and decrease the dropout rate for all students. 2.03 Reduce student suspensions, expulsion rates, and bullying incidents. 2.04 Increase opportunities for family engagement, parent input, and the utilization of volunteers. 2.05 Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Research supports a correlation between family and community involvement and student success. When families and community members are involved in student learning, students improve not only their academic performance but positive school interaction which includes improved attendance, reduction in suspensions and expulsions, positive student behavior, and increased positive relationships with peers and adults. Students, with connections to the school community and supported by strong family and community involvement, have increased access to opportunities for enhanced learning and industry access. Additionally, schools and students gain family and community advocates for student success and champions for the many school programs in place to support learning achievement. Our schools not only provide excellent learning opportunities for students, but they are also community hubs and points of pride for neighborhoods and the two cities FCUSD schools serve. When students and schools succeed, local municipalities enjoy the positive and resulting reputation that can add to economic success and build a strong local culture. A strong and positive two-way relationship of family and community engagement with schools and students is mutually beneficial.

In order to engage family and community involvement most effectively, FCUSD is focusing on promoting and increasing participation in representational organizations such as School Site Councils, English Language Advisory Committees, the District Advisory Committee, and the District English Language Advisory Committee. Information and recruitment are done through robust communication tactics that are proven effective with target audiences and are provided in languages spoken by our students and families. Frequent touch points with these and other representational and affinity groups made up of students, family, and community, will help inform District leadership of student

needs and experiences and will allow District leadership to build a network of family and community influencers that will hopefully and exponentially increase two-way engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate:	2022-2023 CALPADS 93.60% Overall 93.30%English Learner 91.50% Low Income 90.10% Foster Youth 89.00% Homeless 91.30 Students with Disabilities 90.40% African American 92.20% Hispanic			2025-2026 CALPADS 95% Overall 95%English Learner 94% Low Income 94% Foster Youth 93% Homeless 94% Students with Disabilities 94% African American 95% Hispanic	
2.2	Chronic Absenteeism:	2022-2023 Data Quest 15.40% All Students 17.40% English Learners 28.30% Low Income 37.50% Foster Youth 47.30% Homeless 24.60% Students w/Disabilities 35.40% African American 23.60% Hispanic			2025-2026 DataQuest 8% All Students 8% English Learners 16% Low Income 20% Foster Youth 30% Homeless 15% Students w/Disabilities 25% African American 12% Hispanic	
2.3	Graduation Rate:	2022-2023 DataQuest 93.40% All students			2025-2026 DataQuest	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		79.90% English Learner 88.10% Low Income NA Foster Youth 78.80% Homeless 75.00% Students w/Disabilities 87.10% African American/Black 87.90% Hispanic			95% All students 85% English Learner 93% Low Income 80% Foster Youth 85% Homeless 80% Students w/Disabilities 93% African American/Black 93% Hispanic	
2.4	Suspension Rate:	2022-2023 DataQuest 3.40% All Students 3.90% English Learners 6.90% Low Income 14.70% Foster Youth 10.80% Homeless 6.90% Students w/Disabilities 12.00% African American/Black 4.70% Hispanic			2025-2026 DataQuest 2.8% All Students 2.8% English Learners 3.6% Low Income 10% Foster Youth 5% Homeless 5.6% Students w/Disabilities 5.6% African American/Black 3.0% Hispanic	
2.5	Expulsion Rate:	2022-2023 DataQuest .03% All Students .03% English Learners .05% Low Income .00% Foster Youth .12%% Homeless .03% Students w/Disabilities .09% African American/Black .06% Hispanic			2025-2026 DataQuest .01% All Students .01% English Learners .03% Low Income .00% Foster Youth .08% Homeless .01% Students w/Disabilities	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					.03% African American/Black .03% Hispanic	
2.6	Dropout Rates	2022-2023 Dataquest 0 7th grade 0 8th grade 9-12th grade 2.90% All Students 6.11% Low Income 13.89% English Learners 2.82% African American/Black 6.09% Students w/Disabilities 0.00% Foster Youth 12.00% Homeless 6.76% Hispanic			2025-2026 Dataquest 0 7th grade 0 8th grade 9-12th grade 1.8% All Students 4.0% Low Income 8.0% English Learners 4.0% African American/Black 4.0% Students w/Disabilities 0.00% Foster Youth 7.8% Homeless 4.1% Hispanic	
2.7	CalSCHLS Participation Rate	2023-2024 59% 5th grade students 92% 7th grade students 89% 9th grade students 84% 11th grade students 74% Non-Traditional students			2026-2027 80% 5th grade students 95% 7th grade students 92% 9th grade students 86% 11th grade students 77% Non-Traditional students	
2.8	School Connectedness:	2023-2024			2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Utilizing California Healthy Kids Survey (CalSCHLS) and/or Panorama Data	Caring adult on campus(yes most/all of the time) 5th grade: 74% 7th grade: 64% 9th grade: 56% 11th grade: 62% Non-Traditional: 52% Parents: 45% Staff: 47% (Caring Adult relationships) Feel Safe: “Very Safe” or “Safe” 5th grade: 84% 7th grade: 59% 9th grade:64% 11th grade: 67% Non-Traditional: 53% Parents: 44% Staff: 40% (Safe place for students) Student connectedness 5th grade: 79% 7th grade: 62% 9th grade: 59% 11th grade: 58% Non-Traditional: 41%			Caring adult on campus(yes most/all of the time) 5th grade: 79% 7th grade: 69% 9th grade: 61% 11th grade: 67% Non-Traditional: 57% Parents: 55% Staff: 55% (Caring Adult relationships) Feel Safe: “Very Safe” or “Safe” 5th grade: 89% 7th grade: 64% 9th grade:69% 11th grade: 72% Non-Traditional: 60% Parents: 55% Staff: 55% (Safe place for students) Student connectedness 5th grade: 84% 7th grade: 67% 9th grade: 65% 11th grade: 63% Non-Traditional: 55%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Engagement: DAC, DELAC Committee Meetings	2023-2024 DAC 6 meetings DELAC			2026-2027 DAC 6 meetings DELAC	
2.10	Parents Summits:	2023-2024 3 Parent Summits, focus on Fostering Connections for unduplicated students and students with exceptional needs			2026-2027 3 Parent Summits, focus on Fostering Connections for unduplicated students and students with exceptional needs	
2.11	Communication platform tools used	2022-2023 100% platform tools used Visits to the website: 1,268,258 in 2022-23 Facebook followers: 9,856 Instagram followers: 2,203			2026-2027 100% platform tools used Visits to the website: 1,500,000 in 2026-27 Facebook followers: 10,000 Instagram followers: 2,500	
2.13	Engagement: SSC, ELAC Committee Meetings	2023-2024 60% school sites held 6 SSC meetings 60% school sites held 6 ELAC meetings			2026-2027 85% school sites held 6 SSC meetings 85% school sites held 6 ELAC meetings	

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	Comprehensive focus to Increase student attendance rates and reduce chronic absences.	Provide wraparound services for students facing barriers to attendance, and create an engaging, supportive, and inclusive environment that promotes the well-being and academic success of all students, particularly those in LCAP student groups. This comprehensive approach is essential to leverage various roles and initiatives designed to help increase student attendance rates and reduce chronic absences while fostering a positive school climate and strong social-emotional outcomes. • Attendance Specialists monitor and analyze attendance data to identify patterns and at-risk students. Coordinate with families, teachers, and community resources to address barriers to attendance. Conduct home visits. • Health Assistants (central/site) promote a healthy school environment, reducing health-related absences and ensuring	$2,895,683.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students are physically ready to learn. Coordinate with local health agencies to support student health needs. • PBIS Facilitator stipends lead the implementation of Positive Behavior Interventions and Supports (PBIS) at the school. Train staff on PBIS strategies and monitor the effectiveness of PBIS interventions. Foster a positive school climate, reducing behavioral issues that may contribute to absenteeism. • Restorative Specialists facilitate restorative justice practices to resolve conflicts and build a supportive school community. Encourages a positive, inclusive school climate and reduces disciplinary actions that could lead to absenteeism. • School Administrative Personnel (Assistant Principals and Extra Support) enhances school leadership's ability to address attendance and climate issues effectively. Oversee school-wide initiatives for a positive and healthy school climate. Provide additional support for teachers and students, ensuring adherence to attendance policies. • Special Friends (Elementary Intervention-PIP) work with at-risk elementary students to provide mentorship and support. Early intervention can prevent absenteeism patterns from developing, supporting long-term attendance and academic success. • Attendance and Due Process training to equip staff with the knowledge and skills to address attendance issues fairly and effectively. Ensure understanding of legal requirements and school policies regarding attendance. Empower staff to handle attendance issues consistently and appropriately, ensuring students receive the support they need.		
2.2	Comprehensive Focus to increase the high school graduation rate and decrease the dropout rate for all students.	Integrating these roles, programs, and initiatives, results in a comprehensive support system that addresses the various factors influencing graduation rates and dropout rates. This multi-faceted approach will help increase graduation rates, reduce dropout rates, and foster a positive, supportive school climate conducive to student success. • Behavior Specialist Provide targeted behavioral interventions in general education environment including addressing dangerous	$4,886,948.00	Yes

