

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Folsom Cordova Unified School District

CDS Code: 34-67330-00000

School Year: 2026-27

LEA contact information:

Maria Elena Cabrera

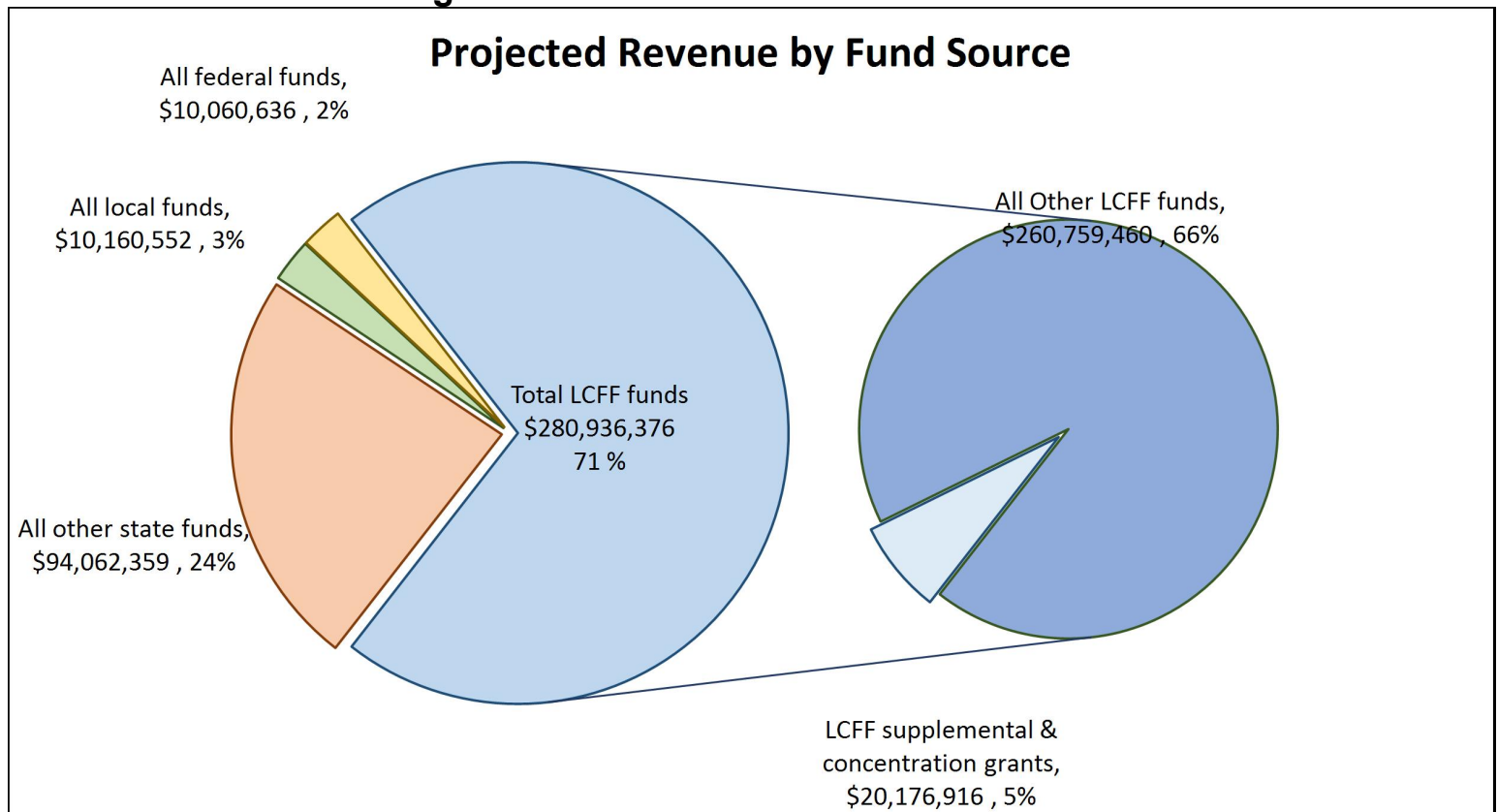
Director of State and Federal, Multilingual Programs

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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 2026-27 School Year

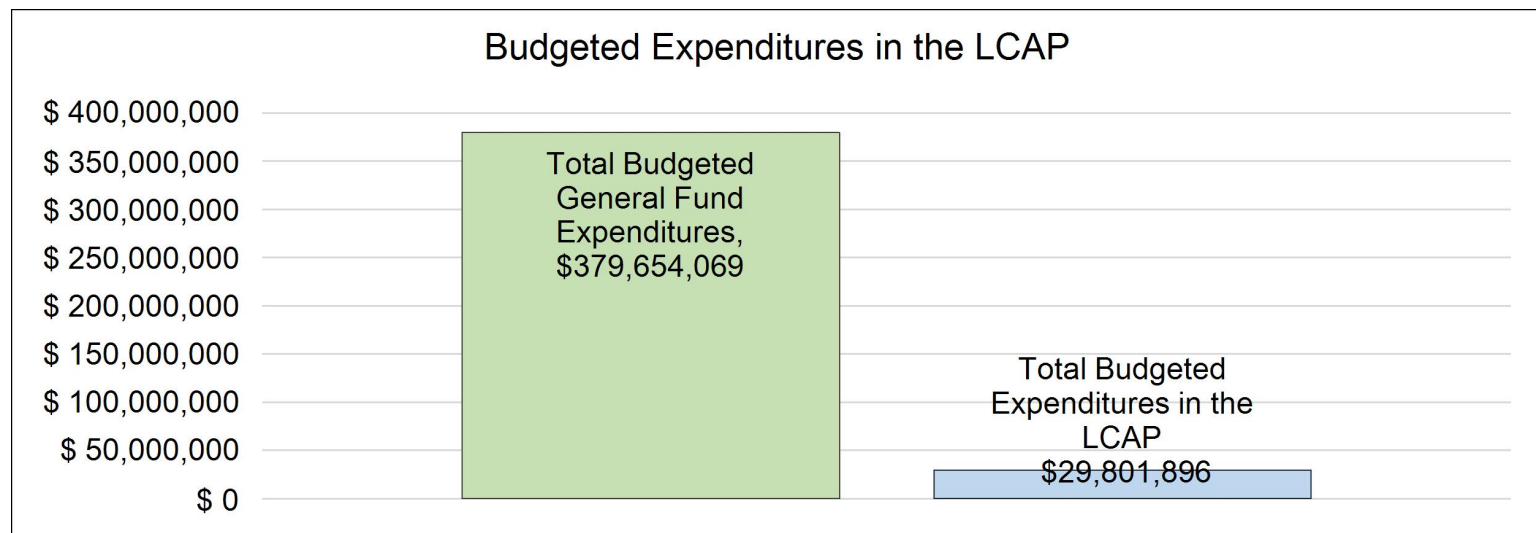


This chart shows the total general purpose revenue Folsom Cordova Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Folsom Cordova Unified School District is \$395,219,923, of which \$280,936,376 is Local Control Funding Formula (LCFF), \$94,062,359 is other state funds, \$10,160,552 is local funds, and \$10,060,636 is federal funds. Of the \$280,936,376 in LCFF Funds, \$20,176,916 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 2026-27. 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 \$379,654,069 for the 2026-27 school year. Of that amount, \$29,801,896 is tied to actions/services in the LCAP and \$349,852,173 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

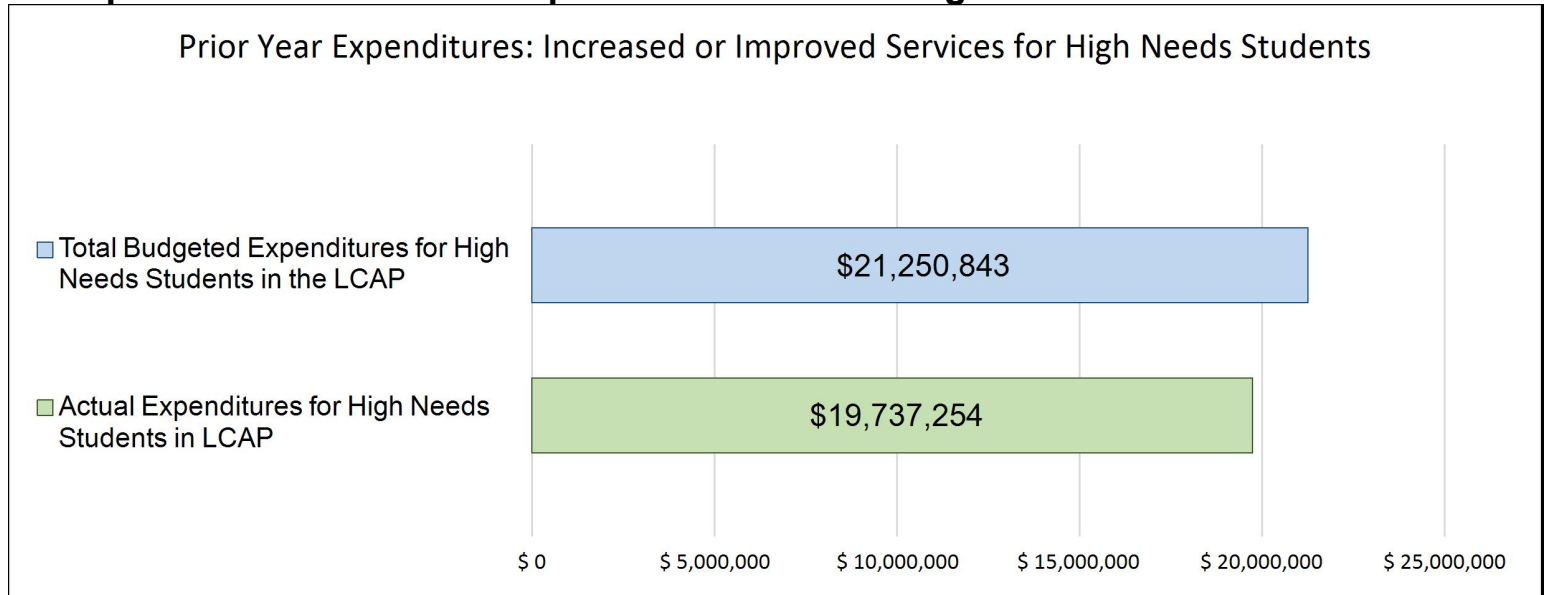
Program and operational costs not reflected in the LCAP include teacher and paraprofessional salaries, special education services, maintenance and operations, utilities, insurance, as well as school and district administration and clerical support.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Folsom Cordova Unified School District is projecting it will receive \$20,176,916 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 \$20,738,791 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 2025-26



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 2025-26, Folsom Cordova Unified School District's LCAP budgeted \$21,250,843 for planned actions to increase or improve services for high needs students. Folsom Cordova Unified School District actually spent \$19,737,254 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$1,513,589 had the following impact on Folsom Cordova Unified School District's ability to increase or improve services for high needs students:

The reduced spending of Supplemental Funds is due to an audit and subsequent re-evaluation of funding sources, which led to a strategic shift of expenditures to General Funds. This reallocation was intended to maximize resources available for targeted student groups. Additionally, some positions were either unfilled or filled later than expected, resulting in unspent Supplemental Funds.

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 State and Federal, Multilingual Programs	ecabrera@fcusd.org 916-294-9000

Plan Summary [2026-27]

General Information

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

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, 22 elementary schools, one charter school, and preschool and adult programs. Folsom Cordova Unified School District (FCUSD) student demographics from Calpads October 2025, reported approximately 22,311 students enrolled in TK-12 and attending 36 schools.

Folsom Cordova Unified School District is committed to advancing student achievement and building professional capacity through clearly defined Performance Targets:

By June 2027, the district aims to increase 3rd Grade Literacy proficiency rates, raise achievement in 5th–8th Grade Math, and expand College and Career Readiness through higher A-G completion rates and participation in dual enrollment and CTE pathways. Systemwide, the district is focused on elevating students' sense of connectedness as a key climate measure.

FCUSD is strengthening instructional quality through Process Targets:

The focus includes a districtwide Professional Learning Community (PLC) process, a robust continuous improvement framework, and high-impact coaching cycles. These efforts are designed to foster equitable access, instructional consistency, and positive school climates across all grade spans.

FCUSD student population includes 36.2% socio-economically disadvantaged (SED), 14.7% English learners (EL), 13.3% students who receive special education services (SpEd), 2.6% homeless youth (HM), and 0.2% foster youth (FY).

Our students speak over 80 languages; the top languages are as follows:

- Spanish (29.67%)
- Russian (9.01%)
- Telugu (8.56%)
- Farsi/Dari (5.51%)
- Tamil (4.31%)
- Hindi (3.84%)
- other languages (5.21%)

Additionally, FCUSD also has a rich ethnic/racial diversity of students, as demonstrated by the following (rounded to the nearest decimal):

- Hispanic/Latino (23.5%)
- Asian (22.4%)
- White (34.8%)
- African American (4.2%)

Two or More Races (11.7%)
Pacific Islander (0.7%)
Filipino (2.5%)
American Indian (0.3%)

Folsom Cordova has three Equity Multiplier schools. Cordova Meadows Elementary (CME) and Cordova Villa Elementary (CVE) metrics will continue to be monitored.

1. Cordova Gardens Elementary (CGE)
2. Kinney High School (KHS)
3. Prospect Community Day School (PCDS)

LCAP Goal 5 is included for Multiplier Schools

- 5.01 - Chronic Absenteeism will improve by 10% (CGE)
- 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, KHS, PCDS)
- 5.05 - SBAC Math Distance From Met will improve by 10 scale score points (CGE, KHS, PCDS)
- 5.06 - Suspension rate will improve by 5% (CGE, 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, including 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.

Review of 2025 California School Dashboard and Local Data

Successes

- English Language Arts (ELA) – Academic Indicator (Priority 4)
 - Achieved Green performance level.
 - Districtwide ELA proficiency 70.5% of students improved their score from the prior year.

 - Mathematics – Academic Indicator (Priority 4)
 - Mathematics Yellow performance level.
 - Districtwide Mathematics proficiency 70.5% of students improved their score from the prior year.

 - English Learner Progress (ELPI) – Academic Indicator (Priority 4)
 - Achieved Green performance level.
 - Districtwide English Learners increased by 6.2% of students, making great progress from the prior year.
- * * Long-term English Learners increased 13.8% of students, making significant progress from the prior year.
- Graduation Rate – Graduation Indicator (Priority 5)
 - Maintained strong performance at Green/Blue levels at comprehensive high schools.
 - Districtwide graduation rate 92.5%.

 - Chronic Absenteeism – Engagement Indicator (Priority 5)
 - Chronic absenteeism maintained from 11.5% in 2024 to 11.1% in 2025.
 - Student Groups that declined in Chronic Absenteeism include English Learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, Asian Hispanic/Latino, Pacific Islander/Native Hawaiian, and Two or more Races.

