

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fullerton School District

CDS Code: 30665060000000

School Year: 2024-25

LEA contact information:

Robert Pletka, Ed.D

Superintendent

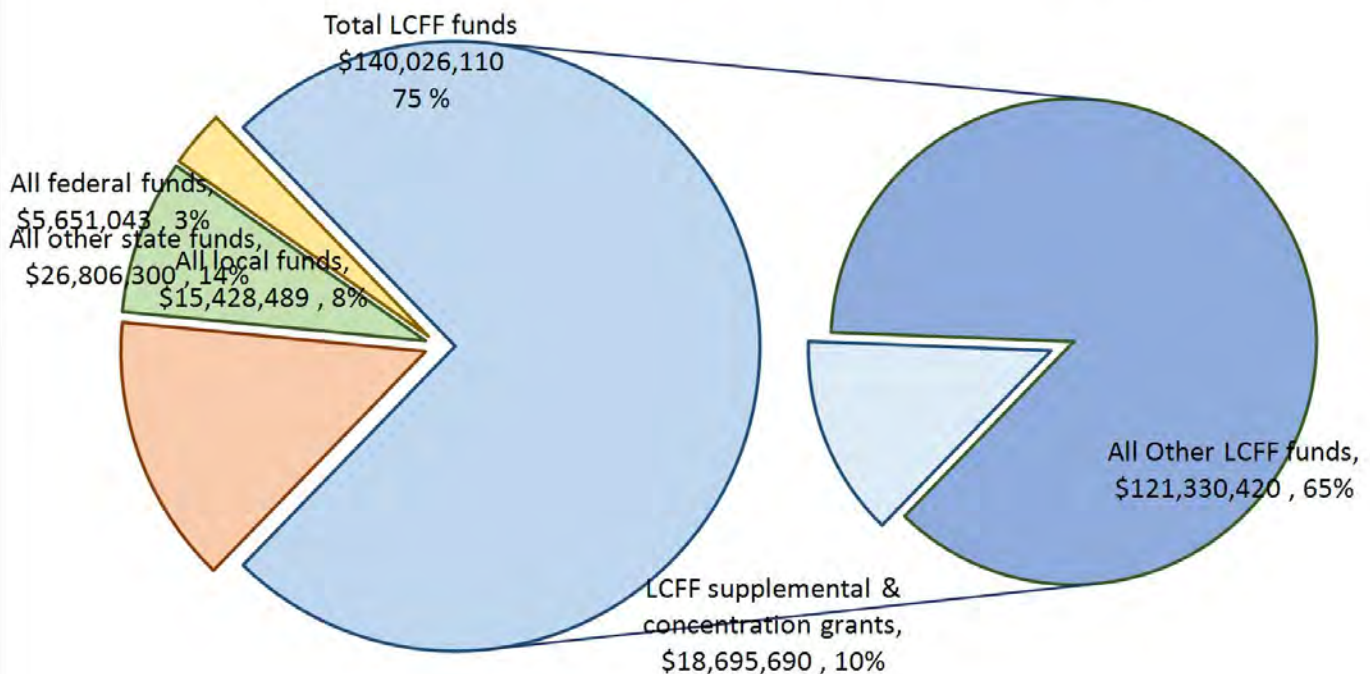
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

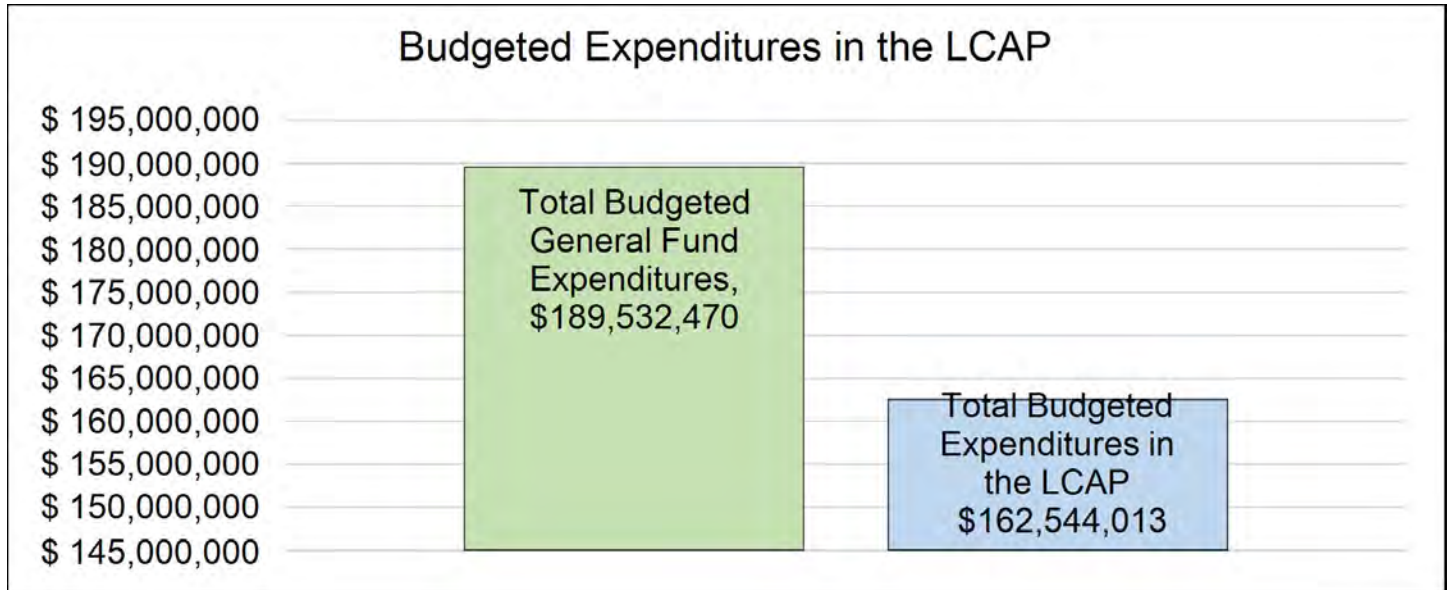


This chart shows the total general purpose revenue Fullerton School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fullerton School District is \$187,911,942, of which \$140,026,110 is Local Control Funding Formula (LCFF), \$26,806,300 is other state funds, \$15,428,489 is local funds, and \$5,651,043 is federal funds. Of the \$140,026,110 in LCFF Funds, \$18,695,690 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Fullerton School District plans to spend \$189,532,470 for the 2024-25 school year. Of that amount, \$162,544,013 is tied to actions/services in the LCAP and \$26,988,457 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

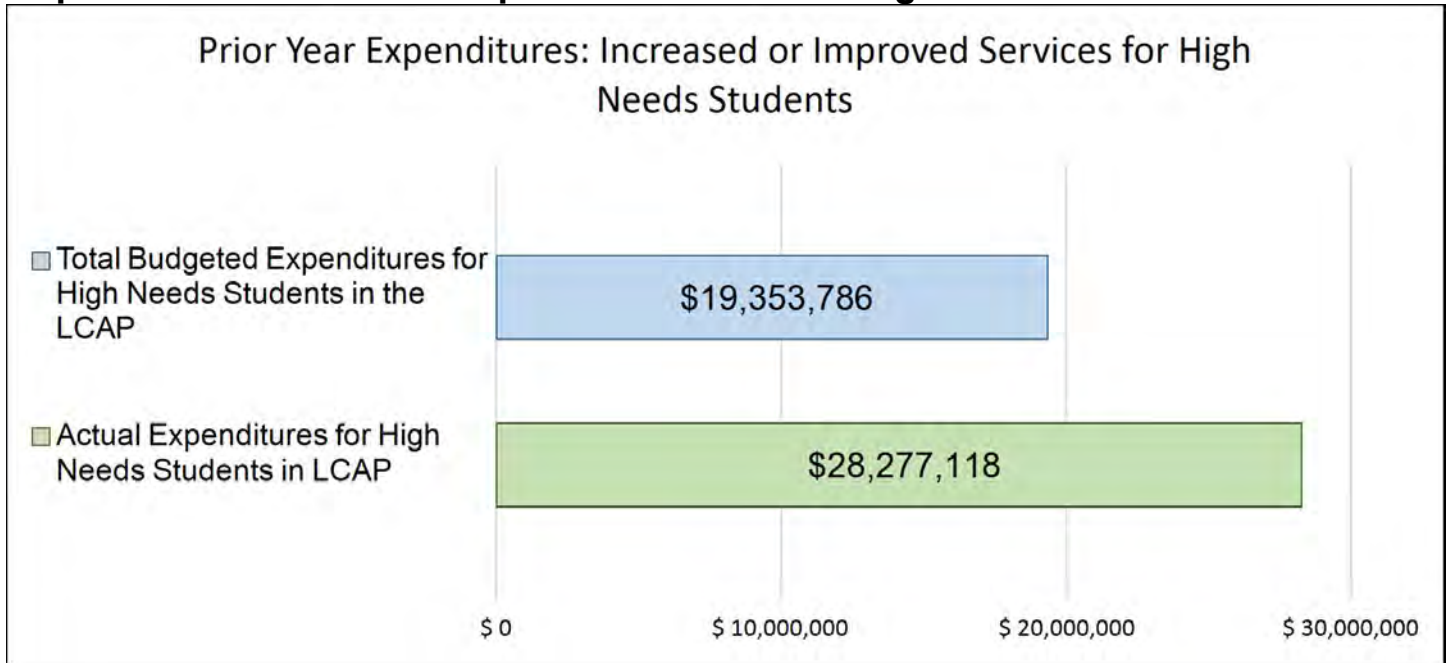
Multi-year grants and entitlements funded for specific purposes, including the Inclusive Early Education Expansion Grant and the CA Community Schools Partnership Program are partially excluded. Other Special Education and general administrative expenditures are also excluded.

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

In 2024-25, Fullerton School District is projecting it will receive \$18,695,690 based on the enrollment of foster youth, English learner, and low-income students. Fullerton School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fullerton School District plans to spend \$20,999,896 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Fullerton School District's LCAP budgeted \$19,353,786 for planned actions to increase or improve services for high needs students. Fullerton School District actually spent \$28,277,118 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fullerton School District	Robert Pletka, Ed.D Superintendent	robert_pletka@myfsd.org 714-447-7400

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate proficiency or growth toward proficiency in ELA and Math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Distance from Standard (DFS) - ELA *unduplicated student groups	2019 ELA DFS: *ELs: -14.4 *Foster Youth: -96 Homeless: -55.1 *SocioEcon Dis: -24 Stud w/Disab: -85.7 Af American: -18.7 Am Ind/Alskn: -62 Asian: 82.7 Filipino: 56.5 Hispanic: -23.1 Nat Hawa/Pacl: n/a White: 44 Two or More: 49.7	No 2020-2021 Data Available	2022 ELA DFS : *ELs: -25.9 *Foster Youth: -93.3 Homeless: -46.6 *SocioEcon Dis: -20.2 Stud w/Disab: -84.8 Af American: -11.4 Am Ind/Alskn: -68.1 Asian: 90 Filipino: 65.3 Hispanic: -26.8 Nat Hawa/Pacl: -27.2 White: 39.8 Two or More: 46.4	2023 ELA DFS: *ELs: -31.3 *Foster Youth: -79.8 *Homeless: -68.9 *SocioEcon Dis: -22.3 Stud w/Disab: -89.4 Af American: -19.6 Am Ind/Alskn: -3.8 Asian: 92 Filipino: 65.2 Hispanic: -30.7 Nat Hawa/Pacl: -28.7 White: 37.1 Two or More: 52.8	Each student group will demonstrate proficiency or annual growth on the CAASPP-ELA assessment, as measured by DFS (Distance from Standard).
CAASPP Overall Performance Level: ELA	2019 ELA Level 3, Green	No 2020-2021 Data Available	2022 ELA - High *Color codes not used for 2021-2022	2023 ELA Level 4 Green	Overall district performance in ELA is Level 3 (Green) or 4 (Blue)
CAASPP Distance from Standard (DFS) - Math	2019 Math DFS: *ELs: -30 *Foster Youth: -140 Homeless: -80.3 *SocioEcon Dis: -45.6	No 2020-2021 Data Available	2022 Math DFS: *ELs: -52 *Foster Youth: -106 Homeless: -89.1 *SocioEcon Dis: -51.5	2023 Math DFS: *ELs: -48.7 *Foster Youth: -117 Homeless: -94.8 *SocioEcon Dis: -46.9	Each student group will demonstrate annual growth on the CAASPP-Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
*unduplicated student groups	Stud w/Disab: -108 Af American: -38.6 Am Ind/Alskn: -116 Asian: 81.9 Filipino: 40.8 Hispanic: -47.3 Nat Hawa/PacIs: n/a White: 25 Two or More: 25.8		Stud w/Disab: -116.5 Af American: -35.3 Am Ind/Alskn: N/A Asian: 79.1 Filipino: 33.4 Hispanic: -61.7 Nat Hawa/PacIs: N/A White: 19.7 Two or More: 21.9	Stud w/Disab: -111.3 Af American: -43.3 Am Ind/Alskn: -17.9 Asian: 85.8 Filipino: 42.8 Hispanic: -59.1 Nat Hawa/PacIs: -32 White: 18.8 Two or More: 28.6	assessment, as measured by DFS.
CAASPP Overall performance Level:Math	2019 Math Level 2, Yellow	No 2020-2021 Data Available	2022 Math - High *Color codes not used for 2021-2022	2023 Math Level 4, Green	Overall district performance in Math is Level 3 (Green) or 4 (Blue)
iReady ELA percentile scores (Used in the absence of CAASPP scores in 2020 and in 2021)	ELA Diagnostic Percentile Scores (Fall 2021) Overall: 54	ELA Diagnostic Percentile Scores (Spring 2022) Overall: 57	ELA Diagnostic Percentile Scores (Spring 2023) Overall: 56	iReady ELA Diagnostic Distance From Standard (DFS) (Spring 2024) Note: FSD switched from focusing on percentile score to DFS to align with the CA Dashboard Overall: -18.7 *Eng Learners: -70.2 *Foster Youth: -37.9 Homeless: -76.9 *Econ Disadv: -36.6 Special Ed: -79.8	The percent of student groups meeting or exceeding the typical growth target scores on the final iReady ELA diagnostic will increase annually.
*Unduplicated student groups	*English Learners: 30 *Foster Youth: 41 Homeless: 44 *Econ Disadv: 43 Special Ed: 24	*Eng Learners: 34 *Foster Youth: 43 Homeless: 45 *Econ Disadv: 46 Special Ed: 27	*Eng Learners: 34 *Foster Youth: 33 Homeless: 30 *Econ Disadv: 45 Special Ed: 27		
iReady Math percentile scores (Used in the absence	Math Diagnostic Percentile Scores (Fall 2021)	Math Diagnostic Percentile Scores (Spring 2022):	Math Diagnostic Percentile Scores (Spring 2023)	iReady Math Diagnostic Distance From Standard (DFS) (Spring 2024)	The percent of student groups meeting or exceeding the typical