Action #	Title	Description	Total Funds	Contributing
		or violent behaviors, support school sites in identifying, developing, implementing, and monitoring a system for providing universal and targeted interventions and supports, and consultative supports. • Behavior Support Assistants support students with behavioral needs by direct teaching a replacement behavior and reinforcement of positive behaviors. • Homeless Services Identify and support students experiencing homelessness. Coordinate with local agencies to provide resources such as housing, transportation, and basic necessities. Ensure that homeless students have access to educational services and support. • Mental Health Services provide direct support to students by teaching coping strategies and providing positive reinforcements. • Mental Health Specialist Assoc provides tiered support to students and teachers to address problems such as truancy, social withdrawal, behaviors, rebelliousness, and the effects of social, physical, emotional, or economic problems. • Positive School Climate Support PBIS in an effort to decrease the number and intensity of negative behavioral events and support school site teams: Link Crew and WEB Programs; Character Building/Bullying Prevention PD and skill-building; School-Wide Information System (SWIS). • Student Support Specialist ensures that at-risk students receive the support they need to succeed and stay on track for graduation. • Strategic Initiatives training helps to ensure that students receive an assets-based educational experience that is personalized, culturally relevant, and responsive, and intentionally addresses racism and implicit bias. • Strategic Initiatives Salaries & Materials Director of Strategic Initiatives and Supports, Community School Support Facilitator, and Community School Coordinator team establish and maintain effective communications and working relationships among diverse groups of students, parents, District staff and departments, the community, and multi-faceted public and private agencies.		

Action #	Title	Description	Total Funds	Contributing
2.3	Comprehensive and Restorative Approach to reduce suspensions, expulsions, and bullying incidents.	Integrating roles and programs with a strong focus on SEL to create a more supportive and engaging environment reduces negative behaviors and promotes positive outcomes for all students. Collect and analyze data to identify disparities in suspensions, expulsions, attendance, and engagement. Use this data to tailor interventions and track progress. Develop targeted programs for LCAP student groups to ensure they receive the support needed to succeed academically and socially. This could include mentoring programs, academic support, and culturally relevant SEL curricula. • Attendance & Due Process staff Implement attendance tracking and intervention programs to identify and support students with chronic absenteeism. Regularly engage with parents to address attendance issues proactively. Ensure that disciplinary actions are fair and transparent. Provide students and parents with clear guidelines and an understanding of their rights and responsibilities. • Behavior Specialists provide one-on-one and group counseling sessions to address behavioral issues and teach coping strategies. • Campus Monitor/Yard Supervisor/Security Help maintain a safe and orderly environment by monitoring the school campus. Support students with social-emotional and behavioral needs. • Opportunity Program (CGE) provides alternative education settings for students who struggle in traditional classrooms. The program's focus is on personalized learning, SEL, and skill development. • Sel Department Salaries & Materials salaries for SEL coordinators and staff who will develop and implement SEL curricula and initiatives across the school. Provide materials and resources for SEL programs, including curriculum guides, classroom materials, and training resources for teachers. • Support Specialist addresses students' social, emotional, and mental health needs. They can provide individual counseling, group sessions, and crisis intervention.	$2,543,672.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Enhance family engagement and increase parent/family input with a focus on LCAP student groups (EL, Low income and Foster)	Create a more inclusive and supportive environment that actively engages parents of EL, low-income, and foster youth students. These actions will contribute to better educational outcomes and a more positive school climate for all students. Provide all school communications, including newsletters, notices, and websites, in multiple languages spoken by the school community. Use translation services for meetings and events to ensure all parents can participate fully. Host events that celebrate the diverse cultures represented in the school community, encouraging parents from EL, low-income, and foster youth backgrounds to participate and share their heritage. • Parent Coordinators act as liaisons between the school and families. Parent Coordinators engage parents and families with a specific focus on helping to recruit parent participation in ELAC and SSC committees, assist with home-to-school communication, and facilitate resources to meet parent needs (such as translation, and childcare). Parent Coordinators reach out to families, especially EL, Foster, and Low-income student groups, to ensure their voices are heard and needs are met. They will guide how parents can support their children's SEL and academic growth. They will also manage volunteer programs, recruiting and training parents and community members to assist in various school activities, ensuring that volunteers are effectively utilized to enhance the school environment. • Parent Summits are annually held three times per school year to bring together parents, especially the parents of ELs, low-income and Foster Youth, educators, and the community to discuss important topics, share resources, and build community. The summits feature workshops on understanding LCAP goals, programs and budgets, effective parenting engagement strategies, academic support, and enrichment opportunities. Sessions will be designed to empower parents with knowledge and tools to support their children. Parent Summits provide a platform for parents to give feedback on school initiatives, policies, and programs. This input will be invaluable for continuous improvement and ensuring that the school meets the	$582,174.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs of all students with an intentional focus on ELs, Low Income, and Foster Youth. • Strengthening Families programs help families build stronger relationships and better support their children's development. The program provides resources and materials to families that address SEL, academic support, and health and wellness such as take-home materials, online resources, and connections to community services. • Parent Engagement workshops specifically designed for parents of EL, low-income, and foster youth students. Topics can include navigating the school system, supporting academic achievement, understanding SEL, and accessing community resources. Facilitate resource centers or hubs within the school where parents can receive assistance with various needs, including academic support, health services, and counseling. • Provide culturally responsive engagement opportunities in collaboration with the Native American Parent Advisory Committee (NAPAC) to support the educational needs of American Indian/Alaskan Native students.		
2.5	Increase two-way engagement with all educational partners and foster community partnerships	Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships. Create a more connected and engaged community, so that educational partners have the opportunity to participate and contribute to the success of our district. • Homeless Services Hot Spots to ensure students access to technology for learning. • Postage communication outreach through traditional mail services. • Administrative Assistant manages communication logistics, including scheduling, coordination, and follow-ups. • Library Tech manages digital and physical library resources, ensuring students and staff have access to necessary learning materials. • Materials/Training/Mileage necessary materials, training, and mileage reimbursement.	$356,791.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• PC Care functional technology for communication and learning.		
2.6	Services and Support for Foster and Homeless	Foster Youth Services Narrow the gap between youth in foster care and the general student population with regard to standardized testing participation rates; standardized test scores; participation in academic resources and supports (including but not limited to tutoring, academic enrichment programs, summer school programs, credit recovery programs, academic counseling, and learning loss recovery opportunities); course passage rates with C or higher; A-G enrollment and passage rates; AP/Honors enrollment and passage rates; and career/technical/vocational/transition planning, courses, and services including career pathways and linked learning opportunities. • Education Services Liaison hired to provide case management services to meet the unique needs of Foster Youth aiming to improve attendance, behavior, academics, and connections to community support. • Homeless Services Identify and support students experiencing homelessness. Coordinate with local agencies to provide resources such as housing, transportation, and basic necessities. Ensure that homeless students have access to educational services and support.	$134,648.00	Yes
2.7	Engagement and Training for Parents of English Learners	Provide direct services to engage and train parents of English Learner students. Support school sites with establishing operational English Language Advisory Committees, enhancing district and site parent communication, interpreting and translating (oral and writing) communication using specific home languages, coordinating services to assist families in obtaining access to school programs and resources, recruiting parents for site and district programs (ELAC, DELAC, SSC, DAC, etc.), and meeting with parents of students that are in need of additional tier 2 and 3 support. English Learner Arts, Math, and English Learner Progress Indicators Required Action.		No