- Suspension Rate – School Climate Indicator (Priority 6)
- Achieved Green performance level.
- No student group in Red with many student groups declining from the prior year.

Challenges

- Chronic Absenteeism – Engagement Indicator (Priority 5)
- Red for Homeless and African American/Black students.
- Chronic Absenteeism 2024–2025 Dashboard student groups increasing include Long Term English Learners, Black/African American, American Indian/Alaskan Native, and Filipino
- Suspension Rate – School Climate Indicator (Priority 6)
- Orange for Foster Youth and African American/Black
- Disproportionate discipline rates remain a concern.
- College/Career Readiness – College/Career Indicator (Priority 4)
- Performance gaps persist, Red for Homeless, Orange for English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American/Black, Hispanic/Latino, and Two or more Races.
- Not all student groups are making adequate progress on A–G and CTE pathways.
- English Language Arts (ELA) – Academic Indicator (Priority 4)
- Red for Homeless
- Orange for Long Term English Learners, SocioEconomically Disadvantaged, Students with Disabilities, Black/African American, and Native Hawaiian or Pacific Islander.
- Despite achieving a green performance level Districtwide and ELA proficiency, not all students are making adequate progress in English Language Arts.
- Math Achievement – Academic Indicator (Priority 4)
- Red for Homeless, Students with Disabilities, African American students, and Native Hawaiian or Pacific Islander students.
- Orange for English Learners, Long Term English Learners, SocioEconomically Disadvantaged, and Hispanic/Latino students.
- Black and Brown students remain below standard in math — Orange/Red performance level for subgroups.
- Graduation Rate – Graduation Indicator (Priority 5)
- Orange for Long Term English Learners and Two or more Races.
- Districtwide graduation rate above 90%, not all students are making adequate progress on Graduation Rate.
- Behavioral and Social-Emotional Needs
- Increase in incidents, particularly at the elementary level and among Students with Disabilities.
- Need for expanded SEL and behavioral supports.

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 2025 California School Dashboard: African American students, Homeless Youth, Native Hawaiian or Pacific Islander, and Students With Disabilities.

Actions from the LCAP that address the unique needs of our student groups in the identified Dashboard indicators include:

English Language Arts:

- Actions 1.1, 1.2, 3.2 and 1.5: Explicit foundational skills instruction and intervention to strengthen existing literacy programs.
- Actions 1.2, 1.5, 1.6, 1.7, and 3.6: Integrated ELD professional learning focused on addressing the needs of Long-Term English Learners.
- Action 1.1 and 3.3: Building disciplinary language, reading, and writing skills aligned to the ELA and ELD standards.
- Actions 1.1 and 3.3: Early identification of students at risk or in need of additional assessment and intervention in reading.

Mathematics:

- Actions 1.2, 3.2 and 3.5: Professional learning opportunities focused on evidence-based instruction.
- Action 1.2: Provide middle and high school math sections that provide differentiated instruction.

English Learner Progress:

- Actions 1.2, 1.5, 1.6, 1.7, 3.6, and 4.3: Offering research-based instructional strategies to accelerate English language acquisition while teaching academic content.
- Actions 1.2, 1.5, 1.6, 1.7, and 3.6: Targeted listening, speaking, reading, and writing support for English learners aligned to the domains assessed on the ELPAC.
- Actions 1.2, 1.5, 1.6, 1.7, and 3.6: Explicit language instruction through integrated and designated English language development (ELD).

Chronic Absenteeism:

- Action 2.1: Continue targeted efforts to improve attendance and to provide targeted support services.
- Action 2.6: Providing transportation for homeless and foster youth students.
- Action 2.4: Supporting families and students who were chronically absent in the prior year with district resources
- Actions 2.1 and 2.2: Supporting schools with analyzing attendance metrics, creating site attendance improvement plans, and implementing attendance interventions based on a tiered model.
- Actions 2.1 and 2.2: Increasing the number of site habitual truancy and chronic absenteeism conferences, and district Student Attendance Review Board meetings.

Suspension Rates:

- Actions 2.5, 2.6 and 2.7: Providing training on evidence-based practices to assist with creating warm and welcoming environments.
- Action 2.1 and 3.1: Implementing effective restorative practices and alternatives to suspensions.
- Action 2.1, 3.1, and 2.2: Implementing interventions and alternative practices to suspension.

Graduation and College/Career Readiness:

- Action 3.4: Counseling and support in developing 4-year graduation plans
- Action 1.1 and 3.4: Credit recovery options, extended year, and independent study.
- Actions 2.2, 2.4, 2.5, and 2.6: Outreach, recruitment, and opportunities for priority student groups

Based upon the state's new requirement that 2023 California Dashboard areas of Red 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.

The 2023 California Dashboard areas of Red and CCI Very Low

- Foster Youth: Suspension Rate, ELA, and Math
- Homeless Youth: Suspension Rate, ELA, and Math
- Students with Disabilities: ELA and Math, and CCI Very Low
- African American: ELA and Math
- American Indian or Alaska Native: Suspension Rate
- Native Hawaiian or Pacific Islander: Math

The 2024 California Dashboard areas of Red

- Foster Youth: Suspension Rate, Chronic Absenteeism
- Homeless Youth: Graduation Rate
- Students with Disabilities: ELA and Math
- African American: Suspension Rate and Math
- Native Hawaiian or Pacific Islander: Math
- Long-Term English Learner: Suspension Rate and Math

The 2025 California Dashboard areas of Red

- Homeless Youth: Chronic Absenteeism, English Language Arts, Mathematics, College/Career
- Students with Disabilities: Mathematics
- African American: Chronic Absenteeism and Mathematics
- Native Hawaiian or Pacific Islander: Mathematics

Science Indicator

Overall, FCUSD received a 'Green' rating on the 2025 Dashboard. This rating is based on an overall performance level of 60.2 science points, maintaining 0.5 points from the previous year. The science indicator reflects student performance on state science assessments for students in grades 5, 8, and once during high school (grade 11 or 12). The Dashboard reports performance on a 'science points' scale of 0 to 100. Science points represent the number of points a student earned beyond the lowest possible score, while a district's science points represent the average performance of all students tested. The 2025 Dashboard was the first year in which the Science Indicator received a performance color. From the 2024 to 2025 Dashboard, student groups that increased include Hispanic (2.2), English Learners (2.6), Students

with Disabilities (2.4), and Two or more races (2.4). Student groups that maintained by 2 science points up or down include Asian (-1.3), Filipino (.8), White (-.1), Pacific Islander (1.6), Socioeconomically Disadvantaged (1.2), Long Term English Learners (1.7), Homeless (1.5), and African American (-1.4). No student groups decreased in science points.

Teaching Assignment Monitoring Outcomes (TAMOs)

Another measure newly included on the California School Dashboard is Teaching Assignment Monitoring Outcomes (TAMOs). These measures report the percentage of district teachers who are appropriately assigned. In the most recent data reported (2023-24), 88.9% of FCUSD teachers were classified as 'Clear,' meaning they were fully credentialed and appropriately assigned. This rate is significantly above the county (80.8%) and statewide rate (82.5%). FCUSD's 2023-24 rate was a slight decrease from 2022-23 (90.9%), reflecting broader staffing and credentialing challenges facing the district, county, and state. To address these challenges, FCUSD continues to recruit prospective teachers and provide support through the credentialing process, support new teachers with a robust induction program, and provide ongoing professional learning and support to increase retention.

Additional reflections on FCUSD's recent performance, as well as efforts implemented to address identified student needs, can be found in the Goal Analysis sections throughout this plan. Additionally, and as required, an appendix is included summarizing the student groups, schools, and student groups within schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard. This appendix also includes a detailed outline of the LCAP actions and metrics aligned to improvement efforts for each state indicator. As required, analysis of the 2023 Dashboard results will continue to guide improvement efforts throughout this LCAP cycle. Staff will also consider results from the 2025 Dashboard, along with future Dashboard releases, to provide additional context for ongoing continuous improvement efforts.

In addition to the student groups noted above, the 2025-26 LCAP includes actions to address all of the instances on the 2024 California School Dashboard with the lowest level of performance. A list of Folsom Cordova Unified Schools and student groups that were identified in the CA School Dashboard as "Red" or lowest performing in any area is included in the attached LCAP Appendix A at the bottom of the LCAP document. Schools and groups are indicated with a Red Box in any area of low performance. Additionally, the LCAP Actions that address these performance areas for student groups are listed.

This includes Equity Multiplier schools with indicators in the lowest performance level and student groups within each school, and the use of unexpended Learning Recovery Emergency Block Grant Funds (LREBG). The Needs Assessment for FCUSD schools emphasized a need to address proficiency in English Language Arts (ELA) and Mathematics for all student groups across all schools. Folsom Cordova has unexpended LREBG funds. A review of the CA Dashboard of student groups identified was in either the Very Low or Low level in ELA and Mathematics. This deficit impacts satisfactory course progression toward graduation and is indicative of limited student engagement that also contributes to chronic absenteeism and connectedness.

In 2026-27, LREBG funds will be used to fund the following actions:

LREBG Actions: align to the allowable use of funds and support research-based strategies to improve student achievement in ELA and math.
Action 1.1 – Intervention Teacher at identified schools to provide small-group, targeted instruction in literacy and math.
Action 3.2 – Professional Learning in structured literacy, math frameworks, and culturally responsive practices. For 2026-2027, this action

was moved to General Fund resources along with the new funding - Student Support and Professional Development Block Grant Action 3.3 – Instructional Coaches to support classroom implementation of standards-based instruction. Action 4.1 – TOSAs (Teachers on Special Assignment) supported curriculum alignment, intervention tracking, and teacher collaboration within Professional Learning Communities (PLCs). Induction mentoring and onboarding supports for new teachers, including coaching, classroom management, and ELD strategies for 2025-2026. For 2026-2027, this action was moved to General Fund resources along with the new funding - Student Support and Professional Development Block Grant

The CA Dashboard-informed reflection supports the development of FCUSD's focus goals for 2026–27 and provides a foundation for strategic resource allocation, particularly for unduplicated pupils and equity multiplier school sites.

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:

2023 Student Groups Identified for Differentiated Assistance

1. Students with Disabilities

Indicators: ELA and Math Red performance level, College and Career Indicator (CCI).

Academic Achievement: Red in both ELA and Mathematics, very low in CCI.

2. Homeless Youth

Indicators: Suspension, ELA, and Math

Academic Achievement: Red in Suspension, ELA, and Mathematics.

3. Foster Youth

Indicators: Suspension, ELA, and Math

Academic Achievement: Red in Suspension, ELA, and Mathematics.

2024 Student Groups Identified for Differentiated Assistance

1. Foster Youth

Indicators: Suspension, ELA, and Math

Academic Achievement: Red in Suspension, ELA, and Mathematics.

2. Long-term English Learners

Indicators: English Learner Progress: Red performance level.

Academic Achievement: Orange in ELA and Red in Mathematics.

2025 Student Groups Identified for Differentiated Assistance

1. Homeless

Indicators: Chronic Absenteeism, ELA, Math, and College and Career.

Academic Achievement: Red performance level in Chronic Absenteeism, ELA, Math, and College and Career.

2. African American/Black

Indicators: Chronic Absenteeism and Mathematics

Academic Achievement: Red performance level in Chronic Absenteeism and Mathematics.

Legislation now requires that all districts describe two years of student groups eligible for Differentiated Assistance:

* On the 2024 California School Dashboard (Dashboard) the district is eligible for Long Term English Learners (LTEL) in Academics (Priority 4) and Suspension (Priority 6); and Foster Youth in Chronic Absenteeism (Priority 5) and Suspension (Priority 6).

* On the 2025 Dashboard, the district is eligible for African American student group in Academics (Priority 4) and Chronic Absenteeism (Priority 5); and Homeless youth in Academics (Priority 4), Chronic Absenteeism (Priority 5), and College/Career Indicator (Priority 8).

During the 2025-26 school year, the FCUSD State and Federal, Multilingual team continued to participate in the LTEL improvement network sessions offered by the Sacramento County Office of Education (SCOE) as its technical assistance provider to address the status of differentiated assistance. These student groups have been identified based on their performance across multiple state priority areas, aligning with the California Department of Education's criteria for differentiated assistance. FCUSD collaborates with the Sacramento County Office of Education to develop and implement targeted strategies aimed at addressing the specific needs of these groups. FCUSD participates in SCOE workshops focused on improvement as part of the DA Network.

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

Training and job-embedded coaching was provided for the district's Climate Facilitators team in effective Tiered interventions. Climate Facilitator assist 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.

Student support structures include Behavior Support Assistants (BSAs) 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.

FCUSD provides intervention options so students can recover learning and make up 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.

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.

We continue to partner with and receive ongoing support from the Sacramento County Office of Education, focused on improving outcomes for student groups with the lowest performance levels on the CA School Dashboard indicators. Supports include regular meetings focused on continuous improvement practices, as well as SCOE led professional learning communities.

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 three 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 provide 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 support 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 its respective site's CSI plan. The SSC, with the guidance of the principal and 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 with 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 student performance and increase the graduation rate.