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>of CAASPP scores in 2020 and in 2021)</p> <p>*Unduplicated student groups</p>	<p>Overall: 51</p> <p>*English Learners: 30</p> <p>*Foster Youth: 34</p> <p>Homeless: 36</p> <p>*Econ Disadv: 39</p> <p>Special Ed: 21</p>	<p>Overall: 53</p> <p>*Eng Learners: 33</p> <p>*Foster Youth: 36</p> <p>*Homeless: 37</p> <p>Econ Disadv: 42</p> <p>Special Ed: 24</p>	<p>Overall: 51</p> <p>*Eng Learners: 32</p> <p>*Foster Youth: 29</p> <p>Homeless: 27</p> <p>*Econ Disadv: 40</p> <p>Special Ed: 22</p>	<p>Note: FSD switched from focusing on percentile score to DFS to align with the CA Dashboard</p> <p>Overall: -13.7</p> <p>*Eng Learners: -39.4</p> <p>*Foster Youth: -34.4</p> <p>Homeless: -48.8</p> <p>*Econ Disadv: -27.3</p> <p>Special Ed: -54.4</p>	<p>growth target scores on the final iReady Math diagnostic will increase annually.</p>
<p>LCAP Student Survey</p> <p>Baseline Survey:</p> <p>*Survey scale was out of 3 for elementary.</p> <p>*Survey scale was out of 5 for junior high.</p> <p>2021-2022:</p> <p>New survey measuring rigor, connectedness and safety with 4 pt scale: 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time</p>	<p>Engagement</p> <p>Elem: 2.86</p> <p>Jr. High: 3.44</p> <p>Academic Rigor</p> <p>Elem: 2.53</p> <p>Jr. High 3.75</p> <p>Instructional Methods</p> <p>Elem: 2.65</p> <p>Jr. High 3.41</p>	<p>Engagement</p> <p>All: 2.92</p> <p>Elem: 3.04</p> <p>Jr. High: 2.69</p> <p>Academic Rigor</p> <p>All: 2.91</p> <p>Elem: 3.04</p> <p>Jr. High: 2.72</p> <p>Connectedness</p> <p>All: 2.82</p> <p>Elem: 2.95</p> <p>Jr. High: 2.56</p> <p>Instructional Methods:</p> <p>All: 2.82</p> <p>Elem: 2.91</p> <p>Jr. High: 2.64</p>	<p>Engagement:</p> <p>All: 2.89</p> <p>Elem: 3.03</p> <p>Jr. High: 2.69</p> <p>Academic Rigor:</p> <p>All: 2.9</p> <p>Elem: 3.0</p> <p>Jr. High: 2.7</p> <p>Connectedness:</p> <p>All: 2.8</p> <p>Elem: 2.95</p> <p>Jr. High: 2.5</p> <p>Instructional Methods:</p> <p>All: 2.97</p> <p>Elem: 3.12</p> <p>Jr. High: 2.66</p>	<p>2023 - 2024</p> <p>Survey measured academic rigor, connected, and safety (out of 4 max):</p> <p>Academic Rigor:</p> <p>All: 2.88</p> <p>Elem: 3.00</p> <p>Jr. High: 2.80</p> <p>Connectedness:</p> <p>All: 2.75</p> <p>Elem: 2.94</p> <p>Jr. High: 2.61</p>	<p>Ratings by EL and MS students on measures of engagement, SEL, academic rigor and instructional methods will increase annually</p>
<p>EL Progress Indicator and Reclassification Rates</p>	<p>2019:</p> <p>Progress Indicator: 53.2%</p>	<p>2021:</p> <p>Progress Indicator: N/A</p>	<p>2021-2022:</p> <p>Progress Indicator: N/A</p>	<p>2022-2023:</p>	<p>The percent of ELs demonstrating progress toward</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Level 4: 25.18% Level 3: 43.42% Level 2: 24.76% Level 1: 6.64% Reclassification Rate: 2019-2020: 13.1%	Level 4: 22.74% Level 3: 40.76% Level 2: 26.55% Level 1: 9.95% Reclassification Rate: 2020-2021 7%	Level 4: 24.22% Level 3: 39.87% Level 2: 25.71% Level 1: 10.20% Reclassification Rate 2021-2022: 8%	Progress Indicator: 45.3% (CA Dashboard) Level 4: 16.60% Level 3: 39.67% Level 2: 29.22% Level 1: 14.52% Reclassification Rate 2022-2023: 19%	English Language proficiency on ELPAC will increase annually. Reclassification rates will increase annually.
Principal Reflection Survey Baseline: *Survey scale was out of 3. 2021-2022 Survey scale was out of 5 to align with state scale on CA dashboard.	2021 Principal Survey Progress in providing professional learning to staff (Average: 2.48) Progress in making standards- aligned instructional materials available (Average: 2.64) Progress in providing support to staff where they can improve in delivering instruction (Average: 2.48) Progress in implementing other adopted academic standards (PE, Health, VAPA, etc.) (Average: 2.36)	2022 Principal Survey Progress in providing professional learning to staff (Average: 4.24) Progress in making standards- aligned instructional materials available (Average: 4.13) Progress in providing support to staff where they can improve in delivering instruction (Average: 4.02) Progress in implementing other adopted academic standards (PE, Health, VAPA, etc.) (Average: 3.99)	2023 Principal Survey Progress in providing professional learning to staff (Average: 3.63) Progress in making standards- aligned instructional materials available (Average: 3.85) Progress in providing support to staff where they can improve in delivering instruction (Average: 3.76) Progress in implementing other adopted academic standards (PE, Health, VAPA, etc.) (Average: 3.80)	2024 Principal Survey Progress in providing professional learning to staff (Average: 3.95) Progress in making standards- aligned instructional materials available (Average: 4.01) Progress in providing support to staff where they can improve in delivering instruction (Average: 3.93) Progress in implementing other adopted academic standards (PE, Health, VAPA, etc.) (Average: 3.75)	Principal Ratings will improve to and/or be maintained at 2.5 or above: Progress in providing professional learning to staff (Average: 2.5+) Progress in making standards- aligned instructional materials available (Average: 2.5+) Progress in providing support to staff where they can improve in delivering instruction (Average: 2.5+) Progress in implementing other adopted academic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Progress on support for teachers and administrators on Identifying professional learning needs (Average: 2.59)	Progress on support for teachers and administrators on Identifying professional learning needs (Average: 3.84)	Progress on support for teachers and administrators on Identifying professional learning needs (Average: 3.63)	Progress on support for teachers and administrators on Identifying professional learning needs (Average: 3.8)	standards (PE, Health, VAPA) (Average:2.5+) Progress on support for teachers and administrators on Identifying professional learning needs (Average: 2.5+)
Williams Audit Ratings (State Priority 1) Basic Conditions 1. Number of teacher mis-assignments 2. Number of students without access to instructional materials 3. Number of instances where facilities do not meet the “good repair” standard	1. Teachers: 100% compliance 2. Instructional materials: 100% compliance 3. Facilities: 100% compliance	1. Teachers: 100% compliance 2. Instructional materials: 100% compliance 3. Facilities: 100% compliance	1. Teachers: 100% compliance 2. Instructional materials: 100% compliance 3. Facilities: 100% compliance	2023-2024 1. Teachers: 100% compliance 2. Instructional materials: 100% compliance 3. Facilities: 100% compliance	Williams Audit Ratings on Measures related to Basic Conditions: 1. Number of teacher mis- assignments: 100% 2. Compliance Number of students without access to instructional materials: 100% 3. Compliance Number of instances where facilities do not meet the “good repair” standard: 100 Compliance
Broad Course of Study (Priority 7)	100% of students have access to required courses as well as the opportunity	100% of students have access to required courses as well as the opportunity	100% of students have access to required courses as well as the	100% of students have access to required courses as well as the opportunity	100% of students have access to required courses as well as the opportunity

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who have access.	for enrichment and interventions.	for enrichment and interventions.	opportunity for enrichment and interventions.	for enrichment and interventions.	for enrichment and interventions.

Goal Analysis

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

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

In 2023-2024, FSD developed and implemented signature strategies in ELA and Math. The signature practices include 3 core strategies in each of the subject matter areas. In English language arts, the three strategies varied based on grade band, slightly differing between elementary and secondary strategies. At the elementary level, the three evidence-based literacy strategies are Interactive Read Aloud and Shared Reading, Teacher/Student Talk Moves, and Progress monitor through Quick Writes that are aligned to the grade level standards and Smarter Balanced specifications. For secondary, the three evidence-based literacy strategies are Teacher and Student Talk Moves, Pedagogical Reading Structures Know and Wonder and Notice and Note to address the teaching of Central Idea and Inference, and Designing and analyzing Common Formative Assessments to measure the growth of priority standards and SBAC learning targets. For mathematics, FSD developed and implemented evidence-based signature strategies that spanned elementary to secondary which include warm ups, the Problem Solving Protocol: The Three Read Protocol and 5 Practices for a Meaningful Discussion, and Common Formative Assessment and Progress Monitoring through the use of the digital platforms. All three signature strategies are evidence-based. Additionally, principals underwent a refresher on High Reliability Schools (HRS) core practices, showing FSD's dedication to maintaining high standards of instruction and instructional leadership in its schools.

In Action 5, instead of the Young Writers' Guild, FSD made efforts to improve student literacy more district-wide through challenges named The 40 Day Reading Challenge and the World of Wisdom Reading Challenge. Every 3rd to 6th grader at every elementary school had access to the challenge through a central website, with the engagement of the on-site Technology, Library, & Media Assistants expanding the base of students who could benefit from literacy efforts.

Successes and Challenges:

FSD has many reasons to celebrate this school year, showcasing growth and success in various programs. The Speech and Debate program has seen remarkable progress, with teams from FSD's Elementary and Middle Schools excelling in team sweepstakes. This excellence has led to twenty finalists qualifying for the National Speech and Debate Tournament, highlighting the program's success. Meanwhile, the FSD Street Hockey Tournament brought together students from grades 4-5 and 7-8, promoting sportsmanship and physical activity. This year was particularly memorable, marking the Ducks' 30th anniversary and a decade of partnership with FSD. For junior high students, street hockey was also included in the FSD Afterschool Sports program. In academic and career readiness, FSD collaborated with

NOCROP to integrate the 12 Career Ready Practices (CRPs) into junior high school electives. Teachers involved in this initiative learned about the CRPs, set goals, and worked with a NOCROP coach to achieve them. In the field of STEM, VEX Robotics teams from two junior high schools competed at tournaments, achieving playoff positions, with one team advancing to the quarterfinals against high school competitors. For the elementary level, FSD partnered with UC Irvine to bring coding concepts in culturally relevant ways to classrooms through professional development during the summer and continual monthly check-ins with the PD facilitators. Additionally, FSD's partnership with Vision To Learn has brought essential vision care services to TK-8th graders across six schools, starting with an initial screening of 552 students at Nicolas Junior High, and approximately 185 students receiving glasses. Furthermore, FSD placed a significant emphasis on integrating the arts into the curriculum, enriching students' educational experiences by promoting creativity and expression alongside academic and physical pursuits.

FSD maintained a maximum limit on substitutes per day for school-related activities like trainings and professional development to cope with the shortage of substitute teachers in the COVID and post-COVID era. This restriction inevitably constrained the scale of training sessions. Despite these limitations, FSD persisted in providing a wide range of professional development opportunities to teachers and all relevant staff during non-student days, after school, and within the confines of the substitute teacher limit during the school day. Additionally, FSD continues to navigate challenges related to turnover in certain positions but remains committed to diligently recruiting, hiring, and training staff to effectively serve its students.

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

Actions 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, and 1.13 saw an increase from planned expenditures to estimated actuals due to a targeted refocus and a strong commitment to academic interventions and improvement led by the Board of Trustees. This shift resulted in higher spending on professional development, college and career readiness, EL support, fiscal alignment, academic instruction and intervention, academic enrichment, strategic use of data, and special education student support. Additionally, we saw an increase in grant monies that were geared toward academic improvement.

Conversely, Action 1.4 experienced a decrease as some advanced coursework was reclassified under career and career readiness. FSD is transitioning to a career education model where advanced courses are designed to prepare students for both college and career, rather than simply being advanced. Additionally, fewer curriculum adoptions this year led to lower expenditures for Action 1.6. Action 1.2 experienced a lower than expected expenditure as structured release time was not readily available due to the shortage of substitute teachers.

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

Over the three-year LCAP cycle, FSD's concerted efforts under Goal 1 have led to positive trends in various metrics. In the English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP) scores, enhancements were observed among Foster

Youth, Asian students, White students, and students of two or more races. In Mathematics, the CAASPP scores showed upward trends for English Learners (ELs), Socioeconomically disadvantaged students, Asian, Filipino, Hispanic students, and those of two or more races. Furthermore, there was an increase in Academic Rigor for junior high students, with the average score by junior high survey takers rising from 2.69 to 2.8. Additionally, the rate of English Learner (EL) reclassification saw a noteworthy increase to 19%. However, there is recognized room for growth in many areas in order to improve outcomes for all our student groups in the next three year cycle. Relating to each action, reflections of successes, challenges, and and some changes that will address the challenges are highlighted below:

Action 1.1 Professional Development: FSD supported teachers in developing skills necessary for both academic and social-emotional learning. Despite efforts, a substitute teacher shortage during and after COVID-19 limited the scale of training attendance. FSD recognized the importance of focusing professional development on district-wide core practices for both teachers and administrators, aiming for a shared understanding and concerted effort in future LCAPs. This approach highlights the need to extend training to all relevant staff.

Action 1.2 Professional Learning Communities: Responding to the need for a unified focus, FSD implemented shared instructional practices and language across the district towards the cycle's end, planning to reflect this emphasis in the upcoming LCAP.

Action 1.3 High-Quality Staff: FSD engaged in numerous recruitment fairs, demonstrating a commitment to recruiting and retaining staff.

Action 1.4 Advanced Coursework: FSD successfully recruited appropriate personnel for the expansion of Spanish and Korean dual-language programs.

Action 1.5 College and Career Readiness: Replacing the Young Writers Guild with district-wide challenges aimed to engage families more broadly through math and reading challenges. Also, the Career Ready Practices are being used as a common guide and language for elective teachers.

Action 1.6 Standards-Aligned Curriculum and Materials: FSD provided standards-aligned materials to students and teachers, working towards incorporating culturally relevant perspectives in the curriculum, which will be detailed in the next LCAP.

Action 1.7 English Language Learner Support: Staff received training on Ellevation across all schools, with monthly resources and tools provided through the Ed Services newsletter. FSD emphasized literacy and early reading skills development through various programs and extended summer learning opportunities for 1st to 7th grade newcomers.

Action 1.8 Fiscal Alignment: FSD actively sought and secured grant funding to support the acquisition of materials and the hiring and retention of staff for its programs.

Action 1.9 Academic Instruction and Intervention: Recognizing the need for greater intentionality and organization, FSD made improvements to the dashboard for foster youth and students experiencing homelessness, aiming for a more focused approach with multiple accountability partners.

Action 1.10 Academic Enrichment: FSD plans to develop metrics for tracking the participation of ELs, foster youth, and students experiencing financial hardships in signature programs in the next LCAP.

Action 1.11 Strategic Use of Data: Dashboard columns were assigned to multiple individuals for shared accountability, ensuring a collective responsibility that will be incorporated into the next LCAP.

Action 1.12 Increase Numbers of Staff at Highest Need Sites: The Response to Intervention (RtI) program served ELs, foster youth, and students experiencing financial hardships. However, FSD recognized a need for a more focused MTSS model which will be outlined in the next LCAP.

Action 1.13 Special Education Student Support: The expansion of Behavior Intervention Assistance (BIA) staff and the ongoing provision of additional behavior specialists reflect efforts to support learning for students with disabilities. The co-teach model and professional development for teachers involved in co-teaching show a commitment to continuous improvement.

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

In response to the analysis and the data provided in the metrics, FSD has made strategic adjustments to its goals, outcomes, metrics, and actions for the development of the 2024–25 LCAP. Recognizing the critical role of professional development in enhancing student learning, FSD has decided to broaden its focus on district-wide core instructional practices for ELA and Math. This evolution aims to grow a unified understanding and collective effort across all levels of staff, acknowledging that a comprehensive approach is vital for meaningful progress. To reinforce this cohesive approach, FSD has embraced district-wide shared instructional strategies and terminology in ELA and math, ensuring consistency in teaching methods. Additionally, Career Ready Practices have been rolled out as a unifying framework for elective teachers in junior highs, adopting this common language and practices on a voluntary basis to enhance the alignment of instructional practices and prepare students for college and career. To increase the scale of professional development, FSD will be holding a Summer Institute for teachers that will provide professional development in topics including, but not limited to, the signature strategies, trauma informed practices, arts integration, assessment and data analysis, and differentiating for English Learners.

Furthermore, FSD is committed to integrating culturally relevant perspectives into the curriculum, a move that will be elaborated in the upcoming LCAP. This commitment reflects a deepened understanding of the importance of relevance in engaging a diverse student body. The strengthened commitment to an internal dashboard for monitoring the progress of foster youth and students experiencing homelessness represents a leap towards more intentional and organized support structures. This tool is designed to hone in on specific areas such as SEL, academics, attendance, and mentorship for targeted interventions following a MTSS model.

To enhance accountability and track the effectiveness of its programs, FSD plans to develop specific metrics for assessing the participation of English Learners, foster youth, and students facing financial hardships in signature extracurricular programs. This initiative is aimed at

identifying and addressing gaps in participation and outcomes. Additionally, recognizing the limitations of the current MTSS model, FSD intends to introduce a more focused strategy in the next LCAP, aiming for a more effective approach to meet students' varied needs.

The co-teach model and the provision of professional development for co-teaching staff will be strengthened, reflecting FSD's dedication to continuous improvement and collaborative teaching strategies. These changes are a direct response to the need for actions that not only address identified inefficiencies but also pave the way for innovative and impactful approaches in supporting FSD's diverse learner population. Through these targeted adjustments, FSD is committed to transforming its educational practices to better meet the needs of its students and community.

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

Goals and Actions

Goal

Goal #	Description
2	District will ensure access to high quality digital tools, resources, personalized learning technology and professional learning to ensure that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students have daily access to high-quality digital instructional resources.	100%	100%	100%	100% (2023-2024)	Maintain 100%
% of students have Google Accounts for student created work.	100%	100%	100%	100% (2023-2024)	Maintain 100%
% teachers who teach requisite digital citizenship, information literacy, and Internet safety lessons at the beginning of the school year.	100%	100%	100%	100% (2023-2024)	Maintain 100%
% teachers trained in personalized learning (Overlays) and technology integration	20%	40%	60%	70% (2023-2024)	80% of teachers will be trained in Overlays

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>% of teachers who feel confident in using instructional technology to enhance student learning.</p> <p>Survey developed in March 2022 with 4 pt scale: 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time</p>	No baseline data - FSD will use a new survey	<p>2021-2022</p> <p>Percentage of teachers who feel confident in using instructional technology to enhance student learning (out of 4):</p> <p>Overall: 3.37 Elem: 3.39 Jr. High: 3.32</p>	<p>2021-2022</p> <p>Percentage of teachers who feel confident in using instructional technology to enhance student learning (out of 4):</p> <p>Overall: 3.37 Elem: 3.39 Jr. High: 3.32</p>	<p>2023-2024</p> <p>Percentage of teachers who feel confident in using instructional technology to enhance student learning (out of 4):</p> <p>Overall: 3.15 Elem: 3.19 Jr. High: 3.03</p>	Annual increases in % of teachers who feel confident

Goal Analysis

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

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

FSD has elevated technology and digital wellness to a top priority, recognizing the critical need for students to navigate the digital world as well as physical world securely and productively. The Board of Trustees established a new goal, 5.4, aimed at enhancing digital citizenship, information/media literacy, and online safety, both during and outside school hours. This goal highlights FSD's commitment to equipping students with essential skills for digital safety. To support this, FSD has acknowledged the importance of providing parents with options to monitor and control their children's digital device usage after school. Consequently, software and related parental training were introduced. A digital wellness survey was conducted among students to establish a baseline understanding of their digital safety skills, with plans to repeat the survey to assess the impact of targeted online safety education.