Action #	Title	Description	Total Funds	Contributing
2.23				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3 - Provide all students with high-quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7) 3.01 - Provide Transformative Social-emotional learning (SEL) and culturally relevant professional development on instructional strategies and essential standards. 3.02 - Provide professional development opportunities in quality first instruction. 3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement. 3.04 - Provide access to A-G, CTE, IB, AP, and STEM courses to ensure students are college and career-ready.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Folsom Cordova Unified School District agrees that students must first feel safe in order to learn. Through the Multi-Tiered System of Support (MTSS) process, we continuously monitor and provide services to students with social emotional, and mental health needs. Professional development focused on ensuring high quality instruction for all learners, paired with addressing the social emotional needs of students and staff is essential. The priority to focus on professional learning through the culturally relevant lens is in response to address disparities in access and achievement. Through professional training, the district will develop and strengthen equitable practices and systems to improve and address inequalities in the classroom with increased and improved opportunities and outcomes for students and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	A-G Completion Rate	(DataQuest 2023) 54.7% All 86.9% Asian 25.8% SED			(DataQuest 2026) 60% All 87% Asian 40% SED	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11.7% SWD 27.9% Black/African American 30.6% Hispanic 44.2% Two or More 20.2% English Learner			18% SWD 42% Black/African American 45% Hispanic 50% Two or More 38% English Learner	
3.2	AP Passage Rate	87.5% (2022-2023 College Board)			90% (2025-2026 College Board)	
3.3	CTE Pathway Completion Rate	2022-2023 CALPADS (3.19) CHS- 123 FHS- 153 VDL- 219 TOTAL- 495 Completers (6%)			2025-2026 CALPADS (3.19) CHS- 123 FHS- 153 VDL- 219 TOTAL- 495 Completers (10%)	
3.4	College and Career Ready Rate	53.6% prepared (Dashboard 2023)			60% prepared (Dashboard 2026)	
3.5	IB Completion Rate	1.4% Diploma Program Completers retrieved CHS(June 2023)			2% Diploma Program Completers retrieved CHS(June 2026)	
3.6	Seal of Biliteracy Rate	14.9% DataQuest 2023			25% DataQuest 2026	
3.7	Middle School Dropout	0 grade 7 0 grade 8			.00% grade 7 .00% grade 8	
3.8	Course Access	2022-2023 (College Board) 52% Asian 0.9%Black/African American			2025-2026 (College Board) 30% Asian 10% Black/African American	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10% Hispanic 27% White 7% Two or More 0% Special Education: NA 0% English Learner: NA			20% Hispanic 20% White 10% Two or More 5% Special Education 5% English Learner	
3.9	A-G and CTE Combined Completion Rate	2023 Dashboard: (Additional Reports) 18.9%			2026 Dashboard: (Additional Reports) 25%	

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	Integrated Social and Emotional Learning (SEL) Training	Through professional development, curriculum integration, and community involvement, SEL can become a foundational element of education that benefits students, educators, and the broader community. Integrate SEL across different subjects, making it a part of everyday learning rather than a standalone program. • SEL Training and Professional Development	$30,865.00	Yes
3.2	Provide professional development opportunities in quality first instruction.	Develop and coordinate a comprehensive, Professional Learning for classified, certificated, and management staff anchored in the district's commitment to quality first instruction and focused on English Language Arts and Mathematics: Foundational Reading Skills, and Content Integrated ELD. This action includes coordinating and delivering professional learning and site-based, ongoing support to implement the California English Language Arts Standards and Mathematical Content Standards. • District Lead Teachers are critical for the ongoing support and development of district faculty. They are also responsible for keeping the district up to date on the latest state standards, frameworks, textbook adoptions, etc. Additionally, they are a primary curricular and instructional support for site administrators. • Teacher Mileage to travel and provide site-based ongoing support. • Administrative Program Training on effective instructional leadership and fostering a culture of continuous improvement. • Sub/Extra Time for Staff Collaboration/Staff Development Provide time for teachers to collaborate without impacting their teaching responsibilities, fostering a culture of teamwork and shared best practices. • Professional Learning Department organizes and manages professional development activities. • Responsive Classroom provides training for teachers on Responsive Classroom techniques, focusing on social-emotional learning and positive behavior management. • Solution Tree/PLC/High Reliability partner with Solution Tree to provide comprehensive training and support for Professional	$2,397,096.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learning Communities (PLC)and High Reliability Schools (HRS) implementation. Implement the PLC and HRS frameworks to promote continuous school improvement and high levels of student achievement.		
3.3	Professional learning and instructional strategies to guarantee English Learner students access to instruction and improve achievement.	Professional learning to support English Language Development services, included: implementation of English Language Development (Designated and Integrated ELD), foundational skills training, and evaluation of EL services. • Lead Teacher professional development provided to support teacher instruction for English Learners. • Conferences provide opportunities for educators to learn from experts, share best practices, and network with other professionals focused on EL education. • Instructional Coach Provide ongoing, job-embedded support to teachers working with EL students to improve instructional practices and student outcomes. • Program Monitoring ensures that EL programs are effectively implemented and are meeting the needs of students. • Program Training on specific EL programs and curricula adopted by the school or district. • Services For Staff Development a comprehensive professional development plan to enhance the professional capacity of all staff to meet the needs of EL students through targeted staff development services.	$2,515,582.00	Yes
3.4	Focus support to ensure students are college and career-ready underserved populations	Provide additional counseling guidance and support to help underserved students navigate their educational paths and prepare for post-secondary success. • Counselor provides supplemental/additional support to assist students in creating academic plans that align with their college and career goals, including course selection and understanding	$219,074.00	Yes

Action #	Title	Description	Total Funds	Contributing
		graduation requirements. Work with teachers, administrators, and parents to ensure a holistic approach to student support.		
3.5	Instructional Coaches and Program Monitoring	The Instructional Coaches and Program Monitors will provide guidance and assistance to school sites by monitoring program assurances, coaching teachers with the research, depth of knowledge, and skills to make a significant improvement in the literacy and language development of every student; developing students' academic skills through courses of study and implementing district approved curriculum; addressing specific educational needs of students; providing feedback regarding student progress, expectations, goals, and activities.		No
3.6	Differentiated Assistance Technical Assistance focus on improving outcomes for Foster Youth, Homeless Students and Socioeconomically disadvantaged students.	The Folsom Cordova Unified School District Differentiated Assistance Technical Assistance aims to direct and focus equitable educational opportunities for foster youth, homeless students, and socioeconomically disadvantaged students. By focusing on data-driven interventions, professional development, enhanced support services, and community engagement, this integrated approach seeks to address the unique challenges faced by these student groups and improve their academic and socio-emotional outcomes. • Foster Youth: Academic Indicator, Suspension Rate • Homeless Youth: Academic Indicator, Suspension Rate • Socioeconomically Disadvantaged Students: Academic Indicator, College and Career Indicator		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Goal 1 - All students will receive equitable instruction from highly qualified teachers and have access to curriculum which promotes college and career readiness (State Priority 1) 4.01 - Maintain the appropriate assignment of fully credentialed teachers, and provide new teacher support and all staff training. 4.02 - Maintain schools in good repair to foster a safe and positive environment. 4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Improved achievement for all students requires a focus on instruction. There are disparities between subgroups, not only in performance on standardized tests, but also in course access. These disparities are representative of the academic achievement and access gap. The actions and services are targeted to support students showing greater need. Those students include English Learners, Low Income Students, Foster and Homeless Youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Credential Audit	2023-2024 100%			2026-2027 100%	
4.2	Williams Act Facility Audit	2023-2024 100% of schools in good or exemplary repair based on the Williams Act criteria.			2026-2027 100% of schools in good or exemplary repair based on the Williams Act criteria.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Williams Act Instructional Materials Audit	2023-2024 100% compliance with the Williams Act and sufficiency of materials at all schools.			2026-2027 100% compliance with the Williams Act and sufficiency of materials at all schools	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Employee Pathways for Recruitment and Retention	This action is particularly focused on the recruitment and retention of teachers to improve outcomes for low-income students and students of color, as teacher attrition disproportionately impacts schools with a	$1,897,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		concentration of unduplicated historically underserved students, especially English Learners, Low Income and Foster Youth. Full credential teacher recruitment and retention is one of the intended impacted areas of this action as well as other staff support. Increase FCUSD's presence in the community and around the nation to recruit highly qualified individuals and retain valued employees. • Certificated Librarian to continue support in the International Baccalaureate (IB) program and all school library services. • Nurses provide training and professional development opportunities for nursing staff to ensure they stay updated on best practices in health promotion, illness management, and emergency response. • District Lead (Tosa) / New Teacher Support Coordinate professional development opportunities tailored to the needs of new teachers. Provide ongoing support and coaching to help new teachers improve their instructional practices and classroom management skills. Offer a variety of learning modalities, including workshops, seminars, online courses, and job-embedded coaching.		
4.2	Foster a safe and positive environment; Implement school safety and security measures	Implement school safety and security measures per Safety Committee feedback including surveillance cameras, visitor management, and replacement of fencing. Safety steering committee materials and resources. The Coordinator of Safe School was hired to support campus safety and support staff with restorative practices. • Attendance & Due Process/Safety Implement school safety and security measures • Indirect Costs for Services to support supplemental programs and staff	$635,403.00	Yes
4.3	Provide linguistically and culturally	By incorporating linguistically and culturally responsive instructional strategies into their teaching practices, educators can create an inclusive	$2,525,276.00	Yes