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 in achieving 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 the 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 Assessment

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	DATES 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. 02/4/2026 LCAP Data Walk
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. 02/26/2026: 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 information. Wednesday Meetings: 4:00 pm - 5:30 pm 02/11/2026(LCAP Data Walk) 04/02/2026 (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

Educational Partner(s)	Process for Engagement
	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. • 09/23/2025 - DELAC Officers • 11/04/2025 - DELAC/ELAC Training • 01/06/2026 (LCAP Data Walk) • 02/24/2026 • 04/14/2026 • 05/15/2026 • 06/2/2026 - 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. • 02/10/2026 - 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 employees. • 08/25/2025 • 09/29/2025 • 10/27/2025 • 11/17/2025 • 01/26/2025 • 2/23/2025 (LCAP Data Walk) • 03/30/2025 • 04/27/2025
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.
Native American Parent Advisory Committee (NAPAC)	The Native American Parent Advisory Committee is a dedicated group of Native American parents, guardians, educators, and

Educational Partner(s)	Process for Engagement
	community members who meet to advocate for Native American students. New to NAPAC 2025 was the Wednesday Workshop Series, designed for Native American students, their families, and individuals who identify as Native American or American Indian. The aim is to strengthen connections to cultural heritage, foster intergenerational learning, celebrate traditions, share experiences, and build a network of support. • 08/19/2024 • 09/16/2024 • 10/21/2024 • 11/18/2024 • 12/05/2024 • 01/27/2025 • 02/10/2025 (02/05/2025) Wednesday Workshop Series: Family Reading Night "FryBread" • 03/10/2025 (03/12/2025) Wednesday Workshop Series: Beading "Coyote Tooth Necklace" • 04/07/2025 (04/09/2025) Wednesday Workshop Series: Pottery with Elder Alex Russell • 05/12/2025
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 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. School site LCAP Data Walks are facilitated for all 36 schools and are designed to include and gather input from all staff and school community partners. • 02/24/2026: DELAC • 02/02/2026: CAC • 02/07/2026: Parent Summit • 02/11/2026: DAC • 01/08/2026: SAB • 02/10/2026: FCEA

Educational Partner(s)	Process for Engagement
	• 02/23/2026: FCLA • 02/07/2026: BFUE Parent Summit • 02/27/2026: CSEA
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. • 07/28/2025 at ESC (SAB Retreat) • 09/11/2025 at Cordova High • 10/02/2025 at Sutter Middle School • 11/13/2025 at Mitchell Middle School • 12/11/2025 at Folsom Middle School • 01/08/2025 at Vista del Lago High School (LCAP Data Walk) • 02/10/2026 at Mills Middle School • 03/05/2026 at Folsom High School • 04/16/2026 at Kinney High School • 05/08/2024 at ESC (End of Year)
Equity Multiplier Schools: Cordova Gardens	LCAP Data Walks • 01/21/2025 SSC and ELAC • 04/08/2025 • 05/13/2025
Equity Multiplier Schools: Cordova Villa	LCAP Data Walks • 01/21/2025 SSC and ELAC • 03/19/2025 • 05/14/2025
Equity Multiplier Schools: Kinney High School	LCAP Data Walks • 03/05/2025 SSC/ELAC • 03/05/2025 • 04/29/2025

Educational Partner(s)	Process for Engagement
Equity Multiplier Schools: Prospect Community Day School	LCAP Data Walks • 03/05/2025 SSC/ELAC • 03/05/2025 • 04/29/2025

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 2025 through early May 2026 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 the 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 a 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 Villa Elementary (CME), Kinney High School (KHS), and Prospect Community Day School (PCDS) each Very Low performing student group on the 2023 California School Dashboard will improve in the following areas listed.

LCAP Goal 5 is included for Multiplier Schools

5.01 - Chronic Absenteeism will improve by 10% (CGE, CVE)

5.02 - English Learner progress rate will improve by 10% (CGE, CVE)

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, KHS, PCDS)

5.05 - SBAC Math Distance From Met will improve by 10 scale score points (CGE, KHS, PCDS)

5.06 - Suspension rate will improve by 5% (CGE, 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 Villa Elementary (CVE)-Staff, (CVE)-SSC, (CVE)-ELAC Hire Intervention Teacher

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 Rtl 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 Star K-12 K-1: Early Literacy (Foundational Literacy and Numeracy Skills)*	2023-2024 Diagnostic 2 56% 1st grade (percent proficient or advanced)* 55% 3rd grade (percent proficient or advanced)	2024-2025 Diagnostic 2 54% 1st grade (percent proficient or advanced)	2025-2026 Renaissance STAR ELA Winter – State Benchmark 66.8% 1st grade (percent proficient	2026-2027 Renaissance STAR ELA Winter - State Benchmark	Diagnostic 2 +10.8% 1st grade (percent proficient or advanced)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2-12 Renaissance Star ELA 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	61% 3rd grade (percent proficient or advanced) 64% 5th grade (percent proficient or advanced) 65% 8th grade (percent proficient or advanced) NA 11th grade (percent proficient or advanced)* *Diagnostic is administered to targeted students	or advanced) *no state benchmark 60% 3rd grade (percent proficient or advanced) 61% 5th grade (percent proficient or advanced) 60% 8th grade (percent proficient or advanced) 65% 11th grade (percent proficient or advanced) *Note: FCUSD moved to using one diagnostic assessment in the 25/26 school year. These percentages are aligned to CAASPP performance indicators and will serve as a new baseline.	70% 1st grade (percent proficient or advanced)* 63% 3rd grade (percent proficient or advanced) 64% 5th grade (percent proficient or advanced) 63% 8th grade (percent proficient or advanced) 68% 11th grade (percent proficient or advanced) *Note: This is an updated target based on the new diagnostic assessment.	+5% 3rd grade (percent proficient or advanced) +6% 5th grade (percent proficient or advanced) +17% 8th grade (percent proficient or advanced) -12% 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)	CAASPP ELA 2023-2024(Dataquest) District Wide: 59.14% 57% 3rd grade (Meet or exceeds standards)	CAASPP ELA 2024-25 (DataQuest) Districtwide: 60.04% 55.89% 3rd grade (Met or Exceeded) 62.87% 5th grade (Met or Exceeded)	CAASPP ELA 2025-2026 (Dataquest): District Wide: 64% 64% 3rd grade (Meet or exceeds standards)	CAASPP ELA(Dataquest): District Wide: +1.63% -.48% 3rd grade (Meet or exceeds standards)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		65% 11th grade (Meet or exceeds standards) 23% Special Education (Meet or exceeds standards) 12% Eng Learners (Meet or exceeds standards)	60% 5th grade (Meet or exceeds standards) 58% 8th grade (Meet or exceeds standards) 68% 11th grade (Meet or exceeds standards) 22% Special Education (Meet or exceeds standards) 11% Eng Learners (Meet or exceeds standards)	60.81% 8th grade (Met or Exceeded) 66.75% 11th grade (Met or Exceeded) 22.76% Students w/ Disabilities (Met or Exceeded) 12.19% Eng Learners (Met or Exceeded)	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) 30% Eng Learners (Meet or exceeds standards)	+2.87% 5th grade (Meet or exceeds standards) +4.81% 8th grade (Meet or exceeds standards) +1.75% 11th grade (Meet or exceeds standards) -.24% Special Education (Meet or exceeds standards) +.19% 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)	2023-2024 ELA(Dataquest): 37% Prepared (Level 4) 31% conditionally prepared (Level 3) 2022-2023 MATH: 20% Prepared (Level 4) 20% Conditionally Prepared (Level 3)	2024-2025 ELA(Dataquest): 38% Prepared (Level 4) 28% Conditionally Prepared (Level 3) 2024-2025 Math: 20% Prepared (Level 4) 22% 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)	ELA (Dataquest): +1% at level Prepared and Conditionally Prepared (Level 3 and 4) 2022-2023 MATH: +1% Prepared Conditionally Prepared (Level 3 and 4)
1.4	District Reading Diagnostic Renaissance Star K-12 K-1: Early Literacy (Foundational Literacy and Numeracy Skills)* 2-12 Renaissance Star ELA 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)	2024-2025 Diagnostic 2 54% 1st grade (percent proficient or advanced) 63% 3rd grade (percent proficient or advanced)	2025-2026 Renaissance STAR Math Winter – State Benchmark 54% 1st grade (percent proficient or advanced) *no state benchmark	2026-2027 Diagnostic 2 57% 1st grade (percent proficient or advanced) 60% 3rd grade (percent proficient or advanced)	Diagnostic 2 -2% 1st grade (percent proficient or advanced) -8% 3rd grade (percent proficient or advanced)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		60% 11th grade (percent proficient or advanced)* *Diagnostic is administered to targeted students	66% 5th grade (percent proficient or advanced) 60% 8th grade (percent proficient or advanced) NA 11th grade (percent proficient or advanced)* *Diagnostic is administered to targeted students	57% 3rd grade (percent proficient or advanced) 49% 5th grade (percent proficient or advanced) 48% 8th grade (percent proficient or advanced) 31% 11th grade (percent proficient or advanced) *This percentage is artificially based on completion rates. *Note: FCUSD moved to using one diagnostic assessment in the 25/26 school year. These percentages are aligned to CAASPP performance indicators and will serve as a new baseline.	52% 5th grade (percent proficient or advanced) 51% 8th grade (percent proficient or advanced) 34% 11th grade (percent proficient or advanced) *Note: This is an updated target based on the new diagnostic assessment.	-18% 5th grade (percent proficient or advanced) -4% 8th grade (percent proficient or advanced) -29% 11th grade (percent proficient or advanced)* *Diagnostic is administered to targeted students
1.5	CAASPP Math	CAASPP Math 2022-2023 District Wide: 48.51% 61% 3rd grade (Meet or exceeds standards) 47% 5th grade (Meet or exceeds standards)	CAASPP Math 2023-2024 District Wide: 49.09% 59% 3rd grade (Meet or exceeds standards)	CAASPP Math 2024-25 (DataQuest) Districtwide: 49.01% 56.62% 3rd grade (Met or Exceeded)	CAASPP Math 2025-2026 District Wide: 58% 70% 3rd grade (Meet or exceeds standards)	CAASPP Math District Wide: +.5% -4.38% 3rd grade (Meet or exceeds standards)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	48% 5th grade (Meet or exceeds standards) 47% 8th grade (Meet or exceeds standards) 42% 11th grade (Meet or exceeds standards) 18% Special Education (Meet or exceeds standards) 13% Eng Learners (Meet or exceeds standards)	50.36% 5th grade (Met or Exceeded) 44.70% 8th grade (Met or Exceeded) 42.14% 11th grade (Met or Exceeded) 17.78% Students w/ Disabilities (Met or Exceeded) 12.71% Eng Learners (Met or Exceeded)	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)	+3.36% 5th grade (Meet or exceeds standards) +.70% 8th grade (Meet or exceeds standards) +1.14% 11th grade (Meet or exceeds standards) -1.22% Special Education (Meet or exceeds standards) -.29% 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 2024 46% making progress towards English language proficiency. 44.4% ELs who progressed at least one ELPI level 1.8% ELs who maintained ELPI Level 4 36% ELs who maintained ELPI levels 1-3 17.8% ELs decreased at least one ELPI Level	Dashboard 2025 52.2% making progress towards English language proficiency. 51.6% ELs who progressed at least one ELPI level 1.0% ELs who maintained ELPI Level 4 34.4% ELs who maintained ELPI levels 1-3 13.1% 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 12% ELs decreased at least one ELPI Level	Dashboard +5.4% making progress towards English language proficiency. +5.8% ELs who progressed at least one ELPI level -.2% ELs who maintained ELPI Level 4 -1.3% ELs who maintained ELPI levels 1-3 +4.1% ELs decreased at least one ELPI Level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Reclassification Rate	13.41% (363) (2022-23, Categorical)	10.47% (294) 2023-24 Categorical)	16.2% (517) 2024-25 (State and Federal/ Multilingual)	15% (363) (2025-26, Categorical)	+2.79% (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 2024 32% social emotional at integrating. 16% language and literacy 20% Language development 15% literacy development 20% cognition including math and science 20% cognition math	Percent of students reaching "Integrating" EOY: Spring 2025 43% social emotional at integrating. 26% language and literacy 37% Language development 39% literacy development 25% cognition including math and science 25% cognition math	Percent of students reaching "Integrating" EOY: Spring 2026 50% social and emotional development 35% language and literacy development 50% English language development 35% cognition, including math and science	Percent of students reaching "Integrating" EOY: +18% social and emotional development +5% language and literacy development +16% English language development +6% 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%	2023-2024 (Site Provided) CHS- 87.17% VDL- 98.5% FHS-	2024-25 (Site Provided) CHS - 78% VDL - 98% FHS - 88%	2026-2027 (Site Provided) CHS-90% VDL- 98% FHS- 90%	CHS--2% VDL- 0% FHS- +7%
1.10	Implementation of Content Standards - Walkthrough/Observation, including English Learners	100%	100%	100%	100%	0
1.11	CAST-Grades 5,8,High School)	CAST 2022-2023 District Wide: 45.78% 45.58% 5th grade (Meet or exceeds standards)	CAST 2023-2024 District Wide: 45.09%	CAST 2024-25 Districtwide: 46.16%	CAST 2026-2027 District Wide: 49%	CAST District Wide: +.38%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	46% 5th grade (Meet or exceeds standards) 45% 8th grade (Meet or exceeds standards) 44% High School (Meet or exceeds standards) 10% Special Education (Meet or exceeds standards) 3% Eng Learners (Meet or exceeds standards)	48.13% 5th grade (Met or Exceeded) 45.26% 8th grade (Met or Exceeded) 45.07% High School (Met or Exceeded) 15.57% Students w/ Disabilities (Met or Exceeded) 4.08% Eng Learners (Met or Exceeded)	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)	+2.55% 5th grade (Meet or exceeds standards) -.17% 8th grade (Meet or exceeds standards) -1.21% High School (Meet or exceeds standards) +.47% Special Education (Meet or exceeds standards) +.37% Eng Learners (Meet or exceeds standards)

Goal Analysis [2025-26]

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.

Overall implementation of the actions was as planned. There were funding adjustments made, as explained in the following prompt in response to material differences.

Successes:

- Expanded ELD course offerings due to increased student need: Action 1.1 and 1.2
- Successful assessment support staff to conduct regular reviews of student progress and program effectiveness. Action 1.1
- Meeting the goal for reclassification of Long-Term English Learner students through systematic programming: Actions 1.5 and 1.6
- Continued implementing parent education to increase student readiness for between TK/PreK kinder. Action 1.3
- Bilingual Instructional Assistants assisted ELs in both their native language and English to ensure comprehension and participation in classroom activities. Fostered a more inclusive classroom environment. Action 1.2

Challenges:

- None noted

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.

- Action 1.4: budgeted \$77,719 was lower by 35.64% actual expenditure was \$49,240 due to a funding adjustment to best utilize restrictive funding focus at Kinney High to improve grade rate; Supplemental Teacher funded with Comprehensive School Improvement funds (CSI).

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

Overall, FCUSD was able to implement the actions we set forth in the Local Control Accountability Plan to achieve Goal 1, our academic performance goal. Actions 1.1 through 1.6 are meant to improve academic achievement but have resulted in mixed results, with gains and areas of improvement in the metrics associated with them. Goal 1 Actions 1.1-1.7 focus on providing learning opportunities that result in increased academic achievement for all students, including support systems that meet the needs of targeted populations.

The following actions have had a substantial difference in implementation as outlined in the Local Control Accountability Plan.

Effective:

Action 1.5 and 1.6: English Learners increased substantially by 6.2% and Long-term English learners 13.8% on the English Language Learner State Assessment. Between 2022-23 and 2025-26, the overall rate increased 8.2% for English Learners.

- Action 1.5 and 1.6: English Language Learner Reclassification: Between 2022-23 and 2025-26, the overall rate remains steady, reclassifying nearly 400 students yearly
- Action 1.1 and 1.5: Supplemental Intervention staff provided additional targeted support to students to meet grade-level standards.
- Bilingual Instruction Assistant created and adapted instructional materials to be accessible for ELs, including bilingual resources and visual aids. Communicated with parents in their native language. 1.2. 1.5
- Program Improvement Educational Services Liaisons provided academic support to Foster Youth. 1.1, 1.5
- Actions 1.1, 1.2, 1.3, 1.5, and 1.6: English Language Arts (ELA) State Assessment: Between 2022-23 and 2025-26, the overall rate increased 5.59%, with substantial increases made by English Learners 18% and Students with Disabilities 17%.
- Actions 1.1, 1.2, 1.3, 1.5, and 1.6: Mathematics State Assessment: Between 2022-23 and 2025-26, the overall rate increased 9.49%
- Action 1.4: 9th Grade Completion Rate increased overall.