Despite facing challenges such as a substitute teacher shortage that impacted the breadth of professional development in technology integration, the Teacher on Special Assignment (TOSA) team within the Innovation and Instructional Support (IIS) department made strides. They facilitated co-teaching opportunities and offered training during non-student days, demonstrating adaptability and dedication to improving technology use in the classroom. The team also collaborated with teachers on planning co-taught lessons, contributing to a richer learning experience.

Additionally, administrators and staff received training on AI tools to increase productivity and innovation. The IIS department, in collaboration with the Social Emotional Learning (SEL) team, produced safety videos and integrated them into the Second Steps curriculum to improve students' awareness of in-person and online safety. Moreover, tech specialists within the district conducted hands-on workshops in classrooms, covering topics like network cable making and computer hardware, further enriching the students' understanding and experience with technology.

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.

In Action 2.1, FSD was able to identify more personnel that contributed to this action that were not originally identified. In Action 2.4, FSD combined two major events (STEM Nation and FSD Fest) into one, resulting in lower overall expenditures for personnel and material costs. Additionally, the Board of Trustees introduced a new goal, Goal 5.4, which increased efforts for digital wellness training for students under Action 2.3. FSD is committed to providing hardware and Internet access to all students, and therefore, FSD spent more than planned to provide these equitably in Action 2.6.

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

During the three-year LCAP cycle, the average rating of teachers feeling confident about employing technology to augment student learning dipped slightly to 3.15. It's important to note that the rating still indicates that teachers feel confident "most of the time" or "all of the time," suggesting a level of effectiveness in this action.

Despite the challenges posed by a substitute teacher shortage, FSD implemented creative solutions to continue providing professional development (PD) in technology. These included leveraging principal PD days, co-teaching models, and non-student days. This approach not only maintained but in some instances, may have increased the opportunity for teacher learning and development in technology integration, demonstrating the action's effectiveness in circumventing staffing limitations.

TOSAs were able to visit multiple classrooms in order to onboard students to the technology tools that will allow students to be successful participants in the various showcase opportunities. This direct interaction facilitated a more hands-on and engaging learning experience for students, contributing to the effectiveness of technology integration strategies.

FSD's commitment to developing innovative strategies for onboarding both staff and students to digital tools remains crucial. Moving forward, FSD plans to explore and implement creative methods to further increase teachers' proficiency and confidence in using technology in the classroom. This strategic focus on ongoing PD and direct student engagement with technology indicates a proactive approach to overcoming the identified challenges and strengthening the overall effectiveness of technology integration within the district.

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

FSD is refining its approach to digital wellness, aligning closely with board goal 5.4. The imperative for students to navigate the online world securely, coupled with the necessity for parental awareness of online risks and safety measures, has prompted FSD to intensify its focus on digital citizenship. Moving forward, FSD commits to enhancing and expanding lessons on various aspects of online safety, acknowledging the dynamic and nuanced nature of digital landscapes. This adjustment includes lessons, videos, and workshops for both students and teachers and is rooted in FSD's commitment to digital wellness.

A significant change in FSD's strategy includes the introduction of metrics related to AI training for staff, recognizing the rapid advancements in technology and the need for FSD's educators to benefit from these advancements.

The decision to augment digital wellness initiatives and incorporate AI training metrics for staff stem from a need to meet the growing complexities of the digital realm. By adopting this focus, FSD aims to equip students, staff, and parents with the critical skills and knowledge for safe internet use, ensuring a community of informed and vigilant digital citizens. As a part of the creative ways to scale professional development despite the shortage of substitute teachers, FSD will offer AI training for staff during the Summer Institute. These new directions are expected to lead to stronger approaches to digital wellness within the FSD community.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Facilities Audit	100% compliance	100% compliance	100% compliance	100% compliance	Maintain Williams Facilities Audit at 100% compliance
Attendance Rate	2019 - 2020: 97%	2020-2021: 92%	2021-2022: 96%	2022-2023: 96%	Maintain or increase the attendance rate annually.
Chronic absenteeism rate	2019-2020: 4.49%	2020-2021: 5.2%	2021-2022: 12.3%	2022-2023: 13.2%	Decrease the chronic absenteeism rate annually.
Suspension and Expulsion Rates	2019-2020 Suspension: 1.2% Expulsion: 0.0%	2020-2021 Suspension: 0.10% Expulsion: 0.0%	2021-2022 Suspension: 1.4% Expulsion: 0.0%	2022-2023 Suspension: 1.1% Expulsion: 0%	Maintain or decrease then % of students being suspended and expelled each year.
Dropout Rates	2020-2021 1 Student	2021-2022 1 Student	2022-2023 0 students	2023-2024 0 students	Maintain or decrease the number of students dropping out each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>School Climate - Student Survey</p> <p>2019 YouthTruth Survey</p> <p>Connectness Safety Relationships</p> <p>2021-2023 New FSD survey measuring rigor, connectedness, and safety: 4 point scale 4 = all of the time 3 = most of the time 2 = some of the time 1 = never</p>	<p>January 2019 YouthTruth Survey</p> <p>Relationships Elementary: 2.76 Junior High: 45%</p> <p>Belonging & Peer Collaboration Elementary: N/A Junior High: 51%</p> <p>Culture Elementary: 2.26 Junior High: 45%</p>	<p>2021-2022 FSD Survey</p> <p>Climate/Safety All: 3.03 Elem: 3.16 Jr. High 2.79</p> <p>Academic Rigor All: 2.91 Elem: 3.00 Jr. High: 2.72</p> <p>Connectedness All: 2.82 Elem: 2.95 Jr. High: 2.56</p>	<p>2022-2023 FSD Survey</p> <p>Climate/Safety All: 2.97 Elem: 3.12 Jr. High: 2.66</p> <p>Academic Rigor All: 2.91 Elem: 3.00 Jr. High: 2.70</p> <p>Connectedness All: 2.80 Elem: 2.95 Jr. High: 2.50</p>	<p>2023-2024 FSD Survey</p> <p>Safety All: 2.86 Elem: 3.09 Jr. High: 2.71</p> <p>Academic Rigor All: 2.88 Elem: 3 Jr. High: 2.8</p> <p>Connectedness All: 2.75 Elem: 2.94 Jr. High: 2.61</p>	<p>Annual increases on measures of engagement, relationships and culture</p>
<p>School Climate - Family Survey</p> <p>2019 YouthTruth Survey</p> <p>Safety Relationships</p> <p>2021-2023 New FSD survey measuring rigor, connectedness, and safety: 4 point scale 4 = all of the time 3 = most of the time 2 = some of the time 1 = never</p>	<p>January 2019 YouthTruth Survey</p> <p>Safety Elementary: 79% Junior High: 70%</p> <p>Relationships Elementary: 90% Junior High: 81%</p>	<p>2021-2022 FSD Survey</p> <p>Overall Climate All: 3.32</p> <p>Connectedness All: 3.41</p> <p>Safety All: 3.39</p> <p>Relationships All: 3.43</p> <p>Decision Making All: 3.05</p>	<p>2022-2023 FSD Survey</p> <p>Overall Climate All: 3.26</p> <p>Connectedness All: 3.32</p> <p>Safety All: 3.28</p> <p>Relationships All: 3.40</p> <p>Decision Making All: 2.99</p>	<p>2023-2024 FSD Survey</p> <p>Overall Climate All: 3.24</p> <p>Connectedness All: 3.35</p> <p>Safety All: 3.24</p> <p>Relationships All: 3.39</p> <p>Decision Making All: 2.96</p>	<p>Maintain or increase percentages of parents reporting feelings of safety and strength of relationships</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Teacher confidence in identifying and responding to social-emotional needs of students.</p> <p>2021-2023 New FSD survey based on a 4 point scale: 4 = all of the time 3 = most of the time 2 = some of the time 1 = never</p>	No baseline data	<p>2021-2022 FSD Survey</p> <p>All Teachers: 2.98 Elementary: 3.03 Junior High: 2.88</p>	<p>2022-2023 FSD Survey</p> <p>All Teachers: 2.97 Elementary: 2.98 Junior High: 2.89</p>	<p>2023-2024 FSD Survey</p> <p>All Teachers: 3.02 Elementary: 3.04 Junior High: 2.97</p>	The percentage of teachers reporting confidence in identifying and responding to the social-emotional needs of students will increase annually.
Number and percentage of students identified in need of SEL support on the Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SSRS-IE)	Fall 2019 700 students / 6.8%	Fall 2021 2,246 students / 19%	Fall 2022 2,325 students / 22%	Fall 2023 2,254 students/20.7%	The number of students at risk on the SRSS-IE will decrease annually.

Goal Analysis

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

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

The Fullerton School District (FSD) has made progress in enhancing the social, emotional, and physical well-being of our students. FSD took significant steps for the safety of our school environments, including the successful installation of perimeter fencing across our campuses.

This summer, FSD will further strengthen its safety measures by enclosing exposed classroom doors at four of the twenty schools, eventually leading to all campuses having a single point of entry through the main office.

FSD's commitment to excellence extends beyond safety, as demonstrated by the extraordinary achievement of all twenty FSD schools receiving State-level Positive Behavioral Interventions and Supports (PBIS) recognition from the California PBIS Coalition. This honor is a testament to FSD's dedication and success in creating environments conducive to the individual growth and development of every student, adhering to the highest standards set by the national framework. FSD has experienced remarkable progress in PBIS recognition, culminating in the 2022-23 school year with eighteen schools awarded the platinum level and two schools the gold level, a significant leap from the first two schools recognized in 2016-17.

Some new developments are that in FSD's ongoing efforts to support students, schools are developing site specific attendance plans aimed at reducing chronic absenteeism, set to launch in the next academic year. This initiative is part of the broader strategy to address and mitigate barriers to consistent school attendance. Moreover, FSD is enhancing the Second Steps curriculum with supplemental resources to better meet the diverse needs of students. These improvements are designed to be more responsive and relevant, further enriching our students' learning experience. Additionally, at the beginning of the school year, each of the three junior high schools and both of the TK-8 schools hosted a Palooza event aiming to bring students together and build a sense of community in the schools.

Collectively, FSD's efforts are yielding positive outcomes. The Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE) indicates a decrease in the percentage of students at moderate or high risk, down to 20.7% from a peak of 22% in the fall of 2022. Feedback from the Local Control and Accountability Plan (LCAP) survey highlights a growing confidence among our teachers at both the elementary and middle school levels--they report an increased ability to identify and respond to the social and emotional needs of students, as well as to integrate social-emotional skill development into their teaching (3.02 vs 2.97 the year prior). Additionally, a greater sense of connection (2.61 vs. 2.50 the year prior) and safety (2.71 vs. 2.66 the year prior) is reported among junior high students, with elementary teachers also expressing an increased feeling of safety (3.12 vs 3.05 the prior year).

While there has been a slight dip in the perceived sense of safety among elementary students (from 3.12 to 3.09) and a decline in teachers' ratings of the overall school climate (from 3.36 to 3.21), it is important to highlight that the prevailing sentiment among students, parents, and teachers remains one of feeling safe either "most of the time" or "all of the time." Similarly, parents have expressed a marginally reduced sense of safety, moving from 3.28 to 3.24. Despite these fluctuations, the overarching feedback shows a strong and general assurance of safety within the community.

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.

In Action 3.1, FSD did not need to spend as much as planned to implement all required trainings. Additionally, changes in personnel infrastructure led to personnel being categorized under different job descriptions, and FSD identified personnel who contributed to this action who were not previously identified, resulting in increases in Action 3.2. FSD has been able to locate state and federal funds that were

directed at these efforts. Chronic absenteeism is at the second-lowest level on the California Dashboard, prompting FSD to increase efforts to raise attendance rates, which has increased spending in Action 3.3. Additionally within 3.3, the roles of SSAs and Community Liaisons shifted more towards supporting students who need Tier 2 and 3 interventions, resulting in increases in FSD's contributing actions. Moreover, FSD is putting more emphasis on trauma-informed practices, leading to increased spending in Action 3.4. Continuing our fencing projects to create a single point of entry into schools is reflected in the increased expenditures in Action 3.5.

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

Action 3.1 Safety Training: FSD continues to offer safety training for its staff. We have added some trainings recently such as forklift training and playground inspection training for appropriate staff. Trainings are great reminders to prevent issues and will be maintained in the following LCAP cycle.

Action 3.2 Physical, Social, and Emotional Health and Well-Being: The collaborative work of staff including teachers, counselors, Social Services Assistants, Community Liaisons, Social Workers, TOSAs, and both district and site leadership has culminated in noticeable improvements in SEL (Social Emotional Learning) confidence among teachers, rising from 2.97 to 3.02. This suggests that teachers on average feel confident in their SEL abilities most of the time. Additionally, there has been an increase in junior high students' sense of connectedness, increasing from 2.50 to 2.61, alongside a rise in their feelings of safety, from 2.66 to 2.71. While elementary students have shown a slight decline in both connectedness and safety, these changes are not significant but do highlight areas for more concentrated attention in the coming years. Notably, elementary students strongly feel that they have adults at school who care about and respect them. The area identified for improvement is how students resolve disagreements (2.54). However, this number is up significantly from last year when it was at 2.13. FSD is also actively developing additional resources to supplement the Second Step curriculum, making it more engaging and relevant, including integrating problem-solving opportunities.

Action 3.3 Attendance: Saturday School initiatives have proven successful in improving student attendance, with FSD's dedicated student wellness and transportation teams ensuring accessible transportation options for those requiring transportation to attend school. Recognizing the importance of reducing chronic absenteeism, FSD has developed a comprehensive attendance strategy, detailing specific actions and their respective timelines. This fall, each school will roll out its own tailored attendance plan created by the site's attendance team to increase attendance rates and intervene as needed based on an MTSS model.

Action 3.4 Wrap-Around Services for Low-Income, English Language Learners and Foster Youth: The community center that was launched last school year has greatly supplemented the wrap around services needed for our students in particular schools. However, our Foster Youth, students experiencing homelessness, and students with disabilities are in the lowest performance level of chronic absenteeism on the CA Dashboard. Additionally, students experiencing homelessness are in the lowest level for suspensions. Recognizing this as a possible monitoring issue, FSD is continually inspecting and improving monitoring processes for appropriate interventions.

Action 3.5 Safe Facilities: FSD has made progress in physical safety at schools by installing perimeter fencing at all the sites. The project is almost complete. Visitor management systems are being used at each site.

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

In response to the analysis of FSD's actions over the past LCAP cycle, as well as insights gained from the Dashboard and other local data sources, FSD has identified areas where adjustments are necessary to better meet goals. These changes aim to refine strategies and improve outcomes. Based on the analysis showing positive trends in SEL confidence among teachers and connectedness among junior high students but slight declines in student connectedness at the elementary level especially regarding students talking out problems, FSD will supplement Second Steps lessons with lessons and videos that address needs such as taking another person's perspective, showing empathy and kindness by listening to a classmate, asking questions, and trying to understand someone else's point of view. Junior high students gave their schools lower ratings in the rating about students being kind to each other, which affected the safety score. In response, FSD is supplementing junior high level Second Steps with strategies for students to resolve conflicts with each other and guides to healthy relationships.

Given the persistent challenges faced by Foster Youth, students experiencing homelessness, and students with disabilities in attendance, FSD plans to monitor and address the unique needs of students more directly, aiming for measurable improvements in their academic and social-emotional well-being. The effectiveness of the attendance strategies highlights the need for more nuanced metrics that can capture the impact of specific interventions, especially regarding chronic absenteeism among students. Each site's attendance team will develop attendance plans to better track, prevent, and address attendance issues.

In regards to reducing suspensions for students experiencing homelessness, FSD's strategy is the emphasis of restorative practices and trauma informed practices training for staff, teachers, and administrators. This training equips the educational staff with the tools and understanding necessary to approach student behavior with empathy, seeking to understand and address underlying issues rather than resorting to punitive measures. By creating a school culture rooted in compassion and support, FSD aims to mitigate situations that might otherwise lead to suspension.

For students experiencing homelessness, the role of Social Services Assistants (SSAs) is crucial. SSAs conduct regular check-ins with students and their families, not just focusing on academic performance but also assessing and addressing basic, physical, and mental health needs. This comprehensive support ensures that students are not only academically engaged but also emotionally and physically cared for, reducing the stressors that can lead to behavioral issues.

The "Lunch Bunch" program, which will be added to the future LCAP, and access to telehealth services through partnerships with Care Solace and Hazel Health further exemplify FSD's commitment to a preventive approach. By providing spaces for social-emotional learning and access to mental health care, FSD aims to address behavioral concerns before they escalate to suspensions.