Action #	Title	Description	Total Funds	Contributing
	responsive instructional strategies and materials and programs	and supportive learning environment where all students feel valued, respected, and empowered to succeed academically and thrive socially and emotionally. Additionally, the home-school connection is successful for all educational partners when the home language is translated for parents to ensure effective communication, develop trust, and strengthen relationships. • Data System (Illuminate/Rennaisance/Lexia Learning Systems) local assessment platform to monitor student progress with an emphasis on EL. Low Income, and Foster Youth. • District Translation Services provides staff to support supplemental written and oral translation services with a focus on equitable instruction. • Experiential Learning takes learning outside the classroom to explore natural environments, historical sites, or cultural institutions, offering practical insights into the subject matter. • Extra Time for Student Activities/Field Trips/Parent Teacher Conferences • Improve Your Tomorrow (IYT/)to increase the number of young men of color (YMOC) to attend and graduate from colleges and universities. Earth Mama youth empowerment opportunities with a focus on health and wellness. • Language Line Contracts with service providers to support language translation as needed. • Supplemental Instructional Materials Provide sufficient textbooks and instructional materials for students to use in class and to take home in the four core areas. By providing meaningful access for English learners (EL) through integrated & designated ELD instruction Implementation support for ELD focused on differentiated instructional strategies that target the academic and language needs of students with various EL profiles. • Professional Development and supplemental resources to support ELD. • NPS School Set Aside/Instructional Materials		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Equity Multiplier: By 2027 the four (4) schools (Cordova Gardens Elementary (CGE), Cordova Meadows Elementary (CME), Kinney High School (KHS), and Prospect Community Day School (PCDS) with Very Low performing student groups on the 2023 California School Dashboard will; 5.01 - Chronic Absenteeism will improve by 10% (CGE, CME) 5.02 - English Learner progress rate will improve by 10% (CGE) 5.03 - Graduation rate will improve by 10% (KHS, PCDS) 5.04 - SBAC ELA Distance From Met will improve by 10 scale score points (CGE, CME, KHS, PCDS) 5.06 - SBAC Math Distance From Met will improve by 10 scale score points (CGE, CME, KHS, PCDS) 5.07 - Suspension rate will improve by 5% (CGE, CME, KHS, PCDS)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Cordova Gardens Elementary (CGE), Cordova Meadows Elementary (CME), Kinney High School (KHS), and Prospect Community Day School (PCDS) this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:

- Chronic Absenteeism Indicator: (CGE) - English Learners, Hispanic (CME) - Hispanic
- English Learner Progress Indicator: (CME) - ALL English Learners
- Graduation Indicator: ALL, Socioeconomically Disadvantaged students
- Academic Indicators ELA SBAC Distance From Met: (CME) ALL, English Learners, Socioeconomically Disadvantaged students, Hispanic
- Suspension Indicator: (CGE) - Homeless, Two or more races, (CME) - Students with Disabilities, African American, and Two or more races (KHS) - ALL, Socioeconomically Disadvantaged students, African American (PCDS) - ALL, Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism Rate	Dashboard 2023 (CGE) 32.4% English Learners 38.2% Hispanic (CME) 38.8% Hispanic			Dashboard 2026 (CGE) 22.4% English Learners 28.2% Hispanic (CME) 28.8% Hispanic	
5.2	English Language Proficiency Assessments for California (ELPAC)	Dashboard 2023 (CGE) 25.5% of ELs are making progress towards proficiency			Dashboard 2026 (CGE) 35.5% of ELs are making progress towards proficiency	
5.3	Graduation Rate	Dashboard 2023 (KHS) 65.5% All Students 62.5% Low Income 46.2% Homeless 59.1% Hispanic 66.7% White			Dashboard 2026 (KHS) 75.5% All Students 72.5% Low Income 56.2% Homeless 69.1% Hispanic 76.7% White	
5.4	CAASPP ELA	Dashboard 2023 Distance from met (CGE) • 57.5 All Students • 99.3 Homeless			Dashboard 2026 Distance from met (CGE) • 47.5 All Students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 154.5 Students w/Disabilities • 100.2 African American • 66.8 Hispanic (CME) • 72.8 All Students • 72.3 English Learners • 77.7 Low Income • 111.8 Student w/Disabilities • 117.2 African American • 75.0 Hispanic			• 89.3 Homeless • 144.5 Students w/Disabilities • 99.2 African American • 56.8 Hispanic (CME) • 62.8 All Students • 62.3 English Learners • 67.7 Low Income • 101.8 Students w/Disabilities • 107.2 African American • 85.0 Hispanic	
5.5	CAASPP Math	Dashboard 2023 Distance from met (CGE) • 154.8 Students w/Disabilities • 115.7 African American			Dashboard 2026 Distance from met (CGE) • 144.8 Student with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(CME) • 121.3 Students w/Disabilities • 125.1 African American			Disabilities • 105.7 African American (CME) • 111.3 Students w/Disabilities • 115.1 African American	
5.6	Suspension Rate	Dashboard 2023 (CGE) 12.2% Homeless 06.6% African American 7.50% Two or more Races (CME) 7.10% Homeless 7.50% Students w/Disabilities 7.90% African American 8.90% Two or more Races (KHS) 12.3% All Students 21.7% Homeless 11.9% Low Income 21.6% Students w/Disabilities 25.0% African American 11.1% White			Dashboard 2026 (CGE) 7.2% Homeless 1.6% African American 2.50% Two or more Races (CME) 2.10% Homeless 2.50% Students w/Disabilities 2.90% African American 3.90% Two or more Races (KHS) 7.30% All Students 16.7% Homeless 6.90% Low Income 16.6% Students w/Disabilities	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		15.4% Two or more Races (PCDS) 34.2% All Students 37.3% Low Income 40.9% Students w/Disabilities 26.3% African American 57.7% Hispanic 30.8% Two or more Races			20.0% African American 6.10% White 10.4% Two or more Races (PCDS) 29.2% All Students 32.3% Low Income 35.9% Students w/Disabilities 21.3% African American 52.7% Hispanic 25.8% Two or more Races	