Ineffective:

None noted; however, FCUSD will continue to monitor the progress and target support for student groups.

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.

- Metric 1.1 and Metric 1.4: FCUSD moved to using one diagnostic assessment in the 25/26 school year. These percentages are aligned to CAASPP performance indicators and will serve as a new baseline.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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. - LREGB ACTION: 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/Rtl/MTSS teams and administrators and create, implement, and support systemic responses to ensure student growth and academic success. There is evidence-based research that supports this targeted intervention. LREBG Funds supporting this action: \$2,345,495 for the 2025-2026 school year. LREBG Funds supporting this action: \$3,054,328 for the 2026-2027 school year. METRIC: 1.1 and 1.2 - 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	\$7,417,579.00	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 to meet grade-level standards	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, credit recovery, academic counseling, and learning loss recovery opportunities), course passage rates, a-g and AP/IB enrollment and passage	\$2,370,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	\$61,302.00	Yes
1.4	Grad rate focus: monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.	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 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.	\$35,232.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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	\$0.00	No
1.6	English Language Development	Increase the percentage of students making progress in English Language Development. English Language Development in FCUSD emphasizes: - Development of English proficiency in listening, speaking, reading, and writing - Academic language acquisition across all subjects - A culturally and linguistically responsive approach to instruction	\$0.00	No
1.7	LTEL Targeted Acceleration	Folsom Cordova Unified School District's Structured English Immersion (SEI) program provides targeted support for Long-Term English Learners (LTELs) to accelerate English proficiency and close academic gaps. The program emphasizes:	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Advanced Designated ELD instruction tailored to LTELs' needs in academic vocabulary, complex sentence structures, and expository writing • Integrated ELD strategies across all content areas to strengthen comprehension and academic language use • Frequent formative assessments and data-driven intervention to address persistent language development barriers • Opportunities for LTELs to engage in extended oral language practice and structured academic discourse Implement intervention designed specifically for LTELs in grades 5–12 using evidence-based materials focused on academic discourse, complex text analysis, and structured peer dialogue. Includes identity-affirming texts and writing scaffolds. Provide targeted PD for secondary teachers in academic discourse routines and LTEL engagement strategies. LTEL students' support will include progress monitoring and family communication.		

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 Dataquest 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	2023-2024 Dataquest 94.4% Overall 94.5% English Learner 92.9% Low Income 89.6% Foster Youth 90.2% Homeless 92.6% Students with Disabilities 91.4% African American 93.8% Hispanic	2024-25 CALPADS 93.3% Overall 93.2% English Learner 90.7% Low Income 91.1% Foster Youth 90.1% Homeless 91.9% Students with Disabilities 87.8% African American 91.6% Hispanic	2025-2026 Dataquest 95% Overall 95% English Learner 94% Low Income 94% Foster Youth 93% Homeless 94% Students with Disabilities 94% African American 95% Hispanic	Dataquest -.3% Overall -.1% English Learner -.8% Low Income +1% Foster Youth +1.1% Homeless +.6% Students with Disabilities -2.6% African American -.6% Hispanic
2.2	Chronic Absenteeism:	2022-2023 Dashboard 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	2023-24 Dashboard/Data Quest 11.5% All Students 13.4% English Learners 21.3% Low Income 52.6% Foster Youth 37.7% Homeless 18.3% Students w/Disabilities 29.6% African American 16.4% Hispanic"	2024-25 CA Dashboard 11.1% All Students 12.8% English Learners 20.5% Socioeconomically -Disadvantaged 15.7% Foster Youth 37.7% Homeless 17.7% Students w/ Disabilities 32.1% Black / African American	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	Dashboard -4.3% All Students -4.6% English Learners -7.8% Low Income -21.8% Foster Youth -9.6% Homeless -6.9% Students w/Disabilities -3.3% African American -8.1% Hispanic"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				15.5% Hispanic		
2.3	Graduation Rate:	2022-2023 Dashboard 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	2023-24 Dashboard/DataQuest 92.4% All students 79.9% English Learner 84.7% Low Income 64.3% Foster Youth 67.3% Homeless 72.4% Students w/Disabilities 83.3% African American/Black 86.0% Hispanic	2024-25 CA Dashboard 92.5% All students 80.5% English Learners 86.4% Socioeconomically Disadvantaged Not Available Foster Youth 75.9% Homeless 76.3% Students w/Disabilities 91.6% Black / African American 86.6% Hispanic	2025-2026 DataQuest 95% All students 85% English Learner 93% Low Income 80% Foster Youth 85% Homeless 80% Students w/Disabilities 93% African American/Black 93% Hispanic	Dashboard -.9% All students +.6% English Learner -1.7% Low Income N/A Foster Youth -2.9% Homeless +1.3% Students w/Disabilities +4.5% African American/Black -1.3% Hispanic
2.4	Suspension Rate:	2022-2023 Dashboard 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	2023-2024 Dashboard/DataQuest 3.3% All Students 3.3% English Learners 5.7% Low Income 18.8% Foster Youth 9.8% Homeless 7.2% Students w/Disabilities 11.9% African American/Black 4.6% Hispanic	2024-25 Dashboard 2.9% All Students 3.0% English Learners 5.2% Socioeconomically Disadvantaged 14.3% Foster Youth 7.6% Homeless 6.5% Students w/Disabilities 10.8% Black / African American 4.0 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	Dashboard -.5% All Students -.9% English Learners -1.7% Low Income -4% Foster Youth -3.2% Homeless -.4% Students w/Disabilities -1.2% African American/Black -.7% Hispanic
2.5	Expulsion Rate:	2022-2023 DataQuest .03% All Students .03% English Learners .05% Low Income	2023-2024 DataQuest .0% All Students	2024-25 DataQuest 0.0% All Students	2025-2026 DataQuest .01% All Students	DataQuest -.03% All Students -.07% English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		.00% Foster Youth .12%% Homeless .03% Students w/Disabilities .09% African American/Black .06% Hispanic	.06% English Learners .08% Low Income .00% Foster Youth .00%% Homeless .09% Students w/Disabilities .02% African American/Black .06% Hispanic	0.1% English Learners 0.1% Low Income 0.0% Foster Youth 0.1%% Homeless 0.1% Students w/Disabilities 0.1% African American/Black 0.1% Hispanic	.01% English Learners .03% Low Income .00% Foster Youth .08% Homeless .01% Students w/Disabilities .03% African American/Black .03% Hispanic	-.05% Low Income 0% Foster Youth -.02% Homeless -.07% Students w/Disabilities -.01% African American/Black -.04% 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	2024-2025(CALPADS Fall mid year rpt) 0 7th grade 0 8th grade 9-12th grade 23 Students 3.7% 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	2025-26 CALPADS 0 7th grade 0 8th grade 9-12th grade EOY numbers to be reported in August, 2026.	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	DataQuest N/A EOY Report
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	2024-2025 69% 5th grade students 93% 7th grade students 94% 9th grade students	2025-2026 NA - CalSCHLS completed every other year.	2026-2027 80% 5th grade students 95% 7th grade students 92% 9th grade students	CALSCHLS N/A (no year 2 data)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			86% 11th grade students 67% Non-Traditional Students"		86% 11th grade students 77% Non-Traditional students	
2.8	School Connectedness: Utilizing California Healthy Kids Survey (CalSCHLS) and/or Panorama Data	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% 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%	"2024-2025 Caring adult on campus(yes most/all of the time) 5th grade: 71% 7th grade: 64% 9th grade: 55% 11th grade: 64% Non-Traditional: 58% Parents: 41% Staff: 50% (Caring Adult relationships) Feel Safe: "Very Safe" or "Safe" 5th grade: 81% 7th grade: 61% 9th grade: 65% 11th grade: 66% Non-Traditional: 50% Parents: 40% Staff: 45% (Safe place for students) Student connectedness 5th grade: 76% 7th grade: 61% 9th grade: 60%	2025-2026 NA - CalSCHLS completed every other year. Student connectedness (Panorama) 5th grade: 59% 7th grade: 54% 9th grade: 53% 11th grade: 49% Non-Traditional: 48%	2026-2027 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%	Caring adult on campus(yes most/all of the time) 5th grade: +3% 7th grade: +5% 9th grade: +2% 11th grade: +5% Non-Traditional: +5% Parents: +6% Staff: +7% (Caring Adult relationships) Feel Safe: "Very Safe" or "Safe" 5th grade: +5% 7th grade: +5% 9th grade: 0% 11th grade: +5% Non-Traditional: +7% Parents: +10% Staff: +15% (Safe place for students) Student connectedness 5th grade: +5% 7th grade: +5% 9th grade: +6% 11th grade: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			11th grade: 61% Non-Traditional: 38%"		11th grade: 63% Non-Traditional: 55%	Non-Traditional: +14%"
2.9	Engagement: DAC, DELAC Committee Meetings	2023-2024 DAC 6 meetings DELAC	2024-2025 DAC 6 meetings DELAC	2025-2026 DAC 6 Meetings DELAC 7 Meetings	2026-2027 DAC 6 meetings DELAC	Difference from base 0 DAC 0 DELAC
2.10	Parents Summits:	2023-2024 3 Parent Summits, focus on Fostering Connections for unduplicated students and students with exceptional needs	2024-2025 4 Parent Summits, focus on Fostering Connections for unduplicated students and students with exceptional needs	2025-2026 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	Difference from base 0 Parent Summits
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	2024-2025 100% platform tools used Facebook followers: 10,000+ Instagram followers: 2,491	2025-2026 100% platform tools used Facebook followers: 10,000+ Instagram followers: 2,491	2026-2027 100% platform tools used Visits to the website: 1,500,000 in 2026-27 Facebook followers: 10,000 Instagram followers: 2,500	100% platform tools used Visits to the website: Facebook followers: +144 Met Instagram followers: +288 Met
2.12	Engagement: SSC, ELAC Committee Meetings	2023-2024 60% school sites held 6 SSC meetings 60% school sites held 6 ELAC meetings	2024-2025 75% school sites held 6 SSC meetings 70% school sites held 6 ELAC meetings	2025-2026 75% school sites held 6 SSC meetings 70% school sites held 6 ELAC meetings	2026-2027 85% school sites held 6 SSC meetings 85% school sites held 6 ELAC meetings	+25% school sites held 6 SSC meetings +25% school sites held 6 ELAC meetings

Goal Analysis [2025-26]

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.

No substantive differences to planned actions.

Successes:

- Attendance increased overall by 1.4%. Attendance campaigns have made a positive impact. Action 2.1
- Continued implementation of PBIS by PBIS facilitators; supported FCUSD schools were recognized PBIS award winners. Action 2.1
- Facilitating Restorative Practices resulted in decreased bullying Incidents: Action 2.1
- Parent Summits featured culturally responsive engagement opportunities on understanding LCAP goals, programs, and budgets, effective parenting engagement strategies, academic support, and enrichment opportunities. Action 2.4
- Provided culturally responsive engagement opportunities with the Native American Parent Advisory Committee (NAPAC) to support the educational needs of American Indian/Alaskan Native students. Action 2.4
- Improved SEL lesson completion with focus on Tier 1 Support. Action 2.3
- Foster youth students liaison provided resources and support for college and career pathways, improved behavior, and increased confidence in their achievement. Action 2.6

Challenges:

- Continue to diversify Staffing

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.

- Action 2.2: was budgeted at \$4,716,774, and the estimated actual expenditure was lower by 8.70% at \$4,306,579 due to challenges in recruiting and retaining qualified Mental Health Services staff to meet program and enrollment needs.
- Action 2.5: was budgeted at \$322,929, and the estimated actual expenditure was lower 46.47% at \$172,857 due to Homeless Hotspots - estimate came in lower than expected/Community Schools Administrative Assistant was moved to General Fund/ PC Care program funding changed to CYBHI/Materials/Training/Mileage came in much lower than expected.
- Action 2.6: was budgeted at \$96,512, and the estimated actual budget expenditure was higher by 121.12% at \$213,404 due to FTE supporting Homeless and Foster Youth funding adjusted to Supplemental from Title 1 to better utilize funding (moved from Action 2.02)

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

All the actions in Goal 2 effectively contributed to the following outcomes:

Effective:

- Action 2.1: Absenteeism decreased by 8% and overall 7.4% between 2021 to 2026.

- Action 2.3: Suspensions: 2022-2023 (576), 2023-2024 (567), 2024-2025 (534) decreased by 2.8% and overall by .6% between 2021 to 2026
- Actions 2.2 and 2.4: Bullying Incidents: 2022-2023 (41), 2023-2024 (32), 2024-2025 (34)
- Actions 2.2, 2.4, 2.6, and 2.7: School climate data shows increases
- Action 2.4 and 2.7: Parent Summits were held four times during the 2025-2026 school year and brought together parents, especially the parents of ELs, low-income, and Foster Youth, educators, and the community. Discussed important topics, shared resources, and built community. The summits featured workshops on understanding LCAP goals, programs, and budgets, effective parenting engagement strategies, academic support, and enrichment opportunities.

Ineffective

- Action 2.5: Use of postage has decreased, which is reflective of the shift to online and electronic communication.

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

Action 2.6: Homeless Support added to Action 2.06 (Changed funding from Title 1 to Supplemental).

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 students are physically ready to learn. Coordinate with local health agencies to support student health needs.	\$3,649,938.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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 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.	\$4,799,077.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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.		
2.3	Comprehensive and Restorative Approach to reduce	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	\$3,181,854.00	Yes

Action #	Title	Description	Total Funds	Contributing
	suspensions, expulsions, and bullying incidents.	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.		
2.4	Enhance family engagement and increase parent/family input with a focus on LCAP	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	\$561,654.00	Yes

Action #	Title	Description	Total Funds	Contributing
	student groups (EL, Low income and Foster)	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 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.		