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

Goals and Actions

Goal

Goal #	Description
4	Promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2019 Parent Survey - Overall Results 2021-2023 New FSD survey measuring rigor, connectedness, and safety: 4 point scale 4 = all of the time 3 = most of the time 2 = some of the time 1 = never	2019 Survey Culture Elementary: 89% Junior High: 78% Engagement Elementary: 80% Junior High: 62% Resources Elementary: 80% Junior High: 73% Communication Elementary: 83% Junior High: 61%	2021-2022 FSD Survey Overall Climate 3.34 Rigor: 3.42 Connectedness: 3.41 Safety: 3.39	2022-2023 FSD Survey Overall Climate 3.26 Rigor: 3.31 Connectedness: 3.40 Safety: 3.28	2023-2024 FSD Survey Overall Climate 3.21 Rigor: 3.30 Connectedness: 3.35 Safety: 3.24	Elementary rates maintain or increase annually; Junior High rates increase annually.
2019 Parent Survey - Decision Making & Engagement	2019 Survey Decision Making Elementary: 67% Junior High: 50%	2021-2022 FSD Survey Decision Making Overall: 3.05	2022-2023 FSD Survey Decision Making Overall: 2.99	2023-2024 FSD Survey Decision Making Overall: 2.96	Elementary and Junior High rates increase annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2021-2023 New FSD survey measuring rigor, connectedness, and safety: 4 point scale 4 = all of the time 3 = most of the time 2 = some of the time 1 = never	Engagement Elementary: 77% Junior High: 59%	Elementary: 3.05 Junior High: 2.73 Engagement Overall: 3.27 Elementary: 3.27 Junior High: 3.03	Elementary: 2.99 Junior High: 2.99 Engagement Overall: 3.32 Elementary: 3.32 Junior High: 3.32	Elementary: 3.02 Junior High: 2.76 Engagement Overall: 3.35 Elementary: 3.4 Junior High: 3.19	
Number of trainings, workshops, and programs, offered to families of low income, foster youth, homeless students, and special education students	Baseline data Educational Commandments: 10 parents graduated from the program SchoolSmarts: 15 parents Words Alive: 14 families 10 SEL workshops for families: 120 parents	2021-2022: Educational Commandments: 10 parents graduated from the program SchoolSmarts: 15 parents Words Alive: 14 families 10 SEL workshops for parents: 120 parents	2022-2023 Educational Commandments: 62 parent graduates SchoolSmarts: 0 parents Words Alive: 23 families 13 SEL workshops for parents: 194 attendees	2023-2024 Educational Commandments: 42 parent graduates SchoolSmarts: 18 parent graduates Words Alive: Will be offered next school year 15 SEL workshops for parents: 220 attendees	Attendance at workshops increases annually for families representing the targeted subgroups.

Goal Analysis

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

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

In an effort to utilize resources in more focused ways and effectively, FSD combined the Block Party with the Champion for Children Conference and named the event the Champions for Children Block Party. At the event, students, parents, staff, and other community members participated in workshops which included topics such as Dangers of Fentanyl, Cyber Safety, Parental Controls for Student Devices,

Tools for Handling Daily Stressors, Healthy Meal Prep, The Road to English Learner Reclassification, Understanding What is Child Trafficking in Orange County, Why We Dance, and Empowering Parents in Digital Wellness.

Words Alive Family Literacy Program is a six-week initiative for parents and their TK to kindergarten children, focusing on developing strong reading skills and growing a love for books. Each session offers practical tips and engaging activities designed to make reading a cherished part of the child's daily life. Although the program was not available this school year due to a focus on junior high to high school transitions and college pathways classes for parents, it is scheduled to be offered in the next academic year. Words Alive will be offered next school year.

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

Regarding the lower-than-planned expenditures in Action 4.1, the planned expenditures reflected 2021-22 Goals and Actions where budgets were outdated compared to current practices. FSD is still committed to open communication and has achieved all of the sub actions within Action 4.1 this past school year. In actions 4.2, 4.3, and 4.4, through a more thorough process, FSD has found expenditure items that were not previously identified that contribute to parent engagement in student success, showcase celebrations, and strategic engagement of families, leading to a higher number in estimated actuals compared to budgeted expenditures.

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

Action 4.1 Culture of Inclusion via Communication: The FSD Champions for Children Block Party Event was successful in hosting 1,200 attendees at Pacific Drive Elementary School, and FSD was able to collect 590 feedback cards from the community during the event.

Action 4.2 Parent Engagement in Student Success: Although many of the metrics from the LCAP parent survey show decreases in values, it is important to note that most of the metrics are still above 3, "most of the time." A rating of 3 is the desired goal of FSD. However, one specific metric, Decision Making, is still below the desired goal of at least a "3" among junior high parents. To increase parent engagement and support for student success, FSD has implemented several initiatives, including dissemination of testing tips, promotion of the 40-day reading challenge, and sharing Digital Wellness tips. Moreover, individual schools have hosted interactive opportunities such as 'Coffee with the Principal', advisory committee meetings, 'Champions for Learning' gatherings, and the Parent Education Series which include sessions like the ABCs of IEPs. These efforts have collectively created high levels of connectedness, engagement, and decision-making among parents—achieving the district's goal of ratings of 3 or above on these dimensions in the LCAP survey, with the exception of decision-making scores from junior high parents.

Action 4.3 Showcase Celebrations: FSD continues to value showcasing opportunities as essential avenues for students to display their knowledge and positively impact others through their learning experiences. These events not only highlight student achievements but also

encourage collaboration and inspire further exploration and creativity among peers. Parents and the community actively add value to these showcases by providing authentic audiences that learn from the students' efforts.

Action 4.4 Strategic Engagement of Families of Targeted Student Groups: The strategic engagement of families of targeted student groups, particularly through initiatives like the School Smarts Parent Academy, the "10 Education Essentials for Families," and Social Emotional Learning (SEL) workshops for parents, has proven effective over the three-year LCAP cycle. The School Smarts program, which includes a comprehensive curriculum across eight sessions, has successfully equipped parents with a understanding of the educational trajectory from elementary through to college. It provides practical tools for enhancing communication and leadership skills, essential for navigating educational systems and advocating for their children effectively.

The "10 Education Essentials for Families" sessions have been instrumental in providing parents with clear, actionable information on school structure and academic expectations at various grade levels. The inclusion of transition strategies for college and career readiness, including financial aid, has further supported parents in preparing for their children's future educational challenges.

Adding to these efforts, SEL workshops specifically designed for parents have helped in supporting parents' ability to manage emotional and social challenges, enhancing their capacity to support their children's emotional and academic growth.

Together, these programs, along with additional parent engagement efforts such as English language classes and digital wellness information sessions, have collectively contributed to parent engagement.

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

In response to the declining satisfaction scores among junior high parents regarding decision-making, FSD is committed to intensifying efforts to engage parents more effectively in providing their input and feedback. One of the ways that the community provides feedback for shared decision-making is the LCAP survey. One of the metrics that will be added to next year's LCAP is the number of parent survey takers. We will have a goal to increase the number of parent survey takers by 10% each year. There may be desensitization to communications about taking the LCAP survey, so communication will be diversified. Additionally, opportunities for feedback will be publicized more through a Public Information Officer's efforts. FSD is going to hire a Public Information Officer whose role will be crucial in enhancing the reach of communications. This position is not only aimed at providing information to those actively seeking it but also designed to engage those within our community who may not be aware of available opportunities.

Additionally, FSD plans to launch a Junior High Battle of the Bands involving all three junior high schools and TK-8 sites. The initiative aims to incorporate the cultural strengths and assets of the FSD community. This event will not only strengthen our student body and community ties but also provide a platform for students to showcase their talents to the whole community.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fullerton School District	Robert Pletka, Ed.D Superintendent	robert_pletka@myfsd.org 714-447-7400

Plan Summary [2024-25]

General Information

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

The Fullerton School District (FSD), situated in Fullerton, California, is dedicated to creating innovative and supportive educational environments for a diverse student body spanning from preschool through 8th grade. With an enrollment of approximately 11,600 students, FSD encompasses 15 elementary schools, two TK-8 campuses, three junior high schools, and a homeschool program, MyFSD Academy. FSD's team of 1,731 staff members plays a crucial role in upholding FSD's standard of educational excellence, consistently striving to surpass state and national benchmarks and prepare students for future success. FSD is recognized for its exemplary achievements with accolades including California Distinguished School, National Blue Ribbon School, National Forum Schools to Watch, Title I Academic Achievement Award, Golden Bell Award, and Gold and Platinum honors from the California PBIS Coalition.

FSD is committed to providing students access to a wide range of experiences to ignite and enrich interests so that they can be empowered to impact the world in positive ways that are meaningful to them. This approach follows a philosophy that emphasizes personal actions toward happiness, where happiness is not just an emotion but an understanding of oneself, equipped with the necessary skills for success now and in the future. Recognizing the value of diverse educational opportunities, the district aims to provide experiences that broaden students' perspectives and deepen their engagement. All twenty of FSD's schools have award winning Speech and Debate programs, all elementary students receive art instruction through artist educators, two schools are Apple Distinguished Schools, and all fifteen elementary schools and two TK-8 campuses house STEM clubs. FSD's junior high schools offer a wide range of electives including digital arts, robotics, programming, secondary languages, 3D printing, journalism, networking, leadership, culinary, wood shop, and performing arts. These programs highlight FSD's commitment to delivering a comprehensive and empowering education, integrating arts and technology to support creativity, collaboration, critical thinking, and global citizenship. Collaborations with community organizations including the Regional Occupational Program (ROP), community colleges, universities, and local businesses, further enrich the educational experience, offering students practical, real-world learning and advanced learning opportunities.

Additionally, FSD extends beyond traditional academic boundaries, emphasizing the development of Social Emotional Skills and empathy. The district also focuses on Digital Wellness, promoting responsible and safe engagement with technology. An emphasis on Diversity, Equity, and Inclusion (DEI) is woven into every facet of FSD's educational and community interactions in order to create an inclusive

experience for all students and families. Through curricula, staff professional development, and community collaboration, FSD is committed to a culture of understanding, respect, and belonging.

#FSDlearns

Reflections: Annual Performance

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

Fullerton School District students scored in the Green "HIGH" category level for English Language Arts (ELA), in which students scored 16.4 points above standard. In Mathematics, students also scored in the Green "HIGH" category level and increased 4.6 points overall. At the local level, FSD uses i-Ready assessments and data to monitor learning throughout the school year. According to the 2023 California Dashboard, 56% of FSD's student population is experiencing economic hardship, 21.8% are English learners, and 0.3% are youth in foster care.

In ELA, some student groups that have made growth are students in foster care (+13.5 points), American Indian/Alaskan (+64.3 points), Asian (+2 points), and Two or More Races (+6.4 points). In math, some student groups that have made growth are students with disabilities (+5.2 points), English learners (+3.3 points), students experiencing economic hardship (+4.6 points), Two or More Races (+6.7 points), Asian (+6.7 points), Filipino (+9.4 points), and American Indian students (+61.1 points). FSD's chronic absenteeism rate is 11.1% lower than the state's average rate and the suspension rate is 1.1% lower than the state's average.

The Dashboard highlights not only FSD's achievements but also areas requiring growth. Despite progress in ELA, FSD's foster youth's performance in Math declined 11 points. Similarly, while students with disabilities have shown improvements in Math, their progress in ELA declined 4.6 points. Moreover, an analysis of the suspension data shows a disproportionately high representation of students experiencing homelessness, while students in foster care, students with disabilities, and students experiencing homelessness similarly feature prominently in the Chronic Absenteeism metrics. Chronic absenteeism undermines students' academic progress by reducing their access to essential learning experiences and instructional time. This situation calls for targeted measures to address and reduce these disparities.

The Fullerton School District employs a Multi-Tiered Systems of Support (MTSS) framework to address and support the diverse needs of students. This comprehensive approach allows for the implementation of evidence-based interventions at varying levels of intensity, depending on the specific challenges and requirements of each student. Supports for attendance are outlined in FSD's newly developed Attendance Roadmap to address chronic absenteeism. The Roadmap encompasses a range of strategies aimed at promoting attendance and engagement. These interventions include continually building and maintaining a positive school culture to create an inviting and supportive learning environment. Incentive programs are implemented to motivate consistent attendance, and Parent Education and Communication initiatives engage and inform families about the importance of regular attendance. The Saturday attendance recovery programs offer additional learning opportunities and support for students. Home visits are conducted as needed to connect directly with families, addressing barriers to attendance. SART (School Attendance Review Team) Contracts are utilized to set clear attendance expectations and goals, and Social Services Assistants (SSAs) provide targeted support to students and families. Lastly, the SARB (School Attendance Review Board) intervenes in severe cases to develop comprehensive plans to improve student attendance.

The district implements a wide-ranging array of academic supports and monitoring processes and tools designed to meet the diverse needs of its students so that interventions are personalized and effective in promoting educational advancement. This integrated approach includes the Response to Intervention (RTI) framework, which provides targeted supports to students facing academic challenges. The Encore Expanded Learning programs extend opportunities beyond the traditional school day and academic year. For English Learners, the EL Jumpstart program is pivotal in accelerating language acquisition and literacy, setting the stage for their academic success. The district utilizes Professional Learning Communities for collaborative teaching strategies and improving student outcomes guided by the Marzano High Reliability Schools framework. Additionally, strategic initiatives like the Breakthrough Team Challenge and Collaborative Inquiry Cycle, in collaboration with the DMGroup across 10 schools, drive instructional enhancements based on data analysis. FSD's dedication to educational excellence is further demonstrated through its evidence-based Signature Strategies for ELA and Math, the deployment of i-Ready assessments for detailed data monitoring, and the ELD Bootcamp focused on intensifying English Language Development skills. FSD employs a Compliance and Improvement Monitoring (CIM) Process, designed to uncover and tackle the root causes of disproportionality, addressing the issues of over identification. This process is pivotal in guiding the district's efforts to creating a more inclusive and fair educational environment. Additionally, professional development sessions are specifically tailored for teachers, focusing on strategies and techniques to improve academics for students with disabilities. Such PD initiatives are instrumental in equipping educators with the necessary skills and knowledge to drive academic excellence. In parallel, FSD is developing plans as a part of the Attendance Roadmap initiative to implement interventions to boost attendance rates among students with disabilities, recognizing the critical link between consistent school attendance and academic success.

In addition to district-wide areas in which FSD need to grow, the following schools also received the lowest performance level on one or more state indicators as specified on the 2023 Dashboard (a table containing this information can be found at the end of the LCAP):

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

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

Fern Drive Elementary School (ELA: Students with disabilities)

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

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

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

Maple Elementary School (ELA: ELs)

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

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

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

Raymond Elementary School (ELA: Students with disabilities)

Richman Elementary School (ELA: Students with disabilities, Chronic absenteeism: Hispanic, Students with disabilities)
Rolling Hills Elementary School (Math: Students with disabilities, Chronic absenteeism: All students, Asian students, ELs, Hispanic students, Socioeconomically disadvantaged students, Students with disabilities)
Sunset Lane Elementary School (Chronic absenteeism: Hispanic students)
Valencia Park Elementary School (Chronic absenteeism: Students with disabilities)
Woodcrest Elementary School (ELA: All students, ELs, Hispanic students, Socioeconomically disadvantaged students, Math: All students, ELs, Hispanic students, Socioeconomically disadvantaged students, Students with disabilities, EL progress overall, Chronic absenteeism: ELs, Students with disabilities)

Reflections: Technical Assistance

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

FSD is eligible for differentiated assistance in the following areas: English Language Arts for students with disabilities, Math for youth in foster care, Chronic Absenteeism for youth in foster care, students experiencing homelessness, and students with disabilities, and Suspensions for students experiencing homelessness. FSD is taking a proactive approach to address these areas needing growth.

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

Foster Youth in Math: Action 1.8

Foster Youth Chronic Absenteeism: Action 3.4

Students with Disabilities in ELA: Action 1.5

Students with Disabilities Chronic Absenteeism: Action 3.4

Students Experiencing Homelessness Suspensions: Action 3.2

Students Experiencing Homelessness Chronic Absenteeism: Action 3.4

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

FSD has a goal to reduce points below standard by 10 points for students with disabilities by May 2027. One of the root causes identified for the slower than desired academic progress of Students with Disabilities has been identified as inadequate training for new employees with research based strategies. Some action steps that FSD will take to meet the goal is training of resources such as Re-think Ed, Heggerty Bridge to Reading training for all special education staff, Sonday System training for new Resource Specialist Program staff, Zoo Phonics training for new primary SDC staff, and administrator training on monitoring academic goals and gains on local and state indicators. Specifically for Foster Youth progress in mathematics, FSD has created a Foster Youth Dashboard that contains a section regarding academic needs. This section is maintained by Response to Intervention coaches and Educational Specialists. It contains the service or intervention, if any, required by each student individually. The types of math interventions that students are receiving are dependent on the assessed needs of the individual student. Some examples of interventions include Tier 2 supports in class, intervention electives in junior high, and Tier 3 Bridges curriculum with RtI teachers.