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
5.1	Class size reduction teachers and paraeducators at Cordova Gardens and Cordova Meadows to increase student achievement	Hire class size reduction teachers to reduce class size and provide paraeducators to improve student achievement in meeting grade-level standards in ELA, Math, and ELD. (2) CGE Elementary School Teacher (1) CME Elementary School Teacher .75 FTE CGE Paraeducator (two 3-hour) 1.0 FTE CME Paraeducator (two 4-hour)	$305,845.00	No
5.2	Continuation Teacher at Kinney High School and Community Day Teacher at Prospect Community Day School to increase student achievement	Hire Continuation Teacher at Kinney High School and Community Day Teacher at Prospect Community Day School to increase student achievement. 4 PCDS Community Day School Teacher 1.0 FTE (.4 English/.6 Math) KHS Continuation Teacher	$134,773.00	No
5.3	Restorative Specialist at Prospect Community Day School and additional school clerk time at Cordova Gardens to increase attendance and school connectedness	Increase attendance and school connectedness at Cordova Gardens Elementary and Prospect Community Day School .375 PCDS Restorative Specialist .3125 (2.5 hours) CGE School Administration Personnel (clerk)	$43,123.00	No
5.4	Behavior Support Assistant and Contract Project Optimism at Cordova Meadows, and a day of Social Worker at	Reduce Suspension Rate at Cordova Meadows and Cordova Gardens. .75 CME Behavior Support Assistant .2 (one Day) CGE School Social Worker CME Contract Superior Sports/Project Optimism	$121,461.00	No

Action #	Title	Description	Total Funds	Contributing
	Cordova Gardens to reduce suspension			
5.5	Professional development and classified release time at Cordova Meadows	Professional development and classified release time at Cordova Meadows. Sub/Extra Time for Staff Development (classified)	$3,956.00	No
5.6	Instructional Coach at Cordova Meadows	Hire a 1.0 FTE Instructional Coach to provide personalized support, guidance, and resources to help teachers implement effective teaching strategies and create positive learning environments. Promote student success and foster a culture of continuous school improvement.	$147,111.00	No
5.7	Program resource costs	Program costs to serve grant fund Indirect Costs	$40,672.00	No
5.8	Experiential Learning (Van Fuel) at KHS	Experiential Learning (Van Fuel) to provide opportunities engaging in meaningful experiences and reflecting on them, students develop a deeper understanding, practical skills, and the ability to think critically and creatively. This approach not only enhances academic learning but also fosters personal and professional growth, making it a vital component of modern education.	$5,000.00	No
5.9	Supplemental Instructional Materials for Kinney High School, Cordova Gardens, and Cordova Meadows	Supplemental Instructional Materials for Kinney High School, Cordova Gardens, and Cordova Meadows to purchase materials to assess and support students in acquiring and developing study habits and skills to improve their access and academic performance in the Common Core ELA and Math.	$62,065.00	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
$18,116,722	$N/A

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
7.742%	0.854%	$1,898,586.00	8.596%

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	**Action:** Improve English Language Arts and Mathematics results: specific emphasis on marginalized and underserved student populations to meet grade level standard. **Need:** Increase the percent of students making progress in ELA and Math. The activities in this action are consistent with recommendations and feedback received from	Provide research and evidence-based instruction and interventions for students demonstrating high needs. Intervention is intended to accelerate progress towards grade-level readiness, particularly for those students who demonstrate gaps in grade-level proficiency.	SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate

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
	the following educational partner(s): LCAP DATA Walk, District English Learner Advisory Committee, District Advisory Committee, and Native American Parent Advisory Committee (NAPAC) **Scope:** LEA-wide Schoolwide		
2.1	**Action:** Comprehensive focus to Increase student attendance rates and reduce chronic absences. **Need:** Increase student attendance rates and reduce chronic absences. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Differentiated Assistance Technical Assistance, LCAP DATA Walk, District Advisory Committee, Student Advisory Board, and District English Learner Advisory Committee. **Scope:** Schoolwide	Provide wraparound services for students facing barriers to attendance, and create an engaging, supportive, and inclusive environment that promotes the well-being and academic success of all students, particularly those in LCAP student groups. This comprehensive approach is essential to leverage various roles and initiatives designed to help increase student attendance rates and reduce chronic absences while fostering a positive school climate and strong social-emotional outcomes.	Attendance Rates, Chronic Absenteeism, and School Connectedness
2.2	**Action:**	Integration of services ensures that roles, programs, and initiatives, results in a comprehensive support system that addresses the	Graduation Rate and Dropout Rate

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
	Comprehensive Focus to increase the high school graduation rate and decrease the dropout rate for all students. **Need:** Increase graduation rates, reduce dropout rates, and foster a positive, supportive school climate conducive to student success. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Differentiated Assistance Technical Assistance, LCAP DATA Walk, District Advisory Committee, and District English Learner Advisory Committee **Scope:** LEA-wide	various factors influencing graduation rates and dropout rates. This multi-faceted approach will help increase graduation rates, reduce dropout rates, and foster a positive, supportive school climate conducive to student success.	
2.3	**Action:** Comprehensive and Restorative Approach to reduce suspensions, expulsions, and bullying incidents. **Need:** Reduce suspensions, expulsions, and bullying incidents. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Differentiated Assistance Technical Assistance, LCAP DATA Walk, Differentiated Assistance, District Advisory Committee, and District English Learner Advisory Committee.	Provide services with staff that address a wide range of needs: behavioral, attendance, and basic needs that can impact student outcomes. Students are provided with a more supportive and engaging environment that reduces negative behaviors, provides restorative practices, alternatives to suspensions, and promotes positive outcomes for all students.	Suspension Rate, Expulsion Rate, and Student Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** Enhance family engagement and increase parent/family input with a focus on LCAP student groups (EL, Low income and Foster) **Need:** Improve families' perception regarding their connectedness to their school community. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk, District Advisory Committee, and District English Learner Advisory Committee, and Native American Parent Advisory Committee (NAPAC) **Scope:** Schoolwide	Provide a range of capacity-building opportunities to parents and families, including Parent Summits and Parent Engagement workshops such as Strengthening Families, and Parent Institute for Quality Education (PIQE). These workshops engage, empower, and transform families by providing the knowledge and skills to partner with schools and communities to ensure their students achieve their full potential. Parents and guardians build their skills in supporting their child's education and their capacity to take on leadership roles at the site and district levels. Other capacity-building topics include Parent Workshops, English Learner Advisory Committee, School Site Council training and support.	Parent Connectedness
3.1	**Action:** Integrated Social and Emotional Learning (SEL) Training **Need:** SEL training is essential for fostering well-rounded, emotionally intelligent individuals who can navigate the complexities of life with resilience and empathy. The activities in this action are consistent with recommendations and feedback received from	SEL training equips educators, students, and communities with the skills needed to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is a critical component of a well-rounded education and contributes significantly to the overall well-being and success of students.	Course Access

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
	the following educational partner(s): LCAP DATA Walk, District Advisory Committee, Student Advisory Board, and District English Learner Advisory Committee. **Scope:** LEA-wide		
3.2	**Action:** Provide professional development opportunities in quality first instruction. **Need:** Provide professional development opportunities in quality first instruction. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk, District Advisory Committee, and District English Learner Advisory Committee. **Scope:** LEA-wide	This action includes coordinating and delivering professional learning and site-based, ongoing support to implement the California English Language Arts Standards and Mathematical Content Standards.	SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate
3.4	**Action:** Focus support to ensure students are college and career-ready underserved populations **Need:** To ensure that all students, particularly those from underserved populations, are college and career-ready.	Provide individualized guidance and support to help underserved students navigate their educational paths and prepare for post-secondary success.	On Track Graduation Status, A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate

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
	The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk, District Advisory Committee, and District English Learner Advisory Committee. **Scope:** Schoolwide		
4.1	**Action:** Employee Pathways for Recruitment and Retention **Need:** Recruitment and retention of teaching and support staff to improve outcomes for low-income students and students of color. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk **Scope:** LEA-wide	Full credential teacher recruitment and retention is one of the intended impacted areas of this action as well as other staff support. Increase FCUSD's presence in the community and around the nation to recruit highly qualified individuals and retain valued employees.	Staff Connectedness and Credential Audit
4.2	**Action:** Foster a safe and positive environment; Implement school safety and security measures **Need:** A safe and positive environment; Implement school safety and security measures.	Support campus safety and support staff with restorative practices.	School Connectedness and Facility Audit