Action #	Title	Description	Total Funds	Contributing
		- 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 for 2025-2026. This supplemental position for Cordova Villa Elementary was moved to Equity Multiplier funding for 2026-2027 Action 5.01. - Materials/Training/Mileage necessary materials, training, and mileage reimbursement. - PC Care functional technology for communication and learning.	\$191,067.00	Yes
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,	\$223,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	\$0.00	No

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	2023 Dashboard 50.7% All 84.3% Asian 22.3% SED 8.9% SWD	2024 Dashboard 49.5% All 80.0% Asian 22.1% SED 11.6% SWD	2025 CA Dashboard 51.0% All Students 80.2% Asian	(Dashboard 2026) 60% All 87% Asian 40% SED 18% SWD	Dashboard +.3% All -4.1% Asian +1.2% SED +1.3% SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24.3% Black/African American 26.4% Hispanic 40.4% Two or More 15.4% English Learner	18.1% Black/African American 26.9% Hispanic 46.4% Two or More 14.6% English Learner	23.5% Socioeconomically Disadvantaged 10.2% Students w/ Disabilities 15.7% Black / African American 23.9% Hispanic 49.3% Two or More 15.4% English Learner	42% Black/African American 45% Hispanic 50% Two or More 38% English Learner	-8.6% Black/African American +4.5% Hispanic +8.9% Two or More 0% English Learner
3.2	AP Passage Rate	87.5% (2022-2023 College Board)	2023-2024 College Board 87.3%	2024-2025 College Board 93%	90% (2025-2026 College Board)	College Board +5.5%
3.3	CTE Pathway Completion Rate	2022-2023 CALPADS (3.19) CHS- 123 FHS- 153 VDL- 219 TOTAL- 495 Completers (6%)	2023-2024 CALPADS (3.19) CHS- 96 FHS- 133 VDL- 307 TOTAL- 536 Completers	2024-2025 CALPADS (3.19) CHS- 102 FHS- 104 VDL- 182 TOTAL- 388	2025-2026 CALPADS (3.19) CHS- 98 (23.1%) FHS- 126 (18%) VDL- 190 (47.3%) TOTAL- 417 Completers (23.9%)	CALPADS (3.19) CHS- -21 Students FHS- -.49 Students VDL- -37 Students TOTAL- -78 Completers
3.4	College and Career Ready Rate	53.6% prepared (Dashboard 2023)	54.2% prepared (Dashboard 2024)	54.5% prepared (Dashboard 2025)	60% prepared (Dashboard 2026)	+0.9% prepared (Dashboard)
3.5	IB Completion Rate	1.4% Diploma Program Completers retrieved CHS(June 2023)	1 Diploma Program Completer. Retrieved CHS (June 2024)	June 2025 11 (eleven)IB Diploma Completers	2% Diploma Program Completers retrieved CHS(June 2026)	+ .6 Diploma Program Completer. Retrieved CHS
3.6	Seal of Biliteracy Rate	14.9% DataQuest 2023	15.9% DataQuest 2024	21.4% DataQuest 2025	25% DataQuest 2026	+6.5% DataQuest
3.7	Middle School Dropout	2022-2023 CALPADS 0 grade 7 0 grade 8	2023-2024 CALPADS 0- grades 7	2024-2025 CALPADS 0- grades 7	2025-2026 CALPADS .00% grade 7	0 grade 7 0 grade 8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0 grade 8	0 grade 8	.00% grade 8	
3.8	Course Access METRIC	2022-2023 (College Board) 52% Asian 0.9% Black/African American 10% Hispanic 27% White 7% Two or More 0% Special Education: NA 0% English Learner: NA	2023-2024 (College Board) Total Students- 1510 Asian: 798 (53%) Black/African American: 21 (1.4%) Hispanic: 136 (9%) White: 407 (27%) Two or More: 102 (7%) Special Education: NA English Learner: NA	2024-2025 (College Board) Total Students- 1510 Asian: 798 (53%) Black/African American: 21 (1.4%) Hispanic: 136 (9%) White: 407 (27%) Two or More: 102 (7%) Special Education: NA English Learner: NA	2025-2026 (College Board) 30% Asian 10% Black/African American 20% Hispanic 20% White 10% Two or More 5% Special Education 5% English Learner	(College Board) Asian: +1% Black/African American: +.5% Hispanic: -1% White: 0% Two or More: 0% Special Education: NA English Learner: NA
3.9	A-G and CTE Combined Completion Rate	2023 Dashboard: (Additional Reports) 18.9%	18.2% (2024 Dashboard: Additional Reports)	2025 CA Dashboard: Additional Reports 16.6% - All Students	2026 Dashboard: (Additional Reports) 25%	-2.3% (2025 Dashboard: Additional Reports)

Goal Analysis [2025-26]

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.

No substantive differences to planned actions.

Successes:

- District Lead Teachers provided ongoing support and development of district faculty. They designed and facilitated professional development and provided learning opportunities that engaged educators in continuous improvement. Actions 3.1 and 3.2
- Responsive Classroom training for teachers on Responsive Classroom techniques, which focused on social-emotional learning and positive behavior management. Action 3.1

- Professional development services have been brought in-house, leading to a reduction in contracted service to provide comprehensive training and support for Model of Instruction (MOI), Professional Learning Communities (PLC), and High Reliability Schools (HRS). Action 3,1
- Instructional Coaches and Program Monitors provided guidance and assistance to school sites by monitoring program assurances and coaching teachers and support staff. Action 3.5

Challenges:

- At times, substitute shortages affect the ability to release teachers for training.

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.

- Action 3.1: was budgeted at \$18,822, and the estimated actual expenditure was higher at \$25,247 due to SEL training initiatives, which were met with one time grant funding and split coded with General Fund.
- Action 3.2: was budgeted at \$1,732,737, and the estimated actual expenditure was lower at \$1,414,150 due to reduced cost in planned professional development and training. Professional development services have been brought in-house, leading to a reduction in contracted service expenditures.
- Action 3.3: was budgeted at \$1,822,534, and the estimated actual expenditure was higher at \$2,608,592 due to 2% salary increase, along with differences between open positions at budget development and assigned positions.
- Action 3.4: was budgeted at \$226,161, and the estimated actual expenditure was lower at \$178,664 personnel adjustment lower salary (less experience) for position replacement at CHS.

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

Effective:

- Designed and facilitated professional development and learning opportunities that engage educators in continuous improvement.
- Developed and oversaw the adoption of curriculum and instructional resources.
- Facilitated course development and revisions.
- College and Career Indicator (CCI Rate): Between 2022-23 and 2025-26, the overall rate increased by 5.4%, and the disparity rate increased.
- College and Career Indicators (Early Assessment Program): Between 2022-23 and 2025-26, the overall rate slightly decreased, and the disparity rate increased.
- Seal of Biliteracy overall rate increased by 10.6% from 2022-23 and 2025-26.

Ineffective:

- None noted

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.

No changes are planned for Goal 3, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	\$29,491.00	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.	\$1,383,623.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- LREBG ACTION: Professional Learning Department organizes and manages professional development activities. There is evidence-based research that supports Professional Learning. LREBG Funds supporting this action: \$204,240 for the 2025-2026 school year. For 2026-2027 this action was moved to General Fund resources along with the new funding - Student Support and Professional Development Block Grant METRIC: 3.1 and 3.4 - Responsive Classroom provides training for teachers on Responsive Classroom techniques, focusing on social-emotional learning and positive behavior management. - LREBG ACTION: Solution Tree/PLC/High Reliability partner with Solution Tree to provide comprehensive training and support for Professional 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. There is evidence-based research that supports Professional Learning. LREBG Funds supporting this action: \$177,500 for the 2025-2026 school year. For 2026-2027 this action was moved to General Fund resources along with the new funding - Student Support and Professional Development Block Grant METRIC: 1.1, 1.2, and 3.4		
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. - LREBG ACTION: Instructional Coach, Provide ongoing, job-embedded support to teachers working with EL students to improve instructional practices and student outcomes. There is evidence-based research that supports Instructional Coaching..	\$2,361,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds supporting this action: \$215,054 for the 2025-2026 school year. LREBG Funds supporting this action: \$122,710 for the 2026-2027 school year. METRIC: 1.1, 1.2, and 3.4 • 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.		
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 graduation requirements. Work with teachers, administrators, and parents to ensure a holistic approach to student support.	\$212,748.00	Yes
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.	\$0.00	No
3.6	Differentiated Assistance Technical Assistance focus on	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	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	improving outcomes for African American, Students with Disabilities, and Long-Term English Learners	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. • Conducting re-entry meetings with students who have been suspended (with a focus on AA & SWD) using Restorative Practices. • Participating in the LTEL DA Network with a focus on improving reading scores on the ELPAC.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Goal 4 - 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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Folsom Cordova Unified School District (FCUSD) developed Goal 4 to sustain and build upon its commitment to providing all students equitable access to highly qualified educators and rigorous, culturally responsive curriculum. The metrics associated with this goal, including 100% appropriate teacher assignment, 100% standards-aligned instructional materials, and 100% of facilities in good repair, reflect a high standard that has been met and is now essential to maintain.

This goal directly addresses State Priority 1: Basic Services, which requires LEAs to ensure proper teacher assignments, availability of instructional materials, and well-maintained school facilities. In addition, educational partners consistently affirm the importance of maintaining these foundational conditions for student learning and success.

Goal 4 is a maintenance goal due to all associated metrics being at 100%, these actions remain critical. Sustaining credentialing compliance, facility conditions, and responsive instruction requires continued investment, monitoring, and refinement. Without these actions, existing gains could regress, potentially impacting instructional quality and learning conditions, especially for unduplicated student groups. 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 Williams Audit 100%	2024-2025 Williams Audit 100%	2025-2026 Williams Audit 100%	2026-2027 100%	0
4.2	Williams Act Facility Audit	2023-2024 Williams Audit 100% of schools in good or exemplary repair based on the Williams Act criteria.	2024-2025 Williams Audit 100%	2025-2026 Williams Audit 100%	2026-2027 100% of schools in good or exemplary repair based on the Williams Act criteria.	0
4.3	Williams Act Instructional Materials Audit	2023-2024 Williams Audit 100% compliance with the Williams Act and sufficiency of materials at all schools.	2024-2025 Williams Audit 100%	2025-2026 Williams Audit 100%	2026-2027 100% compliance with the Williams Act and sufficiency of materials at all schools	0

Goal Analysis [2025-26]

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.

No substantive differences to planned actions.

Successes:

- District Lead (Tosa) / New Teacher Support: Coordinated professional development opportunities tailored to the needs of new teachers. Provided ongoing support and coaching to help new teachers improve their instructional practices and classroom management skills. Offered a variety of learning modalities, including workshops, seminars, online courses, and job-embedded coaching. Action 4.1
- District Translation Services provided staff to support supplemental written and oral translation services with a focus on equitable instruction. Action 4.3
- Instant Language Assistant (ILA) Devices were purchased for the district office and each school to ensure meaningful language access. Action Acton 4.3

Challenges:

- Teacher Staffing shortages in Special Education and hard-to-fill content areas.

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.

- Action 4.1 was budgeted at \$1,942,792 and the estimated actual expenditure was lower at \$1,314,221 due nurses moved to other local funding.
- Action 4.3: was budgeted at \$2,681,638, and the estimated actual expenditure was higher at \$2,215,535 due Illuminate Data System was moved to General Fund along with a decrease in instructional materials.

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

FCUSD continued to work to create a district-wide environment that provides inclusive practices and respect for all students, staff, and families.

Based on the analysis of the actions in Goal 4, all actions are effective strategies and will continue for the 2025-26 school year.

Effective:

- Action 4.1: Credential Audit: Maintained credentialed teachers and provided new teacher support and training.
- Action 4.2: School Facilities: Between 2022-23 and 2025-26, the overall rate was maintained.
- Action 4.3: Standards Access: Between 2022-23 and 2025-26, the overall rate was maintained.

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.

No changes planned for Goal 4 metrics, target outcomes or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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 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.	\$50,002.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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. For 2026-2027 these positions were moved to other local funding - Local Educational Agency Medical Billing Option Program. • LREBG ACTION: 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. There is evidence-based research that supports the use of teacher mentoring and coaching. LREBG Funds supporting this action: \$1,157,141 for the 2025-2026 school year. For 2026-2027 this action was moved to General Fund resources along with the new funding - Student Support and Professional Development Block Grant METRIC: 1.1, 1.2, 3.4, and 4.1		
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	\$626,715.00	Yes
4.3	Provide linguistically and culturally responsive	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,	\$2,194,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
	instructional strategies and materials and programs	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/Renaissance/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 three (3) schools (Cordova Gardens Elementary (CGE), Kinney High School (KHS), and Prospect Community Day School (PCDS) with very low-performing student groups on the 2023 California School Dashboard will (CME and CVE) continue to be monitored in metrics. 5.01 - Chronic Absenteeism will improve by 10% (CGE) 5.02 - English Learner progress rate will improve by 10% (CGE) 5.03 - College & Career Indicator will improve by 10% (KHS) 5.03 - Graduation rate will improve by 10% (KHS) 5.04 - SBAC ELA Distance From Met will improve by 10 scale score points (Continued focus) 5.05 - SBAC Math Distance From Met will improve by 10 scale score points (Continued focus) 5.06 - Suspension rate will improve by 5% (CGE, 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), 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 2025 California School Dashboard released in December 2025:

- Chronic Absenteeism Indicator: (CGE) - All, HL, SED, White, SWD, AA, Hispanic, White, and Two or more races,
- Graduation Indicator: (KHS) All, SED, and Hispanic
- Suspension Indicator: (CGE) -SWD (KHS) - ALL, SED, SWD, White, and Hispanic (PCDS) - SED
- Mathematics Indicator: (CGE) EL
- College and Career Indicator: (KHS) All, SED, and Hispanic
- Grad Rate: (KHS) All, SED, Hispanic

CME and CVE continue to be monitored in metrics.