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

FSD also has a goal to reduce chronic absenteeism through the "Attendance Roadmap" which includes all sites forming an attendance team that may include the principal, mental health personnel or mentor, a Social Services Assistant, Nurse, and/or family member. Attendance teams use FSD's "Chronic Absenteeism Plan" to identify students' barriers to regular school attendance and identify what supports and resources the family needs from the school site. The team also creates an action plan that includes planning for celebrations, check-ins, next steps for the family, and next steps for the school. For launch this coming school year, each site will also create an attendance team that will create a tiered pyramid of attendance interventions and a tiered attendance calendar to address absenteeism in differing levels of severity. The team will primarily function to do the following: hold meetings (every two weeks); monitor data trends; examine the causes of chronic absenteeism; design and coordinate the school's tiered interventions; and ensure that chronically absent students receive needed support. In order to function effectively, team members will have access to attendance and chronic absenteeism data via three in-house systems: PowerSchool; Truancy Tracker; and the Dashboard. Professional Development will be provided for any team members needing additional support with these systems.

Each team will need to examine areas of strength and need at their school site. Teams will be provided with a research-based tool from Attendance Works that will allow them to gather partner input in the following areas: accurate data collection and utilization, functioning attendance team, engaging school climate, culture of attendance, family engagement, district policy, policy dissemination, staff capacity, improvement plan, and community partners. Teams will be able to use this tool as both a starting point and to monitor the school's progress over time.

The next step is to become more systematic and to plan which interventions are universal for all students (Tier I), which are for students who are on the cusp of becoming chronically absent (Tier II), and which interventions are targeted at students who are already chronically absent (Tier III). School sites will be supported with intervention resources, collaboration time, and the ability to tailor attendance interventions to meet the unique needs of each school site. Specifically for Foster Youth and Homeless Students, FSD has created a Foster Youth Dashboard that includes attendance data. The principal updates this column regularly, and any time absenteeism rises to 5.1% or above, an absenteeism plan needs to be created and acted upon. Specifically for Students with Disabilities, FSD has a goal to decrease chronic absenteeism by 3% as measured by the California Dashboard. Students with disabilities will be monitored by the Child Welfare and Attendance department and school sites so that students with disabilities are included in and monitored by plans developed by the attendance team at each site as laid out in the Attendance Roadmap mentioned above.

Suspensions for Students Experiencing Homelessness:

Addressing the needs of homeless students and having a goal to reduce their suspension rate involves a multifaceted approach within the district. At the core of this initiative is a commitment to creating a nurturing environment that recognizes and addresses the unique challenges faced by homeless students. Training in restorative practices and trauma-informed care is provided to staff, teachers, and administrators. This foundational step ensures that the educational staff are equipped to handle situations sensitively and constructively, avoiding punitive measures that lead to suspension. Understanding the background and needs of students allows for appropriate interventions. Mentorship programs play a critical role in FSD's approach. By connecting homeless students with staff mentors, the district builds relationships that can offer stability, guidance, and emotional support. These mentorships aim to engage students positively, encouraging positive behaviors and academic success which can directly contribute to reducing suspension rates.

ReThink Ed serves as an additional layer of support, offering access to counselors and mental health associates for students who require Tier 2 or 3 interventions. This targeted support is crucial for addressing underlying issues that may lead to behavioral problems, thus helping

to mitigate situations that could result in suspension. The Student Support Advisors (SSAs) are pivotal in closely monitoring and supporting homeless and foster youth. By maintaining regular contact with both the students and their families, SSAs can identify and address potential issues before they escalate to disciplinary actions. Their holistic approach covers basic needs, medical and mental health needs, academic performance, and attendance, directly impacting factors that can contribute to suspension rates.

The district uses data from the SWIS system to identify patterns and locations where disciplinary issues are most prevalent. This allows for targeted actions of improvement to mitigate problems before they start. Additionally, the Lunch Bunch program provides additional support and mentorship for students identified with social-emotional and behavioral needs. Through these comprehensive strategies, the district will support homeless students more effectively, reducing the need for suspension by addressing the root causes of behavioral issues.

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.

Woodcrest Elementary

Support for Identified Schools

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

Woodcrest Elementary serves a diverse student body with an enrollment of 330 students. The school community is predominantly Hispanic, comprising 89.7% of the student population. A significant portion of the students, 86.4%, are socioeconomically disadvantaged, and 49.7% are English learners. Other ethnic groups represented include White (4.8%), Asian (1.8%), Two or More Races (1.5%), Filipino (0.9%), African American (0.6%), and American Indian (0.6%).

The district has supported Woodcrest by providing a coach consultant who guided the school team through an inquiry cycle, focusing on an instructional commitment to become "the best at getting better." Additionally, Educational Services developed and helped implement the FSD signature practices in ELA and math at the site. The LEA also conducted SPSA and CSI training to help identify root causes and develop plans to address them and provided a program specialist for instructional leadership.

The Comprehensive Support and Improvement program at Woodcrest Elementary plans to use allocated funds strategically to improve the effectiveness of its needs assessment and root cause analysis efforts. Through insights from the Local Control and Accountability Plan survey and feedback from partners such as the student council, Parent Teacher Association, and English Learner Advisory Committee, the school intends to identify specific areas and student groups in need of additional support. The strategy involves building up highly skilled instructional and support staff focused on addressing the needs of the entire student body, with particular emphasis on high-need subgroups like English Learners, economically disadvantaged students, students with disabilities, and those experiencing homelessness or in foster care.

Professional development initiatives will concentrate on improving literacy and math instruction by incorporating proven methodologies like Orton Gillingham for reading and Writers Workshops as well as strategies for math intervention. These efforts are part of a broader plan to support High-Reliability Schools initiatives, including instructional rounds and enhancing teaching methods across the board. The school commits to refining curriculum mapping and aligning standards with daily instructional practices, and providing access to educational tools and programs like i-Ready Lessons and Tools, Rosetta Stone for English Language Learner newcomers, and additional supports tailored for English Learners.

Woodcrest Elementary is committed to improving its learning outcomes through the implementation of FSD's Signature Strategies for elementary literacy and numeracy, as part of its alignment with the Fullerton School District's core practices. These strategies are designed to deepen students' understanding and proficiency in key academic areas.

- Evidence-Based Elementary Literacy Strategies

1. Interactive Read Aloud and Shared Reading: Woodcrest will focus on enriching educators' understanding of Interactive Read Aloud and Shared Reading techniques. These strategies will be used to emphasize the teaching of Key Details, Central Idea, and Inference, crucial components for comprehension and analytical skills in reading.
2. Teacher/Student Talk Moves: Woodcrest will implement Teacher/Student Talk Moves in order to facilitate deeper engagement with increasingly complex texts. This approach encourages students to construct meaning actively in order to create a collaborative learning environment where ideas and interpretations are shared and explored.
3. Progress Monitoring through Quick Writes: To align with grade-level standards and Smarter Balanced Assessment specifications, Woodcrest will employ Quick Writes as a tool for progress monitoring. This strategy allows for timely assessment of students' understanding and ability to express their thoughts in writing, providing valuable insights for instructional adjustments.

- Evidence-Based Elementary Numeracy Strategies

1. Interactive Warm-Ups: Activities like Choral Counting and exploring multiple methods to achieve numerical solutions will serve as engaging warm-up exercises. These are designed to stimulate students' interest in math from the start of each lesson, building foundational skills and encouraging flexible thinking about numbers.
2. Problem Solving Protocol: The school will adopt the Three Read Protocol and the 5 Practices for orchestrating meaningful discussions. This approach encourages academic discourse and critical thinking, as students are guided through a structured problem-solving process that encourages thorough understanding and exploration of mathematical concepts.
3. Common Formative Assessment and Progress Monitoring: Woodcrest will leverage digital platforms for continuous formative assessment and progress monitoring in math. These tools will provide immediate feedback on student learning, helping teachers to meet students' needs effectively and track growth over time.

The continuation of the Platinum PBIS Program highlights the school's dedication to maintaining a positive behavioral framework, especially focusing on empowering partners from low-income backgrounds to support their children's education effectively at home and in the classroom. Additionally, Woodcrest Elementary plans to allocate funds towards before and after-school intervention and enrichment

programs so that students have opportunities for academic growth outside the regular school hours.

These comprehensive measures, aligned with the objectives, strategies, and services outlined in the LCAP, demonstrate Woodcrest Elementary's strategic approach to using CSI funds effectively for the holistic support and development of its students.

Monitoring and Evaluating Effectiveness

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

FSD and Woodcrest Elementary will implement a comprehensive framework to monitor and evaluate the implementation and effectiveness of the Comprehensive Support and Improvement (CSI) plan. This plan is designed to promote student and school improvement.

Internal Dashboard:

To improve monitoring and intervention efforts, Woodcrest Elementary will utilize a data collection dashboard. This dashboard will aggregate a comprehensive range of data including academic performance, attendance records, quarterly results from the Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE), outcomes from ReThink Ed's self-reported surveys, and details of Social Emotional Learning (SEL) interventions. Regular updates to this dashboard are crucial for tracking progress and pinpointing the most effective interventions. The task of updating the dashboard has been allocated to staff on site and at the district office so that the information remains accurate and up-to-date. This method emphasizes the collaborative spirit of FSD's approach with a strong focus on maintaining the integrity and reliability of data through a concerted team effort. While the dashboard is specifically designed to focus on foster youth and homeless students, it's important to note that within these groups, there are students who are also identified as English language learners, Hispanic students, those facing socioeconomic challenges, and students with disabilities.

Inquiry Cycle:

Woodcrest Elementary is participating in PLCs and inquiry cycles and has embarked on a strategic initiative focused on improving student academic outcomes, strengthening leadership and collaboration, and promoting a culture of continuous improvement. Woodcrest is committed to becoming "the best at getting better." Participants set and work towards SMART goals, meet to analyze data, explore innovative strategies, and iterate on their approaches based on learned insights.

Attendance Roadmap:

Woodcrest Elementary is embarking on an initiative to enhance attendance through a comprehensive approach involving the formation of dedicated attendance teams. As part of this initiative, the principal will have increased opportunities for collaboration by spearheading a school site attendance team. A toolkit will be supplied by the district's Welfare and Attendance team to support in establishing the team, which will include a diverse group of members such as the principal, attendance clerk, social services assistant, counselor, mental health staff, teachers, community partners, and parents, among others. The team will be tasked with key responsibilities, including holding regular meetings, monitoring attendance data trends, investigating the causes of chronic absenteeism, coordinating tiered interventions, and providing students facing chronic absenteeism with necessary support. Team roles will be clearly defined with positions such as team leader, meeting facilitator, note taker, and data coordinator. To ensure the effectiveness of the team, members will have access to vital attendance and chronic absenteeism data through three in-house systems: PowerSchool, Truancy Tracker, and the Dashboard. Additionally, professional development will be provided to team members requiring assistance with these systems.

The initiative also includes a team self-assessment component which utilizes a research-based tool from Attendance Works to evaluate and monitor strengths and needs in areas like data collection, team functioning, school climate, family engagement, and community partnership. Furthermore, the school will systematically plan and implement tiered attendance interventions tailored to meet the unique needs of all students, those at risk of becoming chronically absent, and those already experiencing chronic absenteeism in the prior school year which in the case of Woodcrest Elementary currently includes English Learners and Students with Disabilities. Finally, an attendance activity calendar will be developed, scheduling interventions and activities throughout the school year, with resources including a calendar template and sample calendar provided to facilitate planning in collaborative PLC groups.

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

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

For Goal 1, targeted differentiation will be implemented based on monitoring dashboards for Foster Youth and students experiencing homelessness. Professional development will be provided for all appropriate staff. Arts integration will be enhanced through an arts Teacher on Special Assignment and arts lead teachers.

For Goal 2, counselor lesson videos on social media and internet safety will be created, accompanied by a video and slide deck detailing trustworthy campus contacts, which will be regularly updated to reflect personnel changes. Supplemental lessons will enhance the Second Step Digital Wellness Performance Task. Tech Mini-Externship Workshops will be conducted, and a keyboarding app will be made available

in the student portal for full accessibility, with ongoing gamification for keyboarding. Additionally, teachers will be supplied with curated academic technology articles to support digital and reading literacy skills.

For Goal 3, a "Check-in, check-out" system will be implemented for daily connections and support for students identified as Tier 2/3. "Lunch bunch" groups will be established to offer peer and adult support. Site-based attendance teams will be created to develop and follow through with site attendance plans. Professional development on trauma-informed practices will be provided, and emails will be sent to principals from the tech department about students who are absent and close to being chronically absent.

For Goal 4, communication efforts will be strategized and implemented to actively inform and involve parents in the educational community through a Public Information Officer (PIO), including celebrating achievements. Additionally, a Battle of the Bands showcase will be organized within and across Junior High campuses, including junior high students at TK-8 schools.

Additionally, the LCAP team consulted with department leaders, integrating their feedback for actions and budgeting. There were no shifts in the major overarching goals from the previous cycle.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate proficiency or growth toward proficiency in English Language Arts (ELA) and Math	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

The journey begins with an exploration stage, prompting students to explore their interests and passions. This early focus on student voice and choice acknowledges the role of ELA and Math as fundamental tools for exploration, questioning, and expressing ideas, laying a solid foundation for impactful learning. Moving into the enrichment phase, students deepen their engagement with ELA and Math, intertwined with other areas of study, in ways that resonate with their developing interests. This approach not only aims to increase proficiency but also positions students as catalysts for change, capable of leveraging their knowledge to solve complex issues. The pathway leads to an impact stage, where the skills and insights gained in ELA and Math directly empower students to make a tangible difference.

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

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

In line with this overarching goal, FSD is also dedicated to specifically enhancing the academic progress of Students with Disabilities in English Language Arts and Foster Youth in Math. Recognizing these areas as crucial for improvement based on the California Dashboard, FSD is adopting a proactive stance for growth and support. This dual focus on both broad academic goals and targeted support needs illustrates FSD's approach to education, emphasizing both the development of foundational academic skills and the importance of creating an inclusive, supportive learning environment for all students. Through these concerted efforts, FSD aims to nurture an educational community where every student is equipped for success and empowered to contribute positively to society.

Furthermore, these student groups were two levels below FSD's average on the California Dashboard:

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Distance from Standard (DFS) - ELA *Unduplicated student groups	2023 ELA DFS: *ELs: -31.3 *LTELs: (Baseline est. in yr.1) *Foster Youth: -79.8 Homeless: -68.9 *SocioEcon Dis: -22.3 Stud w/Disab: -89.4 Af American: -19.6			2026 ELA DFS: *ELs: -21.3 *LTELs: (dependent on baseline est. in yr.1) *Foster Youth: -69.8 Homeless: -58.9	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Am Ind/Alskn: -3.8 Asian: 92 Filipino: 65.2 Hispanic: -30.7 Nat Hawa/PacIs: -28.7 White: 37.1 Two or More: 52.8 California Dashboard Red Performing Student Groups in Baseline Year by Site (DFS) FSD Overall SWD: -89.4 Commonwealth SWD: -140.3 Fern Drive SWD: -85.4 Ladera Vista ELs: -72.5 Maple ELs: -79.8 Nicolas ELs: -74.3 SWD: -162.8 Pacific Drive ELs: -73.3 Hispanic: -73.1 Socio Dis: -75.9 SWD: -144.1			*SocioEcon Dis: -12.3 Stud w/Disab: -79.4 Af American: -9.6 Am Ind/Alskn: 6.2 Asian: 97 Filipino: 69.2 Hispanic: -20.7 Nat Hawa/PacIs: -18.7 White: 42.1 Two or More: 57.8 Commonwealth SWD: -130.3 Fern Drive SWD: -75.4 Ladera Vista ELs: -62.5 Maple ELs: -69.8 Nicolas ELs: -64.3 SWD: -152.8 Pacific Drive ELs: -63.3 Hispanic: -63.1 Socio Dis: -65.9 SWD: -134.1 Raymond	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Raymond SWD: -76.9 Richman SWD: -115.4 Woodcrest ELs: -95.2 Hispanic: -81.9 Socio Dis: -81.3			SWD: -66.9 Richman SWD: -105.4 Woodcrest ELs: -85.2 Hispanic: -71.9 Socio Dis: -71.3	
1.2	CAASPP Overall Performance Level: ELA	2023 ELA Level 4 Green			Maintain Level 4 or Increase to Level 5	
1.3	CAASPP Distance from Standard (DFS) - Math *Unduplicated student groups	2023 Math DFS: *ELs: -48.7 *LTELs: (Baseline est. in yr.1) *Foster Youth: -117 Homeless: -94.8 *SocioEcon Dis: -46.9 Stud w/Disab: -111.3 Af American: -43.3 Am Ind/Alskn: -17.9 Asian: 85.8 Filipino: 42.8 Hispanic: -59.1 Nat Hawa/PacIs: -32 White: 18.8 Two or More: 28.6 California Dashboard Red Performing Student Groups in Baseline Year by Site (DFS) FSD Overall Foster Youth: -117			2026 Math DFS: *ELs: -38.7 *LTELs: (Dependent on Baseline est. in yr.1) *Foster Youth: -97 Homeless: -84.8 *SocioEcon Dis: -36.9 Stud w/Disab: -101.3 Af American: -33.3 Am Ind/Alskn: -7.9 Asian: 90.8 Filipino: 47.8 Hispanic: -49.1 Nat Hawa/PacIs: -22 White: 23.8 Two or More: 33.6 Ladera Vista	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ladera Vista ELs: -115.3 Pacific Drive SWD: -149.7 Rolling Hills SWD: -119.4 Woodcrest ELs: -107.2 Hispanic: -99.5 Socio Dis: -99.9 SWD: -123.1			ELs: -105.3 Pacific Drive SWD: -139.7 Rolling Hills SWD: -109.4 Woodcrest ELs: -97.2 Hispanic: -89.5 Socio Dis: -89.9 SWD: -113.1	
1.4	CAASPP Overall Performance Level: Math	2023 Math Level 4, Green			Maintain Math Level 4, Green or increase to level 5	
1.5	iReady Distance from Standard - ELA *Unduplicated student groups	iReady ELA Diagnostic Distance From Standard (DFS) (Spring 2024) Overall: -18.7 *Eng Learners: -70.2 *Long Term English Learners: -61.7 *Foster Youth: -37.9 Homeless: -76.9 *Econ Disadv: -36.6 Special Ed: -79.8			iReady ELA Diagnostic (Spring 2024) Overall: -8.7 *Eng Learners: -60.1 *LTELs: -51.7 *Foster Youth: -27.9 Homeless: -66.9 *Econ Disadv: -26.6 Special Ed: -69.8	
1.6	iReady Distance from Standard - Math	iReady Math Diagnostic Distance From Standard (DFS) (Spring 2024)			iReady Math Diagnostic (Spring 2024) Overall: -3.7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*Unduplicated student groups	Overall: -13.7 *Eng Learners: -39.4 *Long Term English Learners: -50.1 *Foster Youth: -34.4 Homeless: -48.8 *Econ Disadv: -27.3 Special Ed: -54.4			*Eng Learners: -29.4 *LTELs: -40.1 *Foster Youth: -24.4 Homeless: -38.8 *Econ Disadv: -17.3 Special Ed: -44.4	
1.7	LCAP Student Survey The survey measures rigor, connectedness, and safety with 4 point scale: 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time 3 or higher is FSD's desired outcome	2023 - 2024 Academic Rigor All: 2.88 Elem: 3 Jr. High: 2.8			2026-2027 All: Increase to 3 or higher Elem: Maintain 3 or higher Jr. High: Increase to 3 or higher	
1.8	LCAP Parent Survey 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time 3 or higher is FSD's desired outcome	2023-2024 Academic Rigor: 3.3 Partnerships: 3.29			2026-2027 Maintain 3 or higher	
1.9	CA Dashboard EL Progress Indicator and Reclassification Rate	2023-2024: Progress Indicator: 45.3%			2025-2026 EL Progress Indicator Status Level: High 55%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Reclassification Rate: 19%			Reclassification Rate: Maintained or higher	
1.10	Principal Reflection Survey 5 point scale	2024 Principal Survey (Max rating = 5) Progress in providing professional learning to staff (Average: 3.99) Progress in making standards- aligned instructional materials available (Average: 4.1) Progress in providing support to staff where they can improve in delivering instruction (Average: 3.97) Progress in implementing other adopted academic standards (PE, Health, VAPA, etc.) (Average: 3.78) Progress on support for teachers and administrators on Identifying professional learning needs (Average: 3.83)			2027 Principal Survey (Max rating = 5) Progress in providing professional learning to staff (Average: increase to 4) Progress in making standards- aligned instructional materials available (Average: 4 or higher) Progress in providing support to staff where they can improve in delivering instruction (Average: increase to 4) Progress in implementing other adopted academic standards (PE, Health,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					VAPA, etc.) (Average: increase to 4) Progress on support for teachers and administrators on Identifying professional learning needs (Average: increase to 4)	
1.11	Williams Audit Ratings 1. Number of teacher mis-assignments 2. Number of students without access to instructional materials. 3. Number of instances where facilities do not meet the "good repair" standard.	2023-2024 1. Teachers: 100% compliance 2. Instructional materials: 100% compliance 3. Facilities: 100% of schools in "good repair"			2026-2027 1. Teachers: 100% compliance 2. Instructional materials: 100% compliance 3. Facilities: 100% of schools in "good repair"	
1.12	Broad Course of Study Percentage of students who have access	2023-2024: 100% of students have access to required courses as well as the opportunity for enrichment and interventions.			100% of students have access to required courses as well as the opportunity for enrichment and interventions.	
1.13	Percentage of total participants of English learners, including	2023-2024:			English Learners Percentage: 14.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LTEs, Foster Youth, and Low-income students in signature FSD programs (STEM Nation, FSD Fest, Speech and Debate, FSD Hockey)	<p>English Learners Percentage: 11.8%</p> <p>Foster Youth Percentage: 0.2%</p> <p>Low-Income Students Percentage: 43.8%</p>			<p>(1% increase per year)</p> <p>Foster Youth Percentage: 0.3% (which is equal to the percentage of Foster Youth in FSD)</p> <p>Low-Income Students Percentage: 46.8% (1% increase per year)</p>	
1.14	Preschool Early Development Index (EDI)	<p>Fall 2022 Percentage of Children on Track- Physical Health & Well-being: 86% Social Competence: 79% Emotional Maturity: 82% Language & Cognitive Development: 74% General Knowledge & Communication: 78% Across All Domains: 55%</p> <p>Baseline of under 60%- Gross and Fine motor skills: 54% Overall social competence: 50%</p>			<p>Maintain the following above 60%: Physical Health & Well-being, Social Competence, Emotional Maturity, Language & Cognitive Development, General Knowledge & Communication, Across All Domains</p> <p>Increase the following to at least 60%:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Prosocial and helping behavior: 40% Communication skills and general knowledge: 42%			Across All Domains, Gross and Fine motor skills, Overall social competence, Prosocial and helping behavior, Communication skills and general knowledge	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development For All Appropriate Staff For Positive Student Learning Outcomes	<p>As a component of high quality instruction, FSD invests in Professional Development (PD), emphasizing continuous learning and instructional improvement. PD offers targeted training and skill enhancement for all appropriate staff.</p> <p>Key actions include, but are not limited to, the following:</p> <p>Provide Professional Development Opportunities for All Appropriate Staff:</p> <ul style="list-style-type: none"> • Evidenced-based FSD Core Practices in ELA and Math: Identify and implement three core practices each for English Language Arts and Mathematics • Arts Integration strategies through arts Teacher on Special Assignment and arts lead teachers • Differentiation Strategies for GATE students, high-achievers, and students with disabilities including Universal Design for Learning (UDL) and curriculum resources that meet students' needs • Monthly educational leadership training for administrators • Monthly Principal staff development • Staff conference attendance for broader learning • Summer Institute for Principals & Teachers focused on curriculum and leadership • Computational thinking, coding, and STEM • Hands-on Math and Science techniques • Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS) - ELA and Math • Health and Physical Education Standards • History/Social Studies Framework and Content Standards • Culturally Responsive and Relevant Teaching. • Social-Emotional Skill Development • Information Literacy • Visual, Performing, and Media Arts • New Teacher orientation and training • Strategic School Vision Planning for administrators 	\$2,052,083.00	No
1.2	Advanced Coursework and	Provide student access to advanced learning opportunities and college and career readiness.	\$540,648.00	No

Action #	Title	Description	Total Funds	Contributing
	College and Career Readiness	<p>Offer a variety of opportunities that are aligned with career readiness such as, but not limited to:</p> <ul style="list-style-type: none"> • Gifted and Talented Education (GATE) • Align electives to Career Technical Education (CTE) standards and integrate Career Ready Practices (CRPs) including financial literacy • Python and Apple Swift Coding at CS Pathway/Elective Schools, Cybersecurity/Networking • Advanced Manufacturing, 3D Print, Graphic Design • Honors and AP courses for junior high students • Middle College opportunities for junior high students • Spanish and Korean Dual Language programs • Dual Language Academy Bi-literacy Attainment Award • Hands-on STEAM • Showcase opportunities • Advancement Via Individual Determination (AVID) • Junior High Ambassador Program • Professional development on CTE and CRPs for elective teachers • Advanced elective courses • Congressional App Challenge 		
1.3	Recruit and Maintain High-Quality Staff	<p>To secure and maintain a workforce of high-quality staff, FSD will prioritize comprehensive strategies that include robust recruitment processes and a focus on employee retention. This approach will encompass proactive outreach to identify and attract skilled and diverse candidates and ongoing career development opportunities to encourage professional growth and job satisfaction. Furthermore, FSD will implement feedback mechanisms to foster a culture of excellence and learning. By investing in these key areas, FSD will strive to create an environment that not only attracts but also retains top-tier professionals dedicated to advancing educational outcomes for all students.</p> <p>Examples of actions include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Peer Assistance Review (PAR) • Teacher induction program 	\$62,339,159.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Teacher preparation program • Administrator mentor program • Classified school employee professional development • Recruitment fairs • New teacher professional development • Training for certificated teachers pursuing administrative positions 		
1.4	Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff	<p>Improve the educational experience and outcomes for English Learners (ELs) by implementing a comprehensive support system. Focus on enhancing both designated and integrated English Language Development (ELD) to improve language proficiency and academic achievement. Conduct regular assessments to monitor student progress, guiding tailored instruction and intervention. Additionally, provide professional development for educators so they are equipped with effective ELD strategies. The action also encompasses targeted intervention programs, access to bilingual aides, engagement of parents in language development, and the use of culturally relevant materials, all designed to create an inclusive and supportive learning environment for EL students.</p> <p>FSD wants families new to the community to feel embraced from the start, offering them a comprehensive package of resources, detailed school information, and dedicated contacts for personalized support. Through ELAC/DELAC meetings, FSD extends vital resources and guidance to parents, creating a strong foundation for their engagement in the educational community. To address the holistic wellness of newcomers, Community Liaisons and Student Support Advisors (SSAs) offer flexible check-ins for a seamless integration through regular, personal interactions. On the instructional front, FSD is committed to delivering high-quality education tailored for newcomer students. This includes specialized training for staff on the ELLevation platform, monthly educational resources for teachers, and a focus on literacy and early reading through proven programs and strategies. For junior high students, FSD provides dedicated instructional periods daily, coupled with enriching extended learning opportunities over the summer for 1st through 7th graders, laying a strong foundation for academic success and personal growth.</p>	\$4,266,797.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Research evidence shows that parental involvement is likely to have positive impact on student achievement, summer school is likely to have a small positive impact on student achievement, response to intervention has potential to considerably accelerate student achievement, reading strategies have potential to accelerate student achievement, parental programs are likely to have positive impact on student achievement, and dual language programs have a strong correlation with student achievement. Additionally, positive ethnicity self-identity is likely to have a positive effect on student achievement. The actions below are for ELs across the district including the following schools who are in the red in EL Progress on the CA Dashboard: Beechwood School, Hermosa Drive Elementary, Ladera Vista JHS, Orangethorpe Elementary, and Woodcrest Elementary.</p> <p>Examples of actions include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Professional development on EL approaches to evidence-based FSD signature practices in English Language Arts and Math • Check-ins with Student Support Advisors • Parent Engagement through English Learner Advisory Committee (ELAC) & District English Learner Advisory Committee (DELAC) • Rtl Coaches • Supplemental instructional materials • English Language Development instruction • EL Jump Start Academy • Spanish events in Speech and Debate • ELD Committee/Multilingual Taskforce • EL Teacher Leads • Guided Language Acquisition and Design (GLAD) training • Implement ELLevation software to identify, track, and respond to the needs of English learners • Newcomer Plan for English Learners • English Language Development (ELD) strategies professional development • Dual Language Academy Teacher Training • Lindamood-Bell Academies for English Learners at specific sites 		

Action #	Title	Description	Total Funds	Contributing
1.5	Special Education Student Support	<p>Increase/improve services to meet the assessed learning needs of special education students through, but not limited to, the following:</p> <ul style="list-style-type: none"> • Provide professional development on behavioral interventions for all teachers, not just those exclusively teaching student qualifying for special education. • Create focus groups with a lens to improve services and address root causes of disproportionality • Review policies and infrastructures to address contributing factors to disproportionality • Train school psychology staff in differentiating disability from other contextual factors in order to address disproportionality within special education. By equipping staff with the skills to accurately identify disabilities and students who truly require special education services, FSD can provide appropriate and effective forms of support to student who require them. • Provide evidence based instructional practices including the FSD signature strategies in ELA and Math to Special Education Staff. • Three lead Behavior Intervention Associate (BIA) staff and a total of 10 associates to support 20 school sites. • Continue to provide additional behavior specialists and instructional assistants to support students with disabilities. • Continue to expand the co-teach instructional model across the district and into Transitional Kindergarten. • Provide professional development on inclusion and the co-teach instructional model in order to expand opportunities for students with disabilities. • Continue to offer Extended School Year opportunities to students who are eligible through their IEP. • Access to after-school opportunities for special education students. • Provide professional development for general education teachers on strategies for differentiation in order to maximize the time special education students are in regular education classes. • Adhere to FSD's Attendance Roadmap for chronic absenteeism to increase attendance as chronic absenteeism may negatively impact student achievement. Use MTSS attendance model and follow school site plans to intervene on an as needed basis. 	\$15,215,344.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Standards-Aligned Curriculum and Materials	<p>Ensuring both students and teachers have access to rigorous, standards-aligned and culturally relevant instructional materials, encompassing both print and digital formats, across all core content areas. Being culturally relevant is important for many reasons including engagement and positive self-identity. Research shows that positive ethnicity self-identity is likely to have a positive effect on student achievement, which is important as FSD focuses on increasing proficiency in ELA for Hispanic students at Pacific Drive Elementary and increasing proficiency in math for Hispanic students at Woodcrest Elementary.</p> <p>Examples include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Comprehensive English Language Arts and English Language Development curricula • Readers and Writers Workshop materials • Math curriculum • Williams Instructional Materials • Science curriculum and hands on kits • PE Equipment 	\$1,475,706.00	No
1.7	Participation in Exploratory Enrichment	<p>Increase participation of English learners (including LTELs), Foster Youth, and students experiencing economic hardship in exploratory enrichment. Provide students enrichment opportunities for exploration and personal growth in diverse areas of interest. Opportunities include, but are not limited to:</p> <ul style="list-style-type: none"> • STEM clubs at all elementary sites • FSD All the Arts experience centers: Clay Lab, Colors, Shapes, & Numbers Lab, Creativity Center • After school Family Arts Nights at all elementary schools and PK - 8 sites • STAGE programs and performances • Speech and Debate clubs, classes, and competitions 	\$3,425,268.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Arts and STEM Showcase opportunities High-interest clubs and activities for junior high school students E-sports Street Hockey <p>According to Visible Learning MetaX, coding has "potential to accelerate" student achievement, drama and arts have "potential to considerably accelerate" student achievement, robotics has the "potential to considerably accelerate" student achievement, STEM programs have the "potential to considerably accelerate" student achievement, gaming has "potential to accelerate" student achievement, and exercise and sports programs "likely have a positive impact" on student achievement.</p> <p>Exploratory enrichment activities, including those listed above, serve as contributing actions for English learners (including LTELs), Foster Youth, and students experiencing economic hardship in the following ways:</p> <ol style="list-style-type: none"> Exploratory enrichment activities provide students with additional learning opportunities and experiences that they might not otherwise have, helping to bridge any educational gaps. Promoting Engagement and Retention - By offering a wide range of exploratory activities that cater to diverse interests, schools can significantly increase engagement among students. These activities can make school more appealing and relevant to students, potentially reducing absenteeism and increasing retention rates. Enhancing Academic Achievement - Participation in exploratory enrichment activities has been linked to improved academic outcomes. These activities can support the development of critical thinking, problem-solving skills, and creativity, which are transferable to academic subjects and also to college and career readiness. Supporting Social and Emotional Development - Many pupils face challenges that impact their social and emotional well-being. Exploratory enrichment activities provide a supportive environment where students can build confidence, resilience, and social skills. By participating in group activities and clubs, they can form meaningful connections with peers and 		