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
	The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk and Safety Committee **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Improve English Language Arts and Mathematics results: specific emphasis on English Learners, foster youth, and students with disabilities meet grade level standard. **Need:** Increase the percent of students making progress in ELA and Math. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk, Differentiated Assistance, District English Learner Advisory Committee, District	Provide research and evidence-based interventions and support for students who are English Learners, foster youth, and students with disabilities, and for students demonstrating high needs. Intervention and services are intended to accelerate progress toward grade-level readiness, particularly for those students who demonstrate gaps in grade-level proficiency.	SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Advisory Committee, Community Advisory Committee (CAC) SELPA **Scope:** Limited to Unduplicated Student Group(s)		
1.3	**Action:** TK/Kinder Readiness: Provide access to early childhood education for eligible students and families **Need:** Increase the percent of students leaving preschool prepared to enter elementary school grades. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk **Scope:** Limited to Unduplicated Student Group(s)	Provide access to early childhood education for eligible students and families to build a strong foundation for academic success, social-emotional development, early literacy skills, and school readiness. Program eligibility is income-based, and the location of programs is at all elementary sites and prioritized to Title 1 sites.	Kindergarten Readiness DRDP assessment
1.4	**Action:** Grad rate focus: monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort. **Need:** Ensuring that all students make annual progress toward graduating within their 4-year cohort is crucial for improving graduation rates.	By implementing this comprehensive plan, schools can ensure that all students, including those at risk of not graduating on time, receive the support and resources they need to make annual progress toward graduation.	Graduation Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk, Differentiated Assistance, District English Learner Advisory Committee, District Advisory Committee **Scope:** Limited to Unduplicated Student Group(s)		
1.5	**Action:** Narrow the achievement and access gap for English Learners, Students with Disabilities, and Foster Youth to meet grade level standard. **Need:** Narrow the gap between English Learners, Students with Disabilities, Foster Youth, and the general student population with regard to standardized testing participation rates; standardized test scores; and participation in academic resources and supports. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk, Differentiated Assistance, District English Learner Advisory Committee, District Advisory Committee **Scope:**	Use existing staff to provide an array of targeted supports for low-income students through intervention, academic enrichment programs, summer school programs, credit recovery programs, academic counseling, and learning loss recovery opportunities.	CAASPP ELA, CAASPP Math, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** English Language Development **Need:** Increase the percent of students making progress in English Language Development. The activities in this action are consistent with recommendations and feedback received from educational partners. District English Learner Advisory Committee and LCAP DATA Walk. **Scope:**	This is action is designed to focus on improving English Language Development performance and progress for English Learners.	ELPAC, English Learner Progress Indicator, Reclassification Rate
2.5	**Action:** Increase two-way engagement with all educational partners and foster community partnerships **Need:** Reduce students' rates of chronic absenteeism. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP District Advisory Committee. **Scope:** Limited to Unduplicated Student Group(s)	Increase two-way engagement with all educational partners and foster community partnerships. Communications help families take action to support attendance and participate in student support.	Chronic Absenteeism
2.6	**Action:** Services and Support for Foster and Homeless	Foster Youth and Homeless Services (FYS) staff provide an array of supports for Foster Youth and Homeless Students and families through a case management model. Support includes regular	Student Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Improve student perception regarding their belongingness and connectedness to their school community. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk **Scope:** Limited to Unduplicated Student Group(s)	check-ins in students, connection to academic supports including tutoring, monitoring of attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice.	
2.7	**Action:** Engagement and Training for Parents of English Learners **Need:** Increase the percent of English Learner students progressing in English Language Development. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk and District English Learner Advisory Committee. **Scope:**	Provide support for professional learning and implementation of best practices for newcomer pathways (K-12), and continue work to increase reclassification and graduation rates.	District English Learner Advisory Council Participation
3.3	**Action:** Professional learning and instructional strategies to guarantee English Learner students access to instruction and improve achievement.	To ensure that English Learner (EL) students have access to high-quality instruction and to improve their academic achievement, it is crucial to provide targeted professional development and support for educators.	English Learner Progress Indicator, Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: EL instructional strategies to guarantee students access to instruction and improve achievement. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk, District Advisory Committee, and District English Learner Advisory Committee. **Scope:** Limited to Unduplicated Student Group(s)		
4.3	**Action:** Provide linguistically and culturally responsive instructional strategies and materials and programs **Need:** Provide linguistically and culturally responsive instructional strategies and supplemental materials and programs. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk, District English Learner Advisory Committee, District Advisory Committee, Black Families United for Education **Scope:** Limited to Unduplicated Student Group(s)	By incorporating linguistically and culturally responsive instructional strategies into their teaching practices, educators can create an inclusive and supportive learning environment where all students feel valued, respected, and empowered to succeed academically and thrive socially and emotionally.	Instructional Materials audit and School Connectedness

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

Additional Concentration Grant Funding

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

FCUSD is not a concentration district therefore is not eligible to receive supplemental add on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:27.53	1:18.12
Staff-to-student ratio of certificated staff providing direct services to students	1:19.89	1:14.79