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 CVE: 32% Chronically Absent (New Equity Multiplier) White 39.2%	Dashboard 2024- CGE: 21.8% Chronically Absent 29.4% English Learners 19% Hispanic CME: 19.2% Chronically Absent 21% Hispanic 7.4% English Learners CVE: 32% Chronically Absent (New Equity Multiplier) White 39.2%	Dashboard 2024- CGE: 29.5% Chronically Absent 29.4% English Learners 48.6% Homeless 33.6% SED 38.2% SWD 48.1% AA 27.1% Hispanic 24% White 36.1% two or more races CME: 18% Chronically Absent 18.8% Hispanic 9.4% English Learners CVE: 32% Chronically Absent (New Equity Multiplier) White 22%	Dashboard 2026 (CGE) 30% English Learners 40% Homeless 30% SED 35% SWD 40% AA 25% Hispanic 25% White 35% two or more races 28.2% Hispanic (CME) 28.8% Hispanic (CVE) 40% White	(CGE) +7.7 CGE: -3 English Learners (new) Homeless (new) SED (new) SWD (new) AA + 11.7 Hispanic (new) White (new) two or more races (CME) -1.2 CME -20%Hispanic +2 English Learners (CVE) New Equity Multiplier +17.2% White
5.2	English Language Proficiency Assessments for California (ELPAC)	Dashboard 2023 (CGE) 25.5% of ELs are making progress towards proficiency	Dashboard 2024 (CGE) 47.6% of ELs are making progress towards proficiency (CVE) added in 2024 33.7% of ELs are making progress towards proficiency	Dashboard 2025 (CGE) 60.5% of ELs are making progress towards proficiency (CVE) added in 2024 54.9% of ELs are making progress towards proficiency	Dashboard 2026 (CGE) 35.5% of ELs are making progress towards proficiency (CVE) 43.7% of ELs are making progress towards proficiency	(CGE) +35% of ELs are making progress towards proficiency (CVE) +21.2% of ELs are making progress towards proficiency
5.3	Graduation Rate	Dashboard 2023	Dashboard 2024 KHS:	Dashboard 2025 KHS:	Dashboard 2026	KHS:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(KHS) 65.5% All Students 62.5% Low Income 46.2% Homeless 59.1% Hispanic 66.7% White	57.9% All Students 54.7% Low Income 64.7% Homeless-NPC 52.8% Hispanic-NPC 75% White-NPC	54.3% All Students 54.8% Low Income 50% Homeless-NPC 54.5% Hispanic-NPC 53.8% White-NPC	(KHS) 75.5% All Students 72.5% Low Income 56.2% Homeless 69.1% Hispanic 76.7% White	-11.2% All Students -7.7% Low Income +3.8% Homeless-NPC -4.6% Hispanic-NPC -12.9% White-NPC
5.4	CAASPP ELA	Dashboard 2023 Distance from met (CGE) -57.5 All Students -99.3 Homeless -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	Dashboard 2024: Distance from met-points CGE: -51 points: All Students -82.3 Homeless-NPC -157.6 Students w/Disabilities-NPC -97 African American-NPC • 54.4 Hispanic (CME) -79.4 All Students -89.1 English Learners -81.8 Low Income -123.8 Students w/Disabilities(NPC) -103.9 African American (NPC) -76.8 Hispanic -103.9 Homeless (CVE) added in 2024 -59.5 All Students	Dashboard 2025: Distance from met-points CGE: -37.9 points: All Students -75.2 Homeless-NPC -132.9 Students w/Disabilities-NPC -54.6 African American-NPC • 49.8 Hispanic (CME) -82.5 All Students -101 English Learners -92.8 Low Income -107.7 Students w/Disabilities(NPC) -89.9 African American (NPC) -94.3 Hispanic -114.5 Homeless (CVE) added in 2024 -64.9 All Students	Dashboard 2026 Distance from met (CGE) -47.5 All Students -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 (CVE) -49.5 All Students -75.3 English Learners -60.7 Hispanic	CGE: +19.6 points: All Students +24.1 Homeless-NPC +21.6 Students w/Disabilities-NPC +45.6 African American-NPC +17 Hispanic (CME) -9.7 All Students -28.7 English Learners -15.1 Low Income +4.1 Students w/Disabilities(NPC)) +27.3 African American (NPC) -19.3 Hispanic -10.6 Homeless (CVE) -5.4 All Students -11.6 English Learners -2.8 Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-85.3 English Learners -70.7 Hispanic	-73.7 English Learners -73.5 Hispanic		
5.5	CAASPP Math	Dashboard 2023 Distance from met (CGE) -154.8 Students w/Disabilities -115.7 African American (CME) -121.3 Students w/Disabilities -125.1 African American	Dashboard 2024 (NPC=No performance color) Distance from met points (CGE) -174.6 Students w/Disabilities-NPC -113.1 African American-NPC (CME) -124.3 Students w/Disabilities(NPC) -114.4 African American (NPC) -125.3 Homeless(NPC) (CVE) added in 2024 -73.8 All Student No Very low student groups (CVE)	Dashboard 2025 (NPC=No performance color) Distance from met points (CGE) -100 English Learners -167.6 Students w/Disabilities-NPC -94 African American-NPC (CME) -150.2 Students w/Disabilities(NPC) -120.2 African American (NPC) -105.3 Homeless(NPC) (CVE) added in 2024 -66.4All Student No Very low student groups (CVE)	Dashboard 2026 Distance from met (CGE) -50 English Learners -144.8 Student with Disabilities -105.7 African American (CME) -111.3 Students w/Disabilities -115.1 African American (CVE) -63.8 All Students (CVE)	(CGE) (new) English Learners -12.8 Student with Disabilities +21.7 African American (CME) -28.9 Students w/Disabilities -4.9 African American +20 Homeless (CVE) +7.4 All Students
5.6	Suspension Rate	Dashboard 2023 (CGE) 12.2% Homeless 3.0% Low Income (New Indicator) 06.6% African American	Dashboard 2024 (CGE) 11.1% Homeless 8.6% Low Income (New Indicator) 12% African American	Dashboard 2025 (CGE) 0% Homeless 4.5% Low Income 8.8% African American	Dashboard 2026 (CGE) 7.2% Homeless 1.6% African American 2.50% Two or more Races	(CGE) -12.2% Homeless +1.5%Low Income +2.2% African American +1.7% White -1.0% Two or more Races

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1.3% White (New Indicator) 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 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	7.9% White (New Indicator) 10.6% Two or more Races (CME) 5.3% Homeless 10% Students w/Disabilities 9.8% African American 4.5% Two or more Races (KHS) 13.3% All Students 10.2% Hispanic 15.4% Homeless 14.1% Low Income 16.3% Students w/Disabilities 29.7% African American 13.2% White 4% Two or more Races (PCDS) 45.1% All Students 41.9% Low Income 45.5% Students w/Disabilities 47.6% African American 50% Hispanic 33.3% Two or more Races	3% White (New Indicator) 6.5% Two or more Races (CME) 12.5% Homeless 11.3% Students w/Disabilities 18.2% African American 2.3% Two or more Races (KHS) 15.7% All Students 13.2% Hispanic 12.5% Homeless 15.3% Low Income 17.1% Students w/Disabilities 18.2% African American 17.1% White 17.4% Two or more Races (PCDS) 44.3% All Students 43.4% Low Income 50% Students w/Disabilities 62.5% African American 40% Hispanic 0 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 5.2% Hispanic 16.7% Homeless 6.90% Low Income 16.6% Students w/Disabilities 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	(CME) +5.4% Homeless +3.8% Students w/Disabilities +10.3% African American -6.6% Two or more Races (KHS) +3.4% All Students +3.2% Hispanic -9.2% Homeless +3.4% Low Income -4.5% Students w/Disabilities -6.8% African American +6% White +2% Two or more Races (PCDS) +10.1% All Students +6.1% Low Income +9.1% Students w/Disabilities +36.2% African American -17.7%Hispanic (no data) Two or more Races
5.7	College and Career Indicator	Dashboard 2023 (Newly Added for KHS)	Dashboard 2024 (Newly Added for KHS)	Dashboard 2025 (KHS)	Dashboard 2026 (Newly Added for KHS)	(KHS) 3.0 All Students 0 Low Income

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(KHS) 0% All Students 0% Low Income	(KHS) 1.4% All Students 1.4% Low Income	0 % All Students 0% Low Income 0% Hispanic	(KHS) 24% All Students 24% Low Income 0% Hispanic	(new) Hispanic

Goal Analysis [2025-26]

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.

No substantive differences in planned actions

Successes:

- Increased number of students receiving intervention: Action 5.1
- Increased behavior plans supporting alternatives to suspensions: Action 5.3
- Increased staff collaboration time to analyze student progress. Action 5.5
- Instructional Coach to provided support, guidance, and resources to implement effective teaching strategies and create positive learning environments. Action 5.6

Challenges:

Continued need to increase and improve performance in ELA and Mathematics for CGE, KHS, PCDS.and Continued need to increase graduation rate and CCI rate at KHS and PCDS.

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.

- Action 5.01: was budgeted at \$236,746 was higher at estimated actual budget at \$348,639 due to 2% Salary increase, along with differences between open positions at budget development and assignment, and an additional paraeducator FTE.
- Action 5.02: was budgeted at \$105,524 was lower at estimated actual budget at \$57,987 due to funding adjustments to better utilize Comprehensive School Improvement, a more restricted fund- Kinney Supplemental Teacher Change to CSI.
- Action 5.03: was budgeted at \$56,951 was lower at estimated actual budget at \$52,647 due to challenges in recruiting and retaining a qualified Parent Coordinator to meet program and enrollment needs.
- Action 5.04: was budgeted at \$166,628 was lower at estimated actual budget at \$120,527 due to challenges in recruiting and retaining qualified staff to meet program and enrollment needs.
- Action 5.05: was budgeted at \$62,065 was higher at estimated actual budget at \$ 31,289 due to additional staff development days incorporated to support classroom observations and collaborative grade-level planning.

- Action 5.07: was budgeted at \$40,735 was lower at estimated actual budget at \$30,432 due to Indirect Cost estimates being updated in alignment with projected spending levels, reflecting changes in overall expenditures
- Action 5.09: was budgeted at \$1,275 was lower at estimated actual budget at \$0 due to utilizing general resources for supplemental materials.
- Action 5.10: was budgeted at \$236,989 was lower at estimated actual budget at \$101,896 due to challenges in recruiting and retaining qualified Intervention Teachers to meet program and enrollment needs.

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

Progress towards the Equity Multiplier goal with the following actions:

Effective

- Action 5.3: CGE increased attendance and had a decrease in Chronic Absenteeism +3% English Learners and +11.2% Hispanic
- Action 5.3: CME increased attendance and had a decrease in Chronic Absenteeism +17.7% Hispanic and English Learners
- Action 5.1: CGE increased +22.1% of ELs are making progress towards proficiency
- Action 5.2 and 5.4: KHS increased the Graduation Rate in Homeless Youth, Hispanic, and White subgroups.

Ineffective (work in progress)

- Action 5.1: ELA CAASPP results were mixed, with some increased and some decreased for CGE and CME.
- Action 5.1: Math CAASPP results were mixed, with some increases and some decreases for CGE and CME.
- Action 5.4: Suspension rate had mixed results at CGE, KHS, CME, and PCDS.

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.

- Cordova Villa Elementary no longer has Equity Multiplier, but progress will continue to be monitored in metrics.
- Cordova Meadow Elementary no longer has Equity Multiplier, but progress will continue to be monitored in metrics.
- 5.3 Parent Coordinator .25 FTE was added to Kinney High.
- 5.5 Professional Development at Kinney High changed to add CVE. CME is removed; no longer Equity Multiplier.
- Action 5.10 was added: CME and CVE contribution from Supplemental to provide continued support for Equity Multiplier initiatives, including Supplemental Elementary Teachers, Paraeducators, and a Behavior Support Assistant

Metrics have been updated to include all areas where the Equity Multiplier schools have red indicators on the 2025 California Dashboard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Class size reduction teachers and paraeducators at Kinney High, 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) Extra time BIA (Kinney)	\$280,592.00	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	\$44,276.00	No
5.3	Restorative Specialist at Prospect Community Day School and additional school clerk time at Kinney High, Cordova Gardens to increase attendance and school connectedness	Increase attendance and school connectedness at Kinney High, Cordova Gardens Elementary, and Prospect Community Day School .24 Parent Coordinator (Kinney High) .375 PCDS Restorative Specialist .3125 (2.5 hours) CGE School Administration Personnel (clerk)	\$44,010.00	No
5.4	Behavior Support Assistant and Contract Project Optimism at Cordova Villa, and a day of Social Worker at Cordova Gardens to reduce suspension	Reduce Suspension Rate at Cordova Meadows and Cordova Gardens. .75 CVE Behavior Support Assistant .2 (one Day) CGE School Social Worker CME Contract Superior Sports/Project Optimism	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	Professional development and classified release time at Kinney High School and Cordova Villa	Professional development and classified release time at Kinney High School and Cordova Villa Elementary Sub/Extra Time for Staff Development (classified)	\$6,837.00	No
5.6	Instructional Coach	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.	\$0.00	No
5.7	Program resource costs	Program costs to serve grant fund Indirect Costs	\$22,933.00	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.	\$20,531.00	No
5.9	Supplemental Instructional Materials for Kinney High School, Prospect and Cordova Gardens.	Supplemental Instructional Materials for Kinney High School, Prospect, and Cordova Gardens, 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.	\$32,405.00	No
5.10	Contribution to CME and CVE to improve English Language Arts and Mathematics results and reduce	CME and CVE contribution from Supplemental to provide continued support for Equity Multiplier initiatives, including Supplemental Elementary Teachers, Paraeducators and a Behavior Support Assistant	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	suspension and chronic absenteeism rates: specific emphasis on marginalized and underserved student populations to meet grade level standard.			

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$20,176,916	\$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
7.808%	0.000%	\$0.00	7.808%