Action #	Title	Description	Total Funds	Contributing
		<p>adults and have a sense of belonging and community.</p> <p>5. Preparing for Future Opportunities - Exploratory enrichment activities expose pupils to a variety of potential career paths and fields of interest, including those in STEM, the arts, and digital technologies. This exposure is crucial for helping students envision and prepare for future educational and career opportunities, particularly in areas where certain populations are underrepresented.</p> <p>To increase English learner, Foster Youth, and economically disadvantaged student participation in exploratory enrichment, FSD will implement strategies designed to remove barriers to participation and provide equitable access such as providing opportunities free of charge, subsidizing fees, and providing information about programs in multiple languages. Additionally, FSD will ensure that programs are culturally relevant and supportive, cultivating an inclusive environment by training staff on inclusivity and equity. Collaborations with community organizations will further enrich offerings, providing unique experiences that broaden students' horizons.</p>		
1.8	Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness	<p>Increase and improve services to target low income and foster youth. Create and identify systems and tools that help identify student academic learning needs and match those needs to effective interventions, services, and programs.</p> <p>According to evidence based on research on Visible Learning MetaX, response to intervention has potential to considerably accelerate student achievement, mentoring is likely to have a small positive impact on student achievement, accountability systems are likely to have positive impact on student achievement, and the well-being of students is likely to have a positive impact on student achievement. Visible Learning MetaX defines well-being as the holistic experience of students. It involves considering what best serves their overall interests, and well-being is characterized by the experience of positive emotions and the minimization of negative emotions.</p>	\$25,692,586.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Furthermore, after-school programs are likely to have a positive impact on student achievement by preventing students from being alone at home for extended periods after school, offering additional academic time to those who are struggling with key curriculum elements, and decreasing instances of crime and victimization during after-school hours. Additionally at FSD, students in the expanded learning program receive enrichment opportunities in STEM, art, and sports which have been cited in action 1.7 as having potential to considerably accelerate or likely to have a positive impact on student achievement.</p> <p>Examples of actions include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Maintain by regularly updating and monitoring the internal data dashboard to track progress on multiple measures (SBAC, iReady, absences, interventions, programs, supports). • Analyze data and use outcomes to inform improvement of efforts and MTSS based interventions to match and serve Low-Income Youth and Foster Youth. • Provide coaching support to sites in using dashboards to identify needs and match supports for Low-Income Students and Foster Youth. • Bi-weekly family check-ins for assessing and addressing academic needs as needed. • Response to Intervention programs and teachers at every school site in mathematics and language arts/literacy • Mentor team support for at-risk students, including Foster Youth, English Language Learners, socioeconomically disadvantaged students, and students experiencing homelessness • Expanded Learning: Programs after school and during breaks to provide ELs, students experiencing financial hardship, and foster youth with additional academic support, enrichment activities, and personal development opportunities. 		
1.9	Pre-Kindergarten, TK, and Kindergarten	Recognize early years as pivotal for embedding foundational skills in Mathematics and English Language Arts (ELA). This strategic focus ensures that from the outset, children are immersed in learning experiences that intertwine basic math concepts and literacy, setting a	\$228,009.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>solid foundation for their future academic journey. Through integrated, playful, and engaging activities, PK and TK programs aim to cultivate a deep-seated love for learning, critical thinking, and problem-solving skills. This approach emphasizes the district's commitment to preparing students for success not only in these core subjects but across their entire educational and personal development paths.</p> <p>Pre-school programs, including kindergarten, are likely to have a positive impact on student achievement. Evidence suggests that Full-Day Kindergarten enhances academic performance, which is linked to long-term health advantages. When focused on low-income communities, Full-Day Kindergarten has the potential to promote health equity. Researchers advocate for employing trained bilingual staff, and training mainstream early childhood educators to work effectively with English language learners. Furthermore, they emphasize the importance of offering high-quality preschool environments and ensuring that children from the most economically disadvantaged families have access and benefit from preschools. Additionally, research evidence shows favorable outcomes from "comprehensive" early childhood programs that incorporate phonemic awareness, phonics, and other skills, alongside activities initiated by children. FSD is proud to offer a comprehensive program structured around the Desired Results Developmental Profile (DRDP) developed by the California Department of Education, Early Education and Support Division and Special Education Division that includes Language and Literacy Development, English-Language Development, Cognition, Including Math and Science, Physical Development–Health, History-Social Science, Visual and Performing Arts, Social and Emotional Development, and Approaches to Learning–Self-Regulation.</p> <p>Example actions include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Extended Day Kindergarten • PK/TK specific PD for teachers (Socio-emotional learning, English Learners, Desired Results Developmental Profile-DRDP, developmentally appropriate practices, Reggio Emilia) • PD for classified staff (training for preschool and early childhood IAs) • Bilingual staff for Preschool and DLA in TK 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Parental Involvement (Parent Advisory Committee for Preschool) • Age appropriate assessment strategies implementation (DRDP and Early Development Index) • Resources specific to TK/PK (First 5 and our SPSA to provide resources and referrals to our families) • Community education about availability of TK/PK at FSD (webinars, board presentation, outreach) • Community engagement about the benefits of early education (Fullerton Collaborative, parent education classes for TK and PK through Resilient Families - Priority Center) 		
1.10	Professional Learning Communities	<p>Provide teachers time, resources, data systems to participate in Professional Learning Communities (PLCs)</p> <ul style="list-style-type: none"> • Breakthrough Team Challenge • Collaborative Inquiry Cycle • Data dashboards/student information systems • Supplemental CCSS instructional materials • Scope and Sequence for ELA and Math • Structured release time • Grade level and vertical articulation • Instructional aide support • Special education teachers support • Professional development for general education teachers to support students with unique learning needs • RtI Lead roles in facilitating PLCs <p>PLCs provide the collaborative culture that can enhance the impact of PD by allowing it to be more practical, relevant, and sustained over time. This integration of PLCs and PD contributes to creating a dynamic and supportive environment conducive to continuous professional growth and improved student outcomes.</p>	\$1,332,354.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Fiscal Alignment	<p>Align financial resources to prioritize identified needs. This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Utilizing financial budgeting systems • Writing grants to support specific student groups through new or existing initiatives • Providing training on the alignment of fiscal resources • Providing principal training on composing the School Plan for Student Achievement (SPSA) 	\$3,273,268.00	No
1.12	Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff	<p>In additions to the actions in Action 1.4, FSD will support Long Term English Learners through, but not limited to, the following actions:</p> <ul style="list-style-type: none"> • Utilizing the Practice Interim ELPAC to guide targeted interventions based on interim test results. • Teachers employing specific scaffolding techniques for LTELs, utilizing materials from Wonders ELD (grades K-5) and StudySync ELD (grades 6-8) that are tailored for LTEL needs, along with the Ellevation platform, which offers strategies for all proficiency levels of English Learners. • Teacher professional development on curriculum for LTELs, data monitoring, and data informed practices to support LTELs • Involvement in EL Bootcamp to improve language skills. 	\$474,088.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>In alignment with the Fullerton School District's mission and FSD Board Goal 5.4, the district's approach to technology integration is comprehensive so that students not only engage in responsible digital citizenship and wellness but also utilize technology as a pivotal tool in their education. This strategy encompasses providing equitable access to technology and promoting digital literacy and safe online practices. It extends further to empower students to harness technology for a range of educational purposes: accessing resources, creating content, and participating in state and local assessments.</p> <p>The district's strategy to promote digital citizenship, information/media literacy, and online safety, as outlined in Board Goal 5.4, is integral to this holistic approach to technology integration. By educating students on the ethical and safe use of digital tools, FSD fosters a responsible digital culture both in and out of school. This includes critical media literacy skills that enable students to navigate the internet safely, discerning credible information from misinformation. Parental involvement is also a key component of FSD's technology strategy. By holding training sessions and providing resources for digital literacy and internet safety, the district engages parents as partners in promoting responsible technology use at home. The principles of digital citizenship extend beyond the classroom, supporting students' safe and productive use of technology in all aspects of their lives through this collaborative approach.</p> <p>FSD's commitment is that all students and teachers have access to the necessary digital tools and infrastructure. This foundational step is crucial for enabling students to leverage technology effectively across their learning journey. By integrating technology into the curriculum, FSD provides students with the opportunity to explore a vast array of digital resources. This access is instrumental in enriching their learning experience, allowing them to delve deeper into subjects, broaden their understanding, and connect with global perspectives. Moreover, technology serves as a creative outlet for students within FSD. They are encouraged to use digital tools to create content which empowers them to express their understanding and interpretations in innovative ways. This application of technology falls in line with the FSD philosophy, allowing students to impact others through their learning. This creative use of technology not only improves their learning experience but also cultivates critical thinking, problem-solving skills, and digital creativity, preparing them for future academic and career endeavors. Additionally, technology plays a critical role in testing within the district. Students need to be proficient in using digital platforms to</p>
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take these local and state assessments, emphasizing the importance of technology in evaluating and monitoring academic progress. This proficiency is not only about navigating the test interface but also about applying their knowledge in a digital context. Integrating into this technology-focused landscape, FSD is pioneering in providing Artificial Intelligence (AI) professional development and support for all relevant staff.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students who have daily access to high quality digital instructional resources	2023-2024 100%			Maintain 100%	
2.2	% of students who have Google Accounts for student created work	2023-2024 100%			Maintain 100%	
2.3	% of teachers who teach requisite digital citizenship, information literacy, and Internet safety lessons across the school year	2023-2024 100%			Maintain 100%	
2.4	Number of schools in which personnel have been trained in AI technology integration	2023-2024 6 Schools			All 20 schools trained	
2.5	LCAP Teacher Survey 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time	2023-2024 Teacher confidence in using instructional technology to enhance student learning:			Maintain Average at or above 3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Average rating: 3.25				
2.6	Number of Tech Mini-Externship Workshops through the Innovation and Instructional Support Department	2023-2024 10 events (An event is defined as a FSD personnel who specializes in a tech field going out to sites to engage with students or students going to meet FSD personnel who specializes in a tech field in their workspace)			Increase to 15 events per year	
2.7	LCAP Principal/Administrator Survey 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time	2023-2024 Principal/administrator confidence in supporting staff to use technology to enhance student learning Average rating: 3.45			Maintain Average at or above 3	
2.8	LCAP Parent Survey 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time	2023-2024 Parent rating of school's performance in using instructional technology in a way that helps the child learn Average Rating: 3.34			Maintain Average at or above 3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Percentage of families who request a hotspot for Internet access and are provided one	2023-2024 All: 100% Foster Youth: 100% ELs: 100% Low-income: 100%			All: 100% Foster Youth: 100% ELs: 100% Low-income: 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Build and Maintain Infrastructure for Instructional Technology	The Fullerton School District is committed to supplying tools and resources that support a challenging and pertinent curriculum, closely aligned with core content standards. This approach involves teaching through modern educational strategies that emphasize critical thinking, creativity, collaboration, and digital literacy. FSD's commitment extends to providing essential technology infrastructure and resources that enhance the	\$2,087,148.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>learning environment for both students and teachers. Key elements of this initiative include:</p> <ul style="list-style-type: none"> • Providing high-speed Internet access across all educational settings, facilitating seamless digital learning experiences, including network infrastructure • Implementing a strong network infrastructure complete with effective filters in order to maintain a secure and efficient online learning environment. • Regularly updating and maintaining technology devices for staff, supporting their ability to deliver high-quality instruction. • Enhancing classroom technology resources, including the integration of television monitors and wireless microphone/classroom amplification systems, to support interactive learning and effective communication. • 1:1 iPad program, which provides students in grades 3-8 with access to individual devices • Offering school-level support through roles such as Technology, Library, and Media Assistants, who play a crucial part in managing and optimizing technology resources. • Employing skilled technicians dedicated to addressing tech support needs so that technology is functioning optimally for both teaching and learning. • Facilitating access to devices during the summer to students participating in summer programs enabling continued learning opportunities and preventing the summer slide. 		
2.2	Professional Development: Innovation and Digital Literacy	<p>Offer professional development support and additional resources aimed at embedding 21st-century skills, innovative tools, and teaching strategies. Support mechanisms include diverse training and resources facilitated by Teachers on Special Assignment (TOSAs) focusing on innovation, personalized learning, and the incorporation of cutting-edge pedagogical approaches. Key areas of focus are, but are not limited to the following:</p> <ul style="list-style-type: none"> • Project-Based Learning • Robotics 	\$406,190.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Apps (Interactive learning, personalized learning, collaboration tools, future ready skill development, assessment and feedback, accessibility, organization and productivity, career exploration) • Technology integration conferences and associated costs (substitutes, conference fees) • Principal onboarding of new technologies • Classified training of technology integration • Staff AI trainings • Custom School-wide Professional Learning • Data systems use for root cause analysis and monitoring 		
2.3	Parent and Student Training	<p>Provide parents and students in person and/or webinar orientations and training to promote technology integration, digital literacy, and digital wellness:</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Parent webinars regarding digital wellness, emphasizing strategies for overseeing their children's digital activities, including device management, safe online communication, and internet usage monitoring. • Keyboarding app available in the student portal for full accessibility, ongoing gamification for keyboarding • Digital Literacy and digital wellness resources available on the FSD website • Supply teachers with curated academic technology articles to support both digital and reading literacy skills. • Implement various technology systems and tools to help students identify, explore and experience their passions, interests, and strengths and provide opportunities for students to showcase their work. • Parent control over student devices when at home • Demo lessons, assemblies, and activities incorporating student use of various technology tools (i.e. video editing, video production, stop motion animation, website creation, coding, app prototyping, etc.) 	\$611,702.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Trainings empower families with the knowledge and tools needed to navigate the digital landscape safely and responsibly. By understanding how to use devices and apps effectively, parents can provide a balanced and healthy digital environment at home. Training in digital wellness and literacy also helps students develop critical skills and habits for their academic and personal lives, promoting a safer and more productive online experience.</p>		
2.4	Student Agency Opportunities	<p>Opportunities to build student agency and serve personalized learning needs and interests. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Broadcasting clubs and opportunities for students • "Tiny Home" project (students build a tiny home, advocate for their project, and document their journey) • FSD Fest • Film Fest • Innovation Experience • Passion Agents Conference • Spotlight Speakers • Global Games • League of Literacy • STEM Nation • Promote Title 1 school student participation - go out to all the Title 1 schools including demo lessons of tech tools and apps • Congressional App Challenge 	\$229,949.00	No
2.5	Strategic Technology Support to Low-Income, Homeless, and Foster Youth	<p>Provide technology resources and training to students and families facing financial challenges, those experiencing homelessness, and foster youth to enhance educational outcomes. Research evidence shows that web-based technology tools have the potential to accelerate student achievement, and technology has potential to accelerate student achievement in mathematics and other subjects, is likely to have a positive impact on reading/literacy, is likely to have a positive impact on science, is likely to have a positive impact on writing, and has potential to accelerate students</p>	\$2,340,697.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>with learning needs.</p> <p>This initiative encompasses:</p> <ul style="list-style-type: none"> • Technicians to support student devices • Training on digital wellness • Student and family access to technology support for student devices • Provide information on free or low-cost Internet access options for students experiencing homelessness, Foster Youth, and socioeconomically disadvantaged students. • Provide hotspot Internet access for any student who needs it. 		
2.6	Digital Wellness Curriculum and Implementation	<p>In today's rapidly evolving digital world, it's crucial for students to navigate the Internet safely and responsibly. FSD recognizes the importance of digital wellness and is dedicated to providing resources and educational materials to support the community including students and parents/guardians. FSD's comprehensive approach includes, but is not limited to:</p> <ul style="list-style-type: none"> • Counselor Lesson Videos on social media and internet safety accompanied by a video and slide deck detailing trustworthy campus contacts which will be regularly updated to reflect personnel changes. • Supplemental lessons developed by FSD staff in addition to Second Step and Common Sense Media in order to develop a robust understanding of digital citizenship within students and align with FSD's specific requirements, providing targeted and relevant digital wellness education. • Production of videos on digital wellness topics for the community aimed at both students and parents/guardians to promote safe and healthy digital habits. 	\$135,397.00	No
2.7	Tech Mini-Externship Workshops through	Offer students real-world technology experiences facilitated by FSD's tech specialists. These experts will conduct workshops directly at school sites,	\$130,446.00	No