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	233,999,685	18,116,722	7.742%	0.854%	8.596%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$20,046,577.00	$8,960,986.00	$0.00	$3,163,594.00	$32,171,157.00	$26,149,971.00	$6,021,186.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Improve English Language Arts and Mathematics results: specific emphasis on marginalized and underserved student populations to meet grade level standard.	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$6,804,963.00	$331,490.00	$3,465,542.00	$3,116,212.00		$554,699.00	$7,136,453.00	
1	1.2	Improve English Language Arts and Mathematics results: specific emphasis on English Learners, foster youth, and students with disabilities meet grade level standard.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$2,222,491.00	$72,737.00	$2,241,867.00			$53,361.00	$2,295,228.00	
1	1.3	TK/Kinder Readiness: Provide access to early childhood education for eligible students and families	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Pre-School-Kindergarten	ongoing	$161,560.00	$0.00	$161,560.00				$161,560.00	
1	1.4	Grad rate focus: monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Kinney High School 9-12	ongoing	$93,038.00	$0.00	$93,038.00				$93,038.00	
1	1.5	Narrow the achievement and access gap for English Learners, Students with Disabilities, and Foster Youth to meet grade level standard.	All English Learners, Foster Youth, and Low Income	No			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	Planned Percentage of Improved Services
1	1.6	English Language Development	All English Learners	No			All Schools									
2	2.1	Comprehensive focus to Increase student attendance rates and reduce chronic absences.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,761,817.00	$133,866.00	$2,764,456.00	$131,227.00			$2,895,683.00	
2	2.2	Comprehensive Focus to increase the high school graduation rate and decrease the dropout rate for all students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$4,501,421.00	$385,527.00	$3,530,660.00	$1,103,199.00		$253,089.00	$4,886,948.00	
2	2.3	Comprehensive and Restorative Approach to reduce suspensions, expulsions, and bullying incidents.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,526,132.00	$17,540.00	$2,053,780.00	$489,892.00			$2,543,672.00	
2	2.4	Enhance family engagement and increase parent/family input with a focus on LCAP student groups (EL, Low income and Foster)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	$403,563.00	$178,611.00	$503,511.00			$78,663.00	$582,174.00	
2	2.5	Increase two-way engagement with all educational partners and foster community partnerships	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Title I schools TK-12		$68,013.00	$288,778.00	$115,100.00	$236,647.00		$5,044.00	$356,791.00	
2	2.6	Services and Support for Foster and Homeless	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$134,648.00	$0.00	$134,648.00				$134,648.00	
2	2.7	Engagement and Training for Parents of English Learners	All English Learners, Foster Youth, and Low Income	No			All Schools									
2	2.23															
3	3.1	Integrated Social and Emotional Learning (SEL) Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools PreK-12	ongoing	$0.00	$30,865.00	$30,865.00				$30,865.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Provide professional development opportunities in quality first instruction.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$539,700.00	$1,857,396.00	$739,646.00	$1,439,978.00		$217,472.00	$2,397,096.00	
3	3.3	Professional learning and instructional strategies to guarantee English Learner students access to instruction and improve achievement.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$2,417,997.00	$97,585.00	$785,252.00	$352,445.00		$1,377,885.00	$2,515,582.00	
3	3.4	Focus support to ensure students are college and career-ready underserved populations	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cordova High, Mill MIddle, and Mitchell Middle 6-12	ongoing	$219,074.00	$0.00	$219,074.00				$219,074.00	
3	3.5	Instructional Coaches and Program Monitoring	All All students with and emphasis on student not meeting grade level standard; English Learners, Low Income and Foster Youth Students	No			All Schools									
3	3.6	Differentiated Assistance Technical Assistance focus on improving outcomes for Foster Youth, Homeless Students and Socioeconomically disadvantaged students.	Foster Youth: Academic Indicator, Suspension Rate Homeless Youth: Academic Indicator, Suspension Rate Socioeconomically Disadvantaged Students: Academic Indicator, College and Career Indicator	No			All Schools TK-12									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Employee Pathways for Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$1,897,660.00	$0.00	$777,490.00	$1,120,170.00			$1,897,660.00	
4	4.2	Foster a safe and positive environment; Implement school safety and security measures	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$88,790.00	$546,613.00	$121,550.00	$101,210.00		$412,643.00	$635,403.00	
4	4.3	Provide linguistically and culturally responsive instructional strategies and materials and programs	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$595,111.00	$1,930,165.00	$2,308,538.00	$6,000.00		$210,738.00	$2,525,276.00	
5	5.1	Class size reduction teachers and paraeducators at Cordova Gardens and Cordova Meadows to increase student achievement	All Students with Disabilities English Learners, Hispanic, Socioeconomically Disadvantaged students, Homeless, two or more races, Students with Disabilities, African American	No			Specific Schools: Cordova Gardens and Cordova Meadows Elementary TK-5		$305,845.00	$0.00		$305,845.00			$305,845.00	
5	5.2	Continuation Teacher at Kinney High School and Community Day Teacher at Prospect Community Day School to increase student achievement	All Socioeconomically Disadvantaged students, African American	No			Specific Schools: Kinney High School and Propect Community Day School 9-12		$134,773.00	$0.00		$134,773.00			$134,773.00	
5	5.3	Restorative Specialist at Prospect Community Day School and additional school clerk time at Cordova Gardens to increase	All Socioeconomically Disadvantaged students, Hispanic and English Learners	No			Specific Schools: Cordova Gardens Elementary and		$43,123.00	$0.00		$43,123.00			$43,123.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		attendance and school connectedness					Prospect Community Day School TK-5 and 9-12									
5	5.4	Behavior Support Assistant and Contract Project Optimism at Cordova Meadows, and a day of Social Worker at Cordova Gardens to reduce suspension	English Learners, Hispanic, Socioeconomically Disadvantaged students, Homeless, two or more races, Students with Disabilities, African American	No			Specific Schools: Cordova Meadows and Cordova Gardens TK-5		$83,141.00	$38,320.00		$121,461.00			$121,461.00	
5	5.5	Professional development and classified release time at Cordova Meadows	All English Learners, Hispanic, Socioeconomically Disadvantaged students, Students with Disabilities, African American	No			Specific Schools: Cordova Meadows TK-5		$0.00	$3,956.00		$3,956.00			$3,956.00	
5	5.6	Instructional Coach at Cordova Meadows	All English Learners, Hispanic, Socioeconomically Disadvantaged students, Students with Disabilities, African American	No			Specific Schools: Cordova Meadows Elementary TK-5		$147,111.00	$0.00		$147,111.00			$147,111.00	
5	5.7	Program resource costs	All English Learners, Hispanic, Socioeconomically Disadvantaged students, Homeless, two or more races, Students with	No			Specific Schools: Cordova Meadows, Cordova Gardens, Kinney High		$0.00	$40,672.00		$40,672.00			$40,672.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disabilities, African American				School, and Prospect Community Day School TK-5 and 9-12									
5	**5.8**	Experiential Learning (Van Fuel) at KHS	All Socioeconomically Disadvantaged and African American students	No					$0.00	$5,000.00		$5,000.00			$5,000.00	
5	**5.9**	Supplemental Instructional Materials for Kinney High School, Cordova Gardens, and Cordova Meadows	All English Learners, Hispanic, Socioeconomically Disadvantaged students, Homeless, two or more races, Students with Disabilities, African American	No			Specific Schools: Kinney High School, Cordova Gardens, and Cordova Meadows 9-12 and TK-5		$0.00	$62,065.00		$62,065.00			$62,065.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
233,999,685	18,116,722	7.742%	0.854%	8.596%	$20,046,577.00	0.000%	8.567 %	**Total:**	$20,046,577.00
								LEA-wide Total:	$10,719,533.00
								Limited Total:	$5,840,003.00
								Schoolwide Total:	$6,952,583.00

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**	Improve English Language Arts and Mathematics results: specific emphasis on marginalized and underserved student populations to meet grade level standard.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools TK-12	$3,465,542.00	
1	**1.2**	Improve English Language Arts and Mathematics results: specific emphasis on English Learners, foster youth, and students with disabilities meet grade level standard.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$2,241,867.00	
1	**1.3**	TK/Kinder Readiness: Provide access to early childhood education for eligible students and families	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Pre-School-Kindergarten	$161,560.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Grad rate focus: monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Kinney High School 9-12	$93,038.00	
2	2.1	Comprehensive focus to Increase student attendance rates and reduce chronic absences.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,764,456.00	
2	2.2	Comprehensive Focus to increase the high school graduation rate and decrease the dropout rate for all students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,530,660.00	
2	2.3	Comprehensive and Restorative Approach to reduce suspensions, expulsions, and bullying incidents.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,053,780.00	
2	2.4	Enhance family engagement and increase parent/family input with a focus on LCAP student groups (EL, Low income and Foster)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$503,511.00	
2	2.5	Increase two-way engagement with all educational partners and foster community partnerships	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Title I schools TK-12	$115,100.00	
2	2.6	Services and Support for Foster and Homeless	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$134,648.00	
3	3.1	Integrated Social and Emotional Learning (SEL) Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools PreK-12	$30,865.00	
3	3.2	Provide professional development opportunities in quality first instruction.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$739,646.00	

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 (%)
3	3.3	Professional learning and instructional strategies to guarantee English Learner students access to instruction and improve achievement.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools TK-12	$785,252.00	
3	3.4	Focus support to ensure students are college and career-ready underserved populations	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cordova High, Mill MIddle, and Mitchell Middle 6-12	$219,074.00	
4	4.1	Employee Pathways for Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$777,490.00	
4	4.2	Foster a safe and positive environment; Implement school safety and security measures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,550.00	
4	4.3	Provide linguistically and culturally responsive instructional strategies and materials and programs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$2,308,538.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$26,917,113.00	$28,418,870.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Certificated Librarian	No	$116,427.00	120,706
1	**1.2**	District Translation services for Family Engagement	Yes	$580,076.00	574,332
1	**1.3**	Instructional Materials and Resources	Yes	$866,535.00	921,469
2	**2.1**	Assistant Principals	Yes	$1,391,060.00	1,454,035
2	**2.2**	School Clerks	Yes	$679,268.00	547,840
2	**2.3**	Attendance and Health Supports	Yes	$1,010,399.00	1,029,415
2	**2.4**	School Social Workers	No	$552,308.00	583,457
2	**2.5**	Transportation Services/ Experiential Learning	Yes	$1,513,637.00	1,446,610
2	**2.6**	Behavior Specialists	Yes	$753,879.00	695,853
2	**2.7**	Behavior Support Aides	Yes	$481,597.00	364,463
2	**2.8**	Campus Monitors/Yard Supervisors	Yes	$498,687.00	517,083

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.9**	Behavior Intervention Support Services	No	$703,259.00	780,075
2	**2.10**	SEL Services, Staffing and Support	Yes	$142,179.00	133,634
2	**2.11**	Strategic Initiatives and Supports	Yes	$1,012,821.00	962,410
2	**2.12**	Early Intervention Program/Special Friends	Yes	$290,378.00	295,903
2	**2.13**	Mental Health Assistants/Specialists	No	$1,400,000.00	1,584,533
2	**2.14**	Mental Health Services	Yes	$1,945,966.00	1,824,512
2	**2.15**	Positive School Climate	Yes	$59,645.00	53,655
2	**2.16**	Psychologists	No	$149,513.00	151,166
2	**2.17**	Safety and Security	No	$1,000,000.00	1,712,134
2	**2.18**	School Resource Officers (SROs)	No	$483,170.00	501,621
2	**2.19**	Social and Emotional Support Services	Yes	$340,000.00	297,500
2	**2.20**	California Healthy Kids Survey (CalSCHLS)	No	$9,000.00	12,353
2	**2.21**	Parent Engagement Support	Yes	$366,867.00	365,320