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: There is a significant disparity (25-50% difference) in the percentage of students meeting or exceeding grade-level standards in ELA and Math as measured by the CAASPP	Ongoing progress monitoring of student academic performance and growth through the use of district-wide common assessments will help Intervention teachers to more effectively identify gaps in student learning among unduplicated students and provide appropriate and targeted interventions to address their needs and accelerate learning. This approach is supported by educational research demonstrating that the use of formative	SBAC ELA, SBAC Math Assessments, 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
	ELA and CAASPP Math assessments among English learners, foster youth, and socioeconomically disadvantaged students as compared to their peers. 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, and Native American Parent Advisory Committee (NAPAC). Scope: LEA-wide	assessment practices, ongoing progress monitoring, and targeted intervention contributes to improved academic outcomes, particularly for students who are performing below grade level. Alternative approaches, including broader schoolwide instructional initiatives without a targeted intervention component, were considered but would not provide the same level of individualized support or responsiveness to the identified needs of unduplicated students. Therefore, the district concluded that this action represents the most effective use of funds to improve academic achievement and close performance gaps for unduplicated pupils. Though principally directed to improve outcomes for our unduplicated students, any student who is not demonstrating proficiency will benefit from this system of identification and intervention. Student Group Focus: EL, FY, LI, Homeless	
2.1	Action: Comprehensive focus to Increase student attendance rates and reduce chronic absences. Need: English learners, foster youth, low-income, and homeless students often face barriers to accessing basic resources and school supplies, which can affect attendance, engagement, and academic success. Increase unduplicated 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):	District supports provide staffing, professional learning, coaching, mentorship, supplies, and data tools to help school staff design, implement, and monitor effective wraparound services for students facing barriers to attendance and behavior. This enables school staff to create an engaging, supportive, and inclusive environment that promotes the well-being and academic success of all students, particularly unduplicated students; EL, LI, FY, Homeless, and SWD. Staff monitor attendance, participate in SARBs, analyze data, and provide student incentives. This comprehensive approach is essential to leverage various roles and educational research initiatives designed to help increase student attendance rates and reduce chronic absences while fostering	Attendance Rates, Chronic Absenteeism, and School 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
	Differentiated Assistance Technical Assistance, LCAP DATA Walk, District Advisory Committee, Student Advisory Board, and District English Learner Advisory Committee. Scope: LEA-wide	a positive school climate and strong social-emotional outcomes. The district concluded that this action represents the most effective use of funds to improve attendance and close performance gaps for unduplicated pupils. Though principally directed to improve outcomes for our unduplicated students, any student who is demonstrating challenges with attendance or behavior will benefit from this system of identification and intervention. Student Group Focus: EL, FY, LI, Homeless	
2.2	Action: Comprehensive Focus to increase the high school graduation rate and decrease the dropout rate for all students. Need: English learners, low-income, foster youth, homeless students, and students in lowest-performing schools often experience achievement gaps and require targeted, coordinated support to improve academic outcomes. Increase unduplicated student graduation rates, reduce dropout rates, and foster a positive, supportive school climate conducive to unduplicated 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:	District integrated services ensure that roles, programs, and initiatives result in a comprehensive support system that addresses the various factors influencing graduation rates and dropout rates. These services support students to develop self-regulation skills, access learning effectively, and benefit from coordinated behavioral and mental health services. This multi-faceted educational research approach helps increase graduation rates, reduce dropout rates, and foster a positive, supportive school climate conducive to student success. The district concluded that this action represents the most effective use of funds to improve graduation rates and close performance gaps for unduplicated pupils. Though principally directed to improve outcomes for our unduplicated students, any student who is demonstrating challenges with attendance or behavior will benefit from this system of identification and intervention. Student Group Focus: EL, FY, LI, Homeless	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
	LEA-wide		
2.3	Action: Comprehensive and Restorative Approach to reduce suspensions, expulsions, and bullying incidents. Need: Students, particularly those from unduplicated groups, may be at higher risk of experiencing bullying and have disproportionate suspension rates, limiting instructional time and academic progress. Suspensions, expulsions, and bullying incidents can negatively impact safety, engagement, and academic 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, Differentiated Assistance, District Advisory Committee, and District English Learner Advisory Committee. Scope: LEA-wide	District integrated services with staff who address a wide range of needs: behavioral, attendance, and basic needs that can impact student outcomes. Students are provided with a more educational, research-based, supportive, and engaging environment that reduces negative behaviors, provides restorative practices, alternatives to suspensions, and promotes positive outcomes for all students. The district concluded that this action represents the most effective use of funds to reduce suspensions, expulsions, and bullying and close performance gaps for unduplicated pupils. Though principally directed to improve outcomes for our unduplicated students, any student who is demonstrating challenges with suspensions, expulsions, and bullying incidents will benefit from this system of identification and intervention. Student Group Focus: EL, FY, LI, Homeless	Suspension Rate, Expulsion Rate, and Student Connectedness
2.4	Action: Enhance family engagement and increase parent/family input with a focus on LCAP student groups (EL, Low income and Foster) Need: English learners, foster youth, low-income, and homeless students and their families may have limited access to community resources,	District family engagement services include Parent summits, Parent Coordinators, resources and professional learning, educational programs, and organizes events to increase access and engagement. This ensures unduplicated students and families have equitable opportunities to benefit from partnerships that support student success and family engagement. Educational research capacity-building opportunities for parents and	CaISCHLS, Parent engagement, and Parent Summits

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
	partnerships, and programs that support academic, social-emotional, and enrichment opportunities. 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: LEA-wide	families, including Parent Summits and Parent Engagement workshops such as Strengthening Families. 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. Though principally directed to improve outcomes for our unduplicated students and their families, any student family demonstrating challenges with engagement will benefit from this system of identification and intervention. Student Group Focus: EL, FY, LI, Homeless	
3.1	Action: Integrated Social and Emotional Learning (SEL) Training Need: English learners, students with disabilities, and low-income students from marginalized communities may face bias, discrimination, or challenges navigating inequitable situations, which can negatively impact their academic engagement and sense of belonging. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk, District Advisory Committee,	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. Mental health services through district staff ensure students receive direct, personalized interventions. This support helps students manage behavioral and emotional challenges, promotes academic engagement, and fosters equitable access to school success. SEL services are educationally researched and are a critical component of a well-rounded education and contribute significantly to the overall well-being and success of students. SEL training is	Attendance, Suspension, Chronic Absenteeism data

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
	Student Advisory Board, and District English Learner Advisory Committee. Scope: LEA-wide	essential for fostering well-rounded, emotionally intelligent individuals who can navigate the complexities of life with resilience and empathy. Though principally directed to improve outcomes for our unduplicated students and their families, any student who is demonstrating social-emotional challenges will benefit from this system of identification and intervention. Student Group Focus: EL, FY, LI, Homeless	
3.2	Action: Provide professional development opportunities in quality first instruction. Need: English learners and low-income students often require targeted interventions and differentiated instruction to meet grade-level expectations, and teachers need support to effectively address these gaps. 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	Providing professional learning on intervention strategies, curriculum implementation, equitable grading, and collaboration equips teachers to build a tiered system of support. This enables educators to deliver early intervention and data-informed instruction, ensuring EL and low-income students receive the individualized support necessary for academic success. This research-based action includes coordinating and delivering professional learning and site-based, ongoing support to implement the California English Language Arts Standards and Mathematical Content Standards. This approach is supported by educational research demonstrating that providing ongoing professional learning to build capacity in the use of formative assessment practices, ongoing progress monitoring, and targeted intervention contributes to improved academic outcomes, particularly for students who are performing below grade level. Alternative approaches were considered but would not provide the sustained. real-time training. Therefore, the district concluded that this action represents the most effective use of funds to improve academic achievement and close performance gaps for unduplicated pupils.	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
		Though principally directed to improve outcomes for our unduplicated students, any educator of a student who is demonstrating challenges will benefit from this system of identification and intervention. Student Group Focus: EL, FY, LI, Homeless	
3.4	Action: Focus support to ensure students are college and career-ready underserved populations Need: English learners, low-income, foster youth, and homeless students often require additional social-emotional and academic guidance to navigate school challenges, plan for college/career, and meet graduation requirements. To ensure that all students, particularly those from underserved populations, are college and career-ready. 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	Providing additional school counselor support ensures students receive individualized guidance, academic monitoring, and socio-emotional support. This educationally researched targeted support helps unduplicated students stay on track, make informed postsecondary decisions, and access equitable opportunities for success. By providing individualized guidance and support to help underserved students navigate their educational paths and prepare for postsecondary success, the district concluded that this action represents the most effective use of funds to improve academic achievement and close performance gaps for unduplicated pupils. Though principally directed to improve outcomes for our unduplicated students, any educator of a student who is demonstrating academic guidance challenges will benefit from this system of identification and intervention. Student Group Focus: EL, FY, LI, Homeless	On Track Graduation Status, A-G Status, College/Career Prepared Rate, Graduation Rate, and A-G and CTE Completer Combined Rate
4.1	Action: Employee Pathways for Recruitment and Retention Need:	Employee diversity, recruitment, and retention efforts, including job fairs, recruitment materials, and specialized training, help attract and retain staff equipped to support diverse student populations. This educational research action ensures EL, low-income, and SWD students have	Staff Connectedness and Credential 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
	English learners, low-income students, and students with disabilities often require educators who are prepared to meet diverse academic, linguistic, and socio-emotional needs, yet employee diversity and targeted training may be limited. 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	access to educators who can provide equitable, culturally responsive, and effective instruction. 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. Though principally directed to improve outcomes for our unduplicated students, any student who is demonstrating academic challenges will benefit from this employee pathway for recruitment and retention. Student Group Focus: EL, FY, LI, Homeless	
4.2	Action: Foster a safe and positive environment; Implement school safety and security measures Need: All students, especially English learners, foster youth, low-income, and homeless students, often benefit from stronger adult-student relationships to support social-emotional development, safety, and engagement, especially during unstructured times. Implement school safety and security measures. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP DATA Walk and Safety Committee	Providing staff, materials, and resources to implement school safety and security measures per Safety Committee feedback, including surveillance cameras, visitor management, and replacement of fencing. This ensures unduplicated students have equitable access to a safe, supportive, and engaging school environment. Educational research supports campus safety and support staff with restorative practices. Though principally directed to improve outcomes for our unduplicated students, any student will benefit from a safe and secure learning environment. Student Group Focus: EL, FY, LI, Homeless	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
	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 to meet grade-level standards Need: Unduplicated students, including English learners and low-income students, face challenges accessing core content due to language barriers, which can limit academic progress and equity in learning. They require targeted interventions and differentiated instruction to meet grade-level expectations, and teachers need support to effectively address these gaps. 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	Providing 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, enables the students to increase learning and improve achievement. Bilingual Instructional Assistants (BIAs) provide primary language support through pull-out, push-in, and pre/post-teach models, enabling EL students to better understand core content. Program Improvement Educational Services provide academic resources and supports. ELD support provides additional materials, courses, interventions, and staffing to support ELs. The interventions and services are intended to accelerate progress toward grade-level readiness, particularly for those students who demonstrate gaps in grade-level proficiency. Student Group Focus: EL, LI, FY	SBAC ELA Distance From Met, SBAC Math percent Met or exceeded, 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: English learners and low-income students preparing for kindergarten respond positively to readiness support designed to build foundational literacy skills and teach and reinforce school routines that enable them to transition successfully into the school environment. Increase the percentage of students leaving preschool prepared to enter elementary school. 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)	Providing support for the Coordinator of Early Childhood and support staff focused on increasing student enrollment in State Preschool, Transitional Kindergarten, and Parent Education Preschool; to increase curriculum articulation and student transitions between preschool and kindergarten programs. Providing support for Early access to early childhood education to eligible EL and low-income students and their families builds 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. Student Group Focus: EL, LI	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:	Implementing a comprehensive plan designed to ensure that unduplicated students, including EL and low income at risk of not graduating on time, receive the support and resources they need to make annual progress toward graduation. The continuation teacher conducts quarterly reviews of	Graduation Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Data review of unduplicated students, including EL and low-income students, shows lower rates of annual progress toward graduating within their 4-year cohort. There is a demonstrated need for increased academic and instructional support, including language development, culturally relevant instruction, and differentiated learning opportunities. 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)	student data to track progress and identify those needing interventions. Student Group Focus: EL, LI	
2.5	Action: Increase two-way engagement with all educational partners and foster community partnerships Need: English learners, foster youth, low-income, and homeless students and their families may face barriers accessing school, district, and community resources, limiting engagement, academic planning, and family involvement. 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.	Increasing two-way engagement with support staff, materials, and technology such as hot spots ensures that unduplicated students and their families are meaningfully engaged. Communications help families take action to support attendance and participate in student support. Student Group Focus: EL, LI	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.6	Action: Services and Support for Foster and Homeless Need: Foster Youth and Homeless Student often face disruptions in schooling that result in credit deficiencies, putting graduation and post-secondary opportunities at risk, and creating barriers to consistent attendance, which can negatively impact student learning and engagement. 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)	Providing Foster Youth and Homeless Students with dedicated staff with a case management model, advocacy resources, enrollment assistance, school visits, social-emotional support, and coordination with local services, County, SCOE, and community partners ensures FY and Homeless students receive personalized guidance and services. This promotes academic stability, equitable access to resources, and overall well-being for foster youth. Support includes regular check-ins with students, connection to academic supports including tutoring, monitoring of attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice. Student Group Focus: FY, HS	Student Connectedness
3.3	Action: Professional learning and instructional strategies to guarantee English Learner students access to instruction and improve achievement. Need: English learners and long-term English learners often require targeted, standards-aligned language instruction to develop	Providing professional learning and EL staff that provides personalized coaching, mentorship, cohort support, and lesson modeling for teachers of EL and LTEL students. strengthens instructional practices. Students receive high-quality, targeted language instruction that promotes English proficiency and academic success. Equipping teachers to deliver differentiated ELD standards-based instruction. It is crucial to provide targeted professional	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
	academic English proficiency and fully access grade-level content. 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)	development and support for educators to ensure that English Learner (EL) students have access to high-quality instruction and to improve their academic achievement. Student Group Focus: EL, LTEL	
4.3	Action: Provide linguistically and culturally responsive instructional strategies and materials and programs Need: English learners, low-income students, students with disabilities, and families who speak languages other than English often face barriers to accessing linguistically and culturally responsive instructional strategies, supplemental materials, and programs designed to ensure equitable learning opportunities. 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:	Providing technology that includes translated materials, translation tools, language resources, and supports for differentiated instruction ensures all students can access grade-level content. This also enhances family engagement, promotes inclusive teaching practices, and ensures students receive equitable access to academic content and services. By incorporating linguistically and culturally responsive instructional tools such as translation technology, assessment programs to monitor learning, and support resources for ELs, 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. Student Group Focus: EL, LTELS, LI, SWD	Instructional Materials audit and School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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.

N/A

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$258,424,504	20,176,916	7.808%	0.000%	7.808%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$20,738,791.00	\$5,928,622.00	\$0.00	\$3,134,483.00	\$29,801,896.00	\$26,829,279.00	\$2,972,617.00

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	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	\$7,414,079.00	\$3,500.00	\$3,712,447.00	\$3,155,669.00		\$549,463.00	\$7,417,579.00	
1	1.2	Improve English Language Arts and Mathematics results: specific emphasis on English Learners, foster youth, and students with disabilities to meet grade-level standards	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,308,103.00	\$62,297.00	\$2,167,040.00			\$203,360.00	\$2,370,400.00	
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	\$61,302.00	\$0.00	\$61,302.00				\$61,302.00	
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	\$35,232.00	\$0.00	\$35,232.00				\$35,232.00	
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		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.6	English Language Development	All English Learners	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.7	LTEL Targeted Acceleration	All Long Term English Learners	No			All Schools 5-12 Grade		\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							English Learners									
2	2.1	Comprehensive focus to Increase student attendance rates and reduce chronic absences.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,589,788.00	\$60,150.00	\$3,407,755.00	\$242,183.00			\$3,649,938.00	
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	\$4,455,031.00	\$344,046.00	\$3,407,754.00	\$1,235,580.00		\$155,743.00	\$4,799,077.00	
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		\$3,177,854.00	\$4,000.00	\$2,692,127.00	\$489,727.00			\$3,181,854.00	
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	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$493,312.00	\$68,342.00	\$490,064.00	\$40,519.00		\$31,071.00	\$561,654.00	
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		\$0.00	\$191,067.00	\$117,200.00	\$73,849.00		\$18.00	\$191,067.00	
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		\$223,310.00	\$0.00	\$223,310.00				\$223,310.00	
2	2.7	Engagement and Training for Parents of English Learners	All English Learners, Foster Youth, and Low Income	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
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	\$20,791.00	\$8,700.00	\$29,491.00				\$29,491.00	
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	\$1,329,223.00	\$54,400.00	\$1,131,319.00			\$252,304.00	\$1,383,623.00	
3	3.3	Professional learning and instructional strategies to guarantee English Learner students access to	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	\$2,188,294.00	\$173,271.00	\$806,291.00	\$122,710.00		\$1,432,564.00	\$2,361,565.00	

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
		instruction and improve achievement.			Group(s)											
3	3.4	Focus support to ensure students are college and career-ready underserved populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cordova High, Mills Middle, Rancho Cordova Elem. and W.E. Mitchell Middle 6-12	ongoing	\$212,748.00	\$0.00	\$212,748.00				\$212,748.00	
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		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.6	Differentiated Assistance Technical Assistance focus on improving outcomes for African American, Students with Disabilities, and Long-Term English Learners	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		\$0.00	\$0.00	\$0.00				\$0.00	
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	\$50,002.00	\$0.00	\$50,002.00	\$0.00			\$50,002.00	
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	\$91,068.00	\$535,647.00	\$101,068.00	\$116,801.00		\$408,846.00	\$626,715.00	

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
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	\$783,896.00	\$1,410,859.00	\$2,093,641.00			\$101,114.00	\$2,194,755.00	
5	5.1	Class size reduction teachers and paraeducators at Kinney High, 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		\$280,592.00	\$0.00		\$280,592.00			\$280,592.00	
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 Prospect Community Day School 9-12		\$44,276.00	\$0.00		\$44,276.00			\$44,276.00	
5	5.3	Restorative Specialist at Prospect Community Day School and additional school clerk time at Kinney High, Cordova Gardens to increase attendance and school connectedness	All Socioeconomically Disadvantaged students, Hispanic and English Learners	No			Specific Schools: Cordova Gardens Elementary and Prospect Community Day School TK-5 and 9-12		\$44,010.00	\$0.00		\$44,010.00			\$44,010.00	
5	5.4	Behavior Support Assistant and Contract Project Optimism at Cordova Villa, 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		\$0.00	\$0.00		\$0.00			\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.5	Professional development and classified release time at Kinney High School and Cordova Villa	All English Learners, Hispanic, Socioeconomically Disadvantaged students, Students with Disabilities, African American	No			Specific Schools: Cordova Villa Elementary and Kinney High TK-5		\$6,837.00	\$0.00		\$6,837.00			\$6,837.00	
5	5.6	Instructional Coach	All English Learners, Hispanic, Socioeconomically Disadvantaged students, Students with Disabilities, African American	No			Specific Schools: Cordova Meadows Elementary TK-5		\$0.00	\$0.00	\$0.00				\$0.00	
5	5.7	Program resource costs	All English Learners, Hispanic, Socioeconomically Disadvantaged students, Homeless, two or more races, Students with Disabilities, African American	No			Specific Schools: Cordova Meadows, Cordova Gardens, Kinney High School, and Prospect Community Day School TK-5 and 9-12		\$0.00	\$22,933.00		\$22,933.00			\$22,933.00	
5	5.8	Experiential Learning (Van Fuel) at KHS	All Socioeconomically Disadvantaged and African American students	No					\$19,531.00	\$1,000.00		\$20,531.00			\$20,531.00	
5	5.9	Supplemental Instructional Materials for Kinney High School, Prospect and Cordova Gardens.	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	\$32,405.00		\$32,405.00			\$32,405.00	

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
5	5.10	Contribution to CME and CVE to improve English Language Arts and Mathematics results and reduce suspension and chronic absenteeism rates: specific emphasis on marginalized and underserved student populations to meet grade level standard.	All	No			Specific Schools: CME and CVE		\$0.00	\$0.00	\$0.00				\$0.00	

2026-27 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
\$258,424,504	20,176,916	7.808%	0.000%	7.808%	\$20,738,791.00	0.000%	8.025 %	Total:	\$20,738,791.00
								LEA-wide Total:	\$15,234,775.00
								Limited Total:	\$5,504,016.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Improve English Language Arts and Mathematics results: specific emphasis on marginalized and underserved student populations to meet grade level standard.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$3,712,447.00	
1	1.2	Improve English Language Arts and Mathematics results: specific emphasis on English Learners, foster youth, and students with disabilities to meet grade-level standards	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$2,167,040.00	
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	\$61,302.00	

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	\$35,232.00	
2	2.1	Comprehensive focus to Increase student attendance rates and reduce chronic absences.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,407,755.00	
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	\$3,407,754.00	
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	\$2,692,127.00	
2	2.4	Enhance family engagement and increase parent/family input with a focus on LCAP student groups (EL, Low income and Foster)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$490,064.00	
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	\$117,200.00	
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	\$223,310.00	
3	3.1	Integrated Social and Emotional Learning (SEL) Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools PreK-12	\$29,491.00	
3	3.2	Provide professional development opportunities in quality first instruction.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$1,131,319.00	

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	\$806,291.00	
3	3.4	Focus support to ensure students are college and career-ready underserved populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cordova High, Mills Middle, Rancho Cordova Elem. and W.E. Mitchell Middle 6-12	\$212,748.00	
4	4.1	Employee Pathways for Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$50,002.00	
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	\$101,068.00	
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	\$2,093,641.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$31,659,489.00	\$30,668,337.00

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	Improve English Language Arts and Mathematics results: specific emphasis on marginalized and underserved student populations to meet grade level standard.	Yes	\$6,968,669.00	\$7,286,379.00
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	\$2,303,049.00	\$2,292,833.00
1	1.3	TK/Kinder Readiness: Provide access to early childhood education for eligible students and families.	Yes	\$146,953.00	\$151,746.00
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.	Yes	\$77,719.00	\$49,240.00
1	1.5	Narrow the achievement and access gap for English Learners, Students with Disabilities, and Foster Youth to meet grade level standard.	No	\$0.00	
1	1.6	English Language Development	No	\$0.00	
1	1.7	LTEL Targeted Acceleration	No	\$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Comprehensive focus to Increase student attendance rates and reduce chronic absences.	Yes	\$3,436,015.00	\$3,280,728.00
2	2.2	Comprehensive Focus to increase the high school graduation rate and decrease the dropout rate for all students.	Yes	\$4,716,774.00	\$4,306,579.00
2	2.3	Comprehensive and Restorative Approach to reduce suspensions, expulsions, and bullying incidents.	Yes	\$3,073,047.00	\$3,208,927.00
2	2.4	Enhance family engagement and increase parent/family input with a focus on LCAP student groups (EL, Low income and Foster)	Yes	\$574,448.00	\$549,527.00
2	2.5	Increase two-way engagement with all educational partners and foster community partnerships.	Yes	\$322,929.00	\$172,857.00
2	2.6	Services and Support for Foster and Homeless	Yes	\$96,512.00	\$213,404.00
2	2.7	Engagement and Training for Parents of English Learners	No	\$0.00	
3	3.1	Integrated Social and Emotional Learning (SEL) Training	Yes	\$18,822.00	\$25,247.00
3	3.2	Provide professional development opportunities in quality first instruction.	Yes	\$1,732,737.00	\$1,414,150.00
3	3.3	Professional learning and instructional strategies to guarantee English Learner students access to instruction and improve achievement.	Yes	\$1,822,534.00	\$2,608,592.00
3	3.4	Focus support to ensure students are college and career-ready underserved populations.	Yes	\$226,161.00	\$178,664.00
3	3.5	Instructional Coaches and Program Monitoring	No	\$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Differentiated Assistance Technical Assistance focus on improving outcomes for African American, Students with Disabilities, and Long-Term English Learners	No	\$0.00	
4	4.1	Employee Pathways for Recruitment and Retention	Yes	\$1,942,792.00	\$1,314,221.00
4	4.2	Foster a safe and positive environment; Implement school safety and security measures.	Yes	\$627,529.00	\$632,060.00
4	4.3	Provide linguistically and culturally responsive instructional strategies and materials and programs.	Yes	\$2,681,638.00	\$2,215,535.00
5	5.1	Class size reduction teachers and paraeducators at Kinney High, Cordova Gardens and Cordova Meadows to increase student achievement.	No	\$236,746.00	\$348,639.00
5	5.2	Continuation Teacher at Kinney High School and Community Day Teacher at Prospect Community Day School to increase student achievement.	No	\$105,524.00	\$57,987.00
5	5.3	Restorative Specialist at Prospect Community Day School and additional school clerk time at Kinney High, Cordova Gardens to increase attendance and school connectedness.	No	\$56,951.00	\$52,647.00

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)
5	5.4	Behavior Support Assistant and Contract Project Optimism at Cordova Villa, and a day of Social Worker at Cordova Gardens to reduce suspension.	No	\$166,628.00	\$120,527.00
5	5.5	Professional development and classified release time at Kinney High School and Cordova Villa	No	\$22,082.00	\$31,289.00
5	5.6	Instructional Coach	No	\$0.00	
5	5.7	Program resource costs.	No	\$40,735.00	\$30,432.00
5	5.8	Experiential Learning (Van Fuel) at KHS	No	\$24,231.00	\$24,231.00
5	5.9	Supplemental Instructional Materials for Kinney High School, Cordova Gardens, and Cordova Villa	No	\$1,275.00	0

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)
5	5.10	Contribution to CME to improve English Language Arts and Mathematics results and reduce suspension and chronic absenteeism rates: specific emphasis on marginalized and underserved student populations to meet grade level standard.	Yes	\$236,989.00	\$101,896.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$19,215,414	\$21,250,843.00	\$19,737,254.00	\$1,513,589.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Improve English Language Arts and Mathematics results: specific emphasis on marginalized and underserved student populations to meet grade level standard.	Yes	\$3,611,096.00	\$3,479,769.00		
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	\$2,270,164.00	\$2,166,613.00		
1	1.3	TK/Kinder Readiness: Provide access to early childhood education for eligible students and families.	Yes	\$146,953.00	\$151,746.00		
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.	Yes	\$77,719.00	\$49,240.00		
2	2.1	Comprehensive focus to Increase student attendance rates and reduce chronic absences.	Yes	\$3,308,004.00	\$3,165,039.00		
2	2.2	Comprehensive Focus to increase the high school graduation rate and decrease	Yes	\$3,250,997.00	\$2,905,413.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		the dropout rate for all students.					
2	2.3	Comprehensive and Restorative Approach to reduce suspensions, expulsions, and bullying incidents.	Yes	\$2,628,782.00	\$2,680,843.00		
2	2.4	Enhance family engagement and increase parent/family input with a focus on LCAP student groups (EL, Low income and Foster)	Yes	\$493,981.00	\$461,294.00		
2	2.5	Increase two-way engagement with all educational partners and foster community partnerships.	Yes	\$136,400.00	\$118,573.00		
2	2.6	Services and Support for Foster and Homeless	Yes	\$96,512.00	\$213,404.00		
3	3.1	Integrated Social and Emotional Learning (SEL) Training	Yes	\$18,822.00	\$25,247.00		
3	3.2	Provide professional development opportunities in quality first instruction.	Yes	\$1,097,285.00	\$1,012,140.00		
3	3.3	Professional learning and instructional strategies to guarantee English Learner students access to instruction and improve achievement.	Yes	\$265,407.00	\$809,964.00		
3	3.4	Focus support to ensure students are college and career-ready underserved populations.	Yes	\$226,161.00	\$178,664.00		
4	4.1	Employee Pathways for Recruitment and Retention	Yes	\$785,651.00	\$48,328.00		
4	4.2	Foster a safe and positive environment; Implement school safety and security measures.	Yes	\$107,469.00	\$109,024.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	Provide linguistically and culturally responsive instructional strategies and materials and programs.	Yes	\$2,492,451.00	\$2,060,057.00		
5	5.10	Contribution to CME to improve English Language Arts and Mathematics results and reduce suspension and chronic absenteeism rates: specific emphasis on marginalized and underserved student populations to meet grade level standard.	Yes	\$236,989.00	\$101,896.00		

2025-26 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)
\$245,904,190	\$19,215,414	0.00	7.814%	\$19,737,254.00	0.000%	8.026%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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				Y
Foster Youth		Y	Y	Y
Homeless Youth		Y	Y	Y
Pacific Islander			*	
Students with Disabilities	*	Y	Y	

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

School	ELA	Chronic	Graduation Rate	Suspension	CCI
Cordova Meadows Elementary	Y				
Cordova Villa Elementary	*				
Folsom Lake High					*
Innovations Academy		*			
Kinney High (Continuation)			Y	Y	*
Mills Middle	*				
W. E. Mitchell Middle				*	
Walnutwood High (Independent Study)	*				
Williamson Elementary	*			*	

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

School	Student Group	ELA	MATH	ELPI	Chronic	Graduation Rate	Suspension	CCI
Cordova Gardens Elementary	English Learners			Y	Y			
	Hispanic				Y			
	Homeless Youth						Y	
	Two or More Races						Y	
Cordova High	Asian						*	
	English Learners	*	*	*				
	Socioeconomically Disadvantaged		*					
	Students with Disabilities							*
Cordova Meadows Elementary	African American						Y	
	English Learners	Y						
	Hispanic	Y			Y			
	Socioeconomically Disadvantaged	Y						
	Students with Disabilities						Y	
	Two or More Races						Y	
Cordova Villa Elementary	African American						*	
	English Learners	*	*	*				
	Hispanic	*						
	Homeless Youth				*		*	
	Socioeconomically Disadvantaged	*						
	Two or More Races						*	
	White						*	
Empire Oaks Elementary	White				*			
Folsom High	Students with Disabilities	*	*					
	Hispanic				*			

Innovations Academy	Socioeconomically Disadvantaged				*			
	Two or More Races				*			
	White				*			
Kinney High (Continuation)	African American						Y	
	Socioeconomically Disadvantaged					Y	Y	*
Mills Middle	African American	*	*				*	
	English Learners	*	*					
	Hispanic	*	*					
	Socioeconomically Disadvantaged	*						
	Students with Disabilities	*					*	
Natoma Station Elementary	Students with Disabilities				*			
Navigator Elementary	Asian				*			
	English Learners				*			
	Homeless Youth				*			
	Students with Disabilities	*						
	Two or More Races				*			
Peter J. Shields Elementary	Socioeconomically Disadvantaged						*	
	Students with Disabilities	*	*				*	
Rancho Cordova Elementary	English Learners		*					
	Homeless Youth						*	
	Students with Disabilities		*					
Sutter Middle	Hispanic				*			
	Socioeconomically Disadvantaged				*			
	Students with Disabilities	*	*		*			
Theodore Judah Elementary	English Learners			*				
	Students with Disabilities						*	
W. E. Mitchell Middle	African American	*	*					
	English Learners	*	*					
	Hispanic	*	*					
	Homeless Youth	*	*					
	Socioeconomically Disadvantaged	*	*				*	
	Students with Disabilities	*	*		*		*	
White Rock Elementary	Two or More Races						*	
	African American				*			
	English Learners	*		*				
	Hispanic	*						
	Homeless Youth						*	
Williamson Elementary	Socioeconomically Disadvantaged	*						
	English Learners	*					*	
	Hispanic	*					*	
	Socioeconomically Disadvantaged	*					*	
	Students with Disabilities						*	
	White	*						