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.22**	Communication	No	$185,000.00	163,962
2	**2.23**	Teacher: Opportunity Program	Yes	$134,058.00	138,897
2	**2.24**	Parent Engagement	Yes	$26,717.00	18,023.00
2	**2.25**	Foster Youth Services	Yes	$61,598.00	69,626
3	**3.1**	Bilingual Aides	Yes	$1,732,691.00	1,523,478
3	**3.2**	Career Guidance Clerk	No	$139,155.00	144,789
3	**3.3**	Professional Development and Training/Assessment Support	Yes	$587,660.00	552,289
3	**3.4**	Lead Teachers	Yes	$1,021,329.00	885,690
3	**3.5**	Testing Services	No	$41,526.00	43,000
3	**3.6**	PLC Facilitators	Yes	$38,282.00	38,282
3	**3.7**	Instructional Program Support	No	$581,814.00	616,722
4	**4.1**	Core Course Support Teachers	Yes	$701,660.00	743,855
4	**4.2**	Interventions After School	Yes	$30,374.00	6,156
4	**4.3**	ELD Integrated and Designated Instruction	Yes	$110,000.00	143,722

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)
4	**4.4**	Counselors	Yes	$257,065.00	242,634
4	**4.5**	Data System - Illuminate	Yes	$153,190.00	159,619
4	**4.6**	Coordinator of Early Childhood Education/Clerk	Yes	$152,978.00	158,429
4	**4.7**	Instructional Coaches and Program Monitoring	Yes	$1,719,550.00	2,304,410
4	**4.8**	Preschool Expansion - Preschool Teachers	No	$119,767.00	126,953
4	**4.9**	Intervention Teachers and Support	Yes	$2,776,028.00	3,408,255

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)
16,504,780	$18,593,627.00	$16,273,119.00	$2,320,508.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	District Translation services for Family Engagement	Yes	$580,076.00	574,332		
1	1.3	Instructional Materials and Resources	Yes	$784,552.00	808,273		
2	2.1	Assistant Principals	Yes	$1,391,060.00	1,454,035		
2	2.2	School Clerks	Yes	$679,268.00	547,840		
2	2.3	Attendance and Health Supports	Yes	$1,010,399.00	1,029,415		
2	2.5	Transportation Services/ Experiential Learning	Yes	$1,498,282.00	46,610		
2	2.6	Behavior Specialists	Yes	$753,879.00	695,853		
2	2.7	Behavior Support Aides	Yes	$481,597.00	364,463		
2	2.8	Campus Monitors/Yard Supervisors	Yes	$498,687.00	517,083		
2	2.10	SEL Services, Staffing and Support	Yes	$142,179.00	133,634		
2	2.11	Strategic Initiatives and Supports	Yes	$1,012,821.00	668,605		
2	2.12	Early Intervention Program/Special Friends	Yes	$22,500.00	27,000		
2	2.14	Mental Health Services	Yes	$1,945,966.00	1,824,512		

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)
2	2.15	Positive School Climate	Yes	$59,645.00	53,655		
2	2.19	Social and Emotional Support Services	Yes	$340,000.00	297,500		
2	2.21	Parent Engagement Support	Yes	$366,867.00	365,320		
2	2.23	Teacher: Opportunity Program	Yes	$134,058.00	138,897		
2	2.24	Parent Engagement	Yes	$26,717.00	18,023		
2	2.25	Foster Youth Services	Yes	$61,598.00	69,626		
3	3.1	Bilingual Aides	Yes	$1,732,691.00	1,523,478		
3	3.3	Professional Development and Training/Assessment Support	Yes	$517,384.00	552,289		
3	3.4	Lead Teachers	Yes	$488,122.00	577,372		
3	3.6	PLC Facilitators	Yes	$38,282.00	38,282		
4	4.1	Core Course Support Teachers	Yes	$701,660.00	743,855		
4	4.2	Interventions After School	Yes	$30,374.00	6,156		
4	4.3	ELD Integrated and Designated Instruction	Yes	$110,000.00	43,722		
4	4.4	Counselors	Yes	$257,065.00	242,634		
4	4.5	Data System - Illuminate	Yes	$153,190.00	159,619		
4	4.6	Coordinator of Early Childhood Education/Clerk	Yes	$152,978.00	158,429		
4	4.7	Instructional Coaches and Program Monitoring	Yes	$573,063.00	509,593		
4	4.9	Intervention Teachers and Support	Yes	$2,048,667.00	2,083,014		

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)
222,256,666	16,504,780	.75	8.176%	$16,273,119.00	0.000%	7.322%	$1,898,586.00	0.854%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
November 2023

Folsom-Cordova Unified School District

Student Groups With Indicators In Red/Lowest Performance (District Level)

Student Group	CCI	ELA	MATH	Suspension
African American		*	*	
American Indian				*
Foster *outh		*	*	*
Homeless *outh		*	*	*
Pacific Islander			*	
Students with Disabilities	*	*	*	

Schools With Indicators In Red/Lowest Performance (All Students)

School	ELA	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Cordova Meadows Elementar*	*				
Cordova Villa Elementar*	*				
Folsom Lake High					*
Kinne* High (Continuation)			*	*	*
Mills Middle	*				
W. E. Mitchell Middle				*	
Walnutwood High (Independent Stud*)	*				
Williamson Elementar*	*			*	

Schools With Indicators In Red/Lowest Performance (Student Groups)

School	Student Group	ELA	MATH	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Cordova Gardens Elementar*	English Learners			*	*			
	Hispanic				*			
	Homeless *outh						*	
	Two or More Races						*	
Cordova High	Asian						*	
	English Learners	*	*	*				
	Socioeconomicall* Disadvantaged		*					
	Students with Disabilities							*
Cordova Meadows Elementar*	African American						*	
	English Learners	*						
	Hispanic	*			*			
	Socioeconomicall* Disadvantaged	*						
	Students with Disabilities						*	
	Two or More Races						*	
	African American						*	
	English Learners	*	*	*				

Cordova Villa Elementar*	Hispanic	*						
	Homeless *outh				*		*	
	Socioeconomicall* Disadvantaged	*						
	Two or More Races						*	
	White						*	
Empire Oaks Elementar*	White				*			
Folsom High	Students with Disabilities	*	*					
Kinne* High (Continuation)	African American						*	
	Socioeconomicall* Disadvantaged					*	*	*
Mills Middle	African American	*	*				*	
	English Learners	*	*					
	Hispanic	*	*					
	Socioeconomicall* Disadvantaged	*						
	Students with Disabilities	*					*	
Natoma Station Elementar*	Students with Disabilities				*			
Navigator Elementar*	Asian				*			
	English Learners				*			
	Homeless *outh				*			
	Students with Disabilities	*						
	Two or More Races				*			
Peter J. Shields Elementar*	Socioeconomicall* Disadvantaged						*	
	Students with Disabilities	*	*				*	
Rancho Cordova Elementar*	English Learners		*					
	Homeless *outh						*	
	Students with Disabilities		*					
Sutter Middle	Hispanic				*			
	Socioeconomicall* Disadvantaged				*			
	Students with Disabilities	*	*		*			
Schools With Indicators In Red/Lowest Performance (Student Groups)								
Theodore Judah Elementar*	English Learners			*				
	Students with Disabilities						*	
W. E. Mitchell Middle	African American	*	*					
	English Learners	*	*					
	Hispanic	*	*					
	Homeless *outh	*	*					
	Socioeconomicall* Disadvantaged	*	*				*	
	Students with Disabilities	*	*		*		*	
	Two or More Races						*	
White Rock Elementar*	African American				*			
	English Learners	*		*				
	Hispanic	*						
	Homeless *outh						*	
	Socioeconomicall* Disadvantaged	*						
	English Learners	*						
	Hispanic	*					*	

Williamson Elementar*	Socioeconomicall* Disadvantaged	*					*	
	Students with Disabilities						*	
	White	*						