Action #	Title	Description	Total Funds	Contributing
	the Innovation and Instructional Support Department Personnel	<p>as well as host students at their workplaces, immersing students in the practical applications of technology in professional settings. This initiative bridges classroom learning with the tech industry, providing a hands-on understanding of technology's role and potential in the real world. Examples of mini-externship workshops include, but are not limited to:</p> <ul style="list-style-type: none"> • In class networking workshops through networking personnel • Adopt a specialists' mindset • Special field trip workshops for industry level multimedia exposure • Drone applications 		
2.8	Maintain Efficient Infrastructure and Device Ecosystem for District Operations	<p>Increase the overall operational framework of the district and schools through essential technological infrastructure that supports the district's daily activities and administrative tasks in order that staff and educators are well-equipped with the necessary tools to perform their roles efficiently. As such, this action is crucial in creating a seamless bridge between operational efficiency and educational excellence.</p> <p>Examples of actions include, but is not limited to:</p> <ul style="list-style-type: none"> • Printer/copier leases • Software for operations • Tech for business services • Computers for Maintenance and Operations 	\$391,340.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Williams Facilities Audit	2023-2024 100% compliance			100% Compliance	
3.2	Chronic Absenteeism Rate	2023 California Dashboard: Overall: 13.2% Students with Disabilities: 23.7% Foster Youth: 32.4% Homeless students: 44%			Overall: 5.7% Students with Disabilities: 16.2% Foster Youth: 24.9% Homeless Students: 36.5%	
3.3	Suspension Rate	2023 California Dashboard % of students suspended at least one day: Overall: 1.1% Homeless: 6.7% Foster Youth: 5.1%			Overall: 0.5% or less Homeless: 5.7% Foster Youth: 4.1%	
3.4	LCAP Student Survey	2023-2024			Connectedness Average Rating:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	FSD survey based on a 4 point scale measuring connectedness and safety: 4 = all of the time 3 = most of the time 2 = some of the time 1 = never	Connectedness Average Rating All: 2.75 Elem: 2.94 Jr. High: 2.61 Safety Average Rating All: 2.86 Elem: 3.09 Jr. High: 2.71			Increase to 3 in all levels Safety Average Rating All: Increase to 3 Elem: Maintain 3 or above Jr. High: Increase to 3	
3.5	LCAP Teacher Survey FSD survey based on a 4 point scale measuring safety, Socio-emotional learning, and school climate: 4 = all of the time 3 = most of the time 2 = some of the time 1 = never	2023-2024 Safety Average Rating All: 3.17 Elem: 3.12 Jr. High: 3.33 SEL Average Rating All: 3.02 Elem: 3.04 Jr. High: 2.97 School Climate Average Rating All: 3.21 Elem: 3.24 Jr. High: 3.12			Safety Average Rating All: Maintain 3 or above Elem: Maintain 3 or above Jr. High: Maintain 3 or above SEL Average Rating All: Maintain 3 or above Elem: Maintain 3 or above Jr. High: Increase to 3 or above School Climate Average Rating All: Maintain 3 or above Elem: Maintain 3 or above Jr. High: Maintain 3 or above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	LCAP Principal Survey FSD survey based on a 4 point scale measuring safety, SEL, and school climate: 4 = all of the time 3 = most of the time 2 = some of the time 1 = never	2023-2024 Safety Average Rating: 3.59 SEL Average Rating: 3.52 School Climate Average Rating: 3.44			Maintain 3 or above	
3.7	LCAP Parent Survey FSD survey based on a 4 point scale measuring safety: 4 = all of the time 3 = most of the time 2 = some of the time 1 = never	2023-2024 Safety Average Rating: 3.24			Maintain 3 or above	
3.8	Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) Teacher Screener	Fall 2023: 20.7% of students at moderate or high risk, n = 2,254			Decrease to 20% or below in line with the PBIS pyramid which indicates 10-15% of students is Tier 2 and 5% in Tier 3	
3.9	Attendance Rate	2022-2023: 96%			Maintained or increased	
3.10	Drop Out Rate	2023-2024: 0%			0%	
3.11	Percentage of Foster Youth and Homeless	Spring 2024 Foster Youth: 27.5%			Spring 2027:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students needing Tier 3 SEL Interventions	Homeless students: 19.3%			Foster Youth: 24.5% (Decrease approximately 1% per year) Homeless students: 16.3% (Decrease approximately 1% per year)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safety Training for All Appropriate Staff	Continue to advance an ongoing district-wide initiative aimed at strengthening the knowledge and training of all educational partners, to	\$526,507.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>ensure safe and positive working and learning environments. This initiative includes, but is not limited to the following:</p> <ul style="list-style-type: none"> • Continuously updating and refining emergency preparedness and safety plans. • Access to online safety programs, such as those offered by ASCIP. • Providing tailored safety and emergency preparedness assessments and training, specific to different roles and responsibilities. 		
3.2	Physical, Social, and Emotional Health and Well-being of Students	<p>Improve and sustain schools' capacity to support the well-being of students. This entails providing access to essential support staff within schools, such as Social Service Assistants, Health Assistants, Community Liaisons, and SEL coaches, all dedicated to addressing student wellness. Efforts include employing a Multi-Tiered System of Supports (MTSS) for personalized interventions. Maintain and improve systems and tools that help identify student mental and social health and match those needs to effective interventions, services, and programs. Research evidence supports restorative practices as being effective in reducing suspension rates, SEL programs and positive student emotional well-being as being effective in improving student outcomes, Positive Behavioral Interventions and Support (PBIS) as having a positive impact on math proficiency, home visitations as likely to have a positive impact on student outcomes, and counseling as likely to have a positive impact on student outcomes.</p> <p>The following are critical to the response based on an MTSS approach mentioned above:</p> <ul style="list-style-type: none"> • Provide staff, teachers, and administrators with training in restorative practices. • Incorporating Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL) training for relevant personnel for positive educational environments in FSD spaces including the classroom, the playground, and school buses 	\$6,652,695.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Integration of Social-Emotional Learning (SEL) into intervention and enrichment programs. • Implement trauma-informed training for staff, teachers, and administrators. • Provide mentorship programs where students are guided by staff members. • Utilize ReThink Ed for counseling. • Support for students needing tier 2 or 3 mental health assistance from Mental Health Associates (MHAs). • Bi-weekly family check-ins for assessing and addressing basic, medical, mental health, and attendance needs. • Hire a Wellness Coordinator who maintains food service operations in line with all regulatory levels and develops nutrition education programs • Home visitations as necessary • Employ SWIS, The School-Wide Information System, which is a part of PBIS to analyze data trends to address areas of need. • "Lunch Bunch" for students identified with tier 2 or 3 social-emotional and behavioral needs, offering mentorship and check-in/check-out sessions during lunch. • Refer students to outside organizations for telehealth mental health services. • "Check-in, check-out" system for daily connections and support for students identified as Tier 2 or 3 • PPS Counselors at K-8 sites and Junior High Schools • Lead counselor to coordinate efforts • Implement restorative practices <p>By creating a nurturing and inclusive school environment, these initiatives aim to improve sense of belonging, resilience, and academic success for students experiencing economic hardship and students in foster care. Ultimately, these efforts strive to equip students with the skills and resources needed to overcome challenges and thrive both in school and beyond.</p>		

Action #	Title	Description	Total Funds	Contributing
3.3	Staff and Community Training for Supporting Students in Foster Care and Students Experiencing Financial Hardship	<p>Parallel to student support, expanding training for all appropriate staff and parents is critical in understanding and meeting the nuanced needs of students. This involves organizing specialized training sessions on PBIS, MTSS, and Social Emotional Learning (SEL), equipping partners with the knowledge to extend support from school to home. Facilitating training and workshops focused on the social-emotional health of students, with an emphasis on those undergoing personal and economic challenges with a goal that staff are continually well-equipped to create an environment of empathy, respect, and understanding through Restorative Practices and targeted interventions.</p> <p>Research evidence suggests that programs involving parental engagement can positively influence student achievement. Similarly, restorative practices have been shown to effectively reduce suspension rates. There is also evidence indicating that anxiety can negatively affect student performance. Furthermore, Social-Emotional Learning (SEL) programs and initiatives that support positive student emotional well-being have been effective in enhancing student outcomes. Additionally, Positive Behavioral Interventions and Supports (PBIS) have demonstrated a beneficial impact on students' math proficiency.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Training for all appropriate staff and parents to better understand and support the nuanced needs of students in foster care or facing financial hardships. • Provide appropriate staff with training in restorative practices. • Trauma informed practices PD • Organizing specialized training sessions on PBIS, MTSS, and Social Emotional Learning (SEL) to equip appropriate staff and community members with the tools to support student development at home and in school. • Facilitate professional development focused on social-emotional health, particularly for students undergoing personal and economic challenges, to support staff with skills for creating an empathetic, respectful, and understanding environment. • Implement Restorative Practices and targeted interventions in classrooms and across schools to cultivate an inclusive atmosphere. 	\$1,187,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Decrease Chronic Absenteeism	<p>To reduce chronic absenteeism among foster youth, students experiencing homelessness, and students with disabilities across the school district, English learners at Beechwood School, Commonwealth Elementary, Golden Hill School, Orangethorpe Elementary, Rolling Hills Elementary, and Woodcrest Elementary, economically disadvantaged students at Beechwood School, Commonwealth Elementary, Golden Hill School, Nicolas JHS, Ladera Vista JHS, Orangethorpe Elementary, Pacific Drive Elementary, and Rolling Hills Elementary, Hispanic students at Beechwood School, Commonwealth Elementary, Golden Hill School, Nicolas JHS, Pacific Drive Elementary, Richman Elementary, Rolling Hills Elementary, and Sunset Lane Elementary, White students at Golden Hill School and Pacific Drive Elementary, and Asian students at Rolling Hills Elementary, the following strategic initiatives aim to improve schools' abilities to increase attendance rates:</p> <ul style="list-style-type: none"> • Maintain internal dashboard updated and monitored by assigned district and site based personnel that provide timely and accurate attendance data to enable swift interventions. • Creation of site based attendance teams who develop and follow through with attendance plans • Regular emails sent to principals from tech department about students who are absent and close to chronically absent • Attendance plan implementation based upon student needs • Continue and expand programs such as Saturday School Opportunity Attendance Recovery (SSOAR) and School Attendance Review Board (SARB) support offering opportunities for students to recover attendance and incentivizing consistent school attendance. • Utilize automated communication system to keep families informed about attendance expectations and updates on their child's attendance record. • Adjust and increase transportation routes as necessary, particularly for foster youth and socioeconomically disadvantaged students to remove transportation barriers to school attendance. 	\$2,553,196.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Support the capacity of schools to support comprehensive attendance efforts through availability of Social Services Assistants (SSA) and Community Liaisons. 		
3.5	Wrap-around Services for Physical Well-being of Students Experiencing Financial Hardships and Foster Youth	<p>Maintain adequate staffing and fund basic needs services and resources for foster youth and students experiencing financial hardship, more specifically, students experiencing homelessness.</p> <p>Research evidence shows that insufficient or poor-quality sleep can significantly impair learning, memory, and overall school performance. A lack of adequate sleep often detrimentally affects students. Providing essential materials such as mattresses and blankets can help students achieve restorative sleep, supporting their academic success and well-being. Evidence also shows that extracurricular activities are likely to have a positive impact on student outcomes.</p> <p>Support strategies include:</p> <ul style="list-style-type: none"> Offering transportation options and increasing bus routes to facilitate reliable school access for students experiencing homelessness and foster youth. Allocating funds for extracurricular activities specifically designed to engage and support these vulnerable groups. Providing essential items like clothing, sleeping bags, household goods, sheets, and blankets to address the basic needs and help stabilize the living situations of these students. 	\$2,657,149.00	Yes
3.6	Safe Facilities	<p>Carry out regular maintenance of school and district facilities for environments that are safe, clean, and supportive for both work and learning. Actions to achieve this include but are not limited to:</p> <ul style="list-style-type: none"> Continue perimeter fencing projects across schools to prevent direct external access to classrooms Create a single point of entry through the office at school sites 	\$12,915,853.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Training for appropriate staff to maintain safe environments (example: playground safety inspection training) • Update equipment and facilities as necessary. • Review and optimize cleaning schedules for daily upkeep. • Utilize a visitor management system for site security. • Provide a school resource officer 		
3.7	Climate and Community Building	<p>Improve school climate through a series of targeted actions. According to Visible Learning MetaX, research evidence supports that belonging, or the extent to which students feel respected, included, accepted, and encouraged within their school's social environment, which is also known as "school connectedness," significantly influences a student's emotional, behavioral, and cognitive engagement with their education. Belonging has the potential to greatly accelerate student achievement. Furthermore, positive ethnicity self-identity is likely to have a positive effect on student outcomes.</p> <p>These actions include, but are not limited to:</p> <ul style="list-style-type: none"> • Implementing Positive Behavior Intervention Systems (PBIS) across all schools to support a nurturing and inclusive school climate. • Hosting Palooza events at each junior high and TK-8 sites, featuring a week of Social-Emotional Learning (SEL) lessons culminating in a school-wide event to unite and build community among students. • Celebrating Spirit Weeks to increase school spirit and create a sense of unity across the student body. • Emphasizing thematic learning during special days, weeks, and months such as National African American History Month, Computer Science Week, Autism Awareness Month, Asian American and Pacific Islander Heritage Month, Día de los Muertos, National Teacher Appreciation Week, The Great Kindness Challenge Week, Lunar New Year, and National Women's History Month, enriching students' understanding and appreciation of diverse cultures and contributions. 	\$475,192.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being	<p>In addition to actions in Action 3.2, improve and sustain schools' capacity to support the well-being of students, particularly focusing on those in foster care or experiencing financial hardship. This entails providing access to essential support staff within schools, such as Social Service Assistants, Health Assistants, Community Liaisons, and SEL coaches, all dedicated to addressing the unique challenges these vulnerable students face. Efforts include employing a Multi-Tiered System of Supports (MTSS) for personalized interventions. Maintain and improve systems and tools that help identify student mental and social health and match those needs to effective interventions, services, and programs.</p> <p>Examples include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Keep current FSD's internal dashboard for foster youth and homeless students that tracks multiple measures of student well-being • Respond as necessary based on a MTSS approach if students fall below baseline/target values on the internal dashboard • Maintain Community Liaisons and SEL coaches to address the unique needs of students in foster care or experiencing financial hardship for a sense of belonging and resilience among students. • Homeless and foster youth students have regular meetings with Student Support Advisors (SSAs) for regular check-in/check-out and connection. 	\$1,187,981.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

family wrap-around services, mental health and social-emotional counseling, along with academic supports. The initiative involves collaboration across several schools, including Commonwealth Elementary, Maple Elementary, Nicolas Junior High, Richman Elementary, Valencia Park Elementary, and Woodcrest Elementary School.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Number of parents taking the LCAP Parent Survey	2023-2024: 304			405 Parent Survey Takers (Increase by 10% every year)	
4.4	Number of workshops/trainings/programs offered to parents of low-income, foster and homeless youth and SPED	2023-2024 10 Educational Essentials for Families: 42 parent graduates SchoolSmarts: 18 parent graduates Words Alive: Will be offered next school year 15 SEL workshops for parents: 220 attendees			At least 60 graduates every year from a combination of 10 Educational Essentials for Families, SchoolSmarts, and Words Alive. At least 10 SEL workshops offered to parents each year with at least 150 total participants	
4.5	Percentage of total participants of English learners, including LTELs, Foster Youth, and Low-income students in signature FSD programs (STEM Nation, FSD Fest, Speech and Debate, FSD Hockey) Note: Students are accompanied by a parent/guardian at the showcase events of these programs	2023-2024: English Learners Percentage: 11.8% Foster Youth Percentage: 0.2% Low-Income Students Percentage: 43.8%			English Learners Percentage: 14.8% (1% increase per year) Foster Youth Percentage: 0.3% (which is equal to the percentage of Foster Youth in FSD) Low-Income Students Percentage: 46.8% (1% increase per year)	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Practices of inclusion via communication	<p>Champion ongoing and transparent communication with parents as partners, upholding a culture of respect, integrity, and inclusion. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Strategize and implement communication efforts to actively inform and involve parents in the educational community through a Public Information Officer (PIO), including celebrating achievements • Adequately staff schools with office personnel • Establish intra-district mail delivery schedules based on need for timely delivery of information and resources 	\$2,645,182.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Single Plan for Student Achievement (SPSA) • Local Control Accountability Plan (LCAP) Survey and Advisory Committee • Maintain updated District and site websites • Community and student led conferences • Social media communication • Provide multiple forms of district communication (hard copies, text, call, website, marquee/billboard) • SSAs and Community Liaisons support families through regular interaction 		
4.2	Family Engagement in Student Success	<p>Identify opportunities and implement plans to increase parent and community participation to support the personal and intellectual success of every student. Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Pre-K/TK/Kinder parent orientation • Hire a wellness coordinator who offers nutritional guidance to students, parents, and staff, and raises awareness of the district's nutritional wellness policy • Updated school and district websites featuring calendars of key dates for school and district events • Parent Teacher Association (PTA) • District and Site Foundations • District and Site Advisory Groups • Trainings for Families of Students with Disabilities • Parent trainings on PBIS, MTSS, SEL • Fullerton Collaborative • Family training on culturally responsive teaching • Champions for Children Conference • Topic based workshops such as mental health at home, managing stress at home, ABCs of IEPs • Multilingual Taskforce • Early Childhood Parent Meeting • Taskforce on Diversity, Equity and Inclusion • Preschool Parent Advisory Group 	\$2,650,791.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • After School Programs collaboration with Community Based Organizations (Boys and Girls Club, Higher Ground, OC United) • Wellness Advocacy Council • Communicate how FSD will measure growth toward proficiency to parents • Communicate student learning goals and progress on goals to parents frequently • Communicate how parents can help support students for assessments • Core subject matter district-wide challenge 		
4.3	Parental Engagement in Showcase Opportunities	<p>Showcase opportunities offer parents and the community a unique window into their children's educational and extracurricular lives, allowing parents and the community to experience students' progress, talents, and interests firsthand. Such events not only enable parents to better understand and appreciate their children's efforts and achievements but also provide crucial emotional support to students. FSD will plan and promote activities and events highlighting student successes. Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Battle of the Bands within and across Jr. High campuses (including TK-8 schools) • FSD Fest • Fullerton Education Foundation Auction • Every Student Succeeding • Parent Teacher Association Reflections • School Site Awards • Eccellenza • Family Arts Nights • STEM Nation • Speech and Debate • FSD Street Hockey • FSD Junior High Sports League 	\$334,876.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Practices of Inclusion and Strategic Engagement of Families of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship	<p>Increase/Improve opportunities for families of English learners, foster youth, and socioeconomically disadvantaged students to be involved in district and school activities, advisory and advocacy roles, and activities to support learning at home.</p> <p>Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Champions for Learning • Representation in LCAP Advisory Committee • 10 Education Essentials for Families • School Smarts parent education - navigating the school system • Words Alive Advocates for Reading • Workshops to support parent orientation/navigation of school system • Provide print and verbal translation services as needed and required • Social media communication in Korean and Spanish • Provide multiple forms of district communication (hard copies, text, call, website, marquee/billboard) in Korean and Spanish • School signs posted in multiple languages 	\$2,108,431.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$18,695,690.00	\$1006364

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.670%	0.000%	\$0.00	15.670%

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
1.4	<p>Action: Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff</p> <p>Need: For English Language Arts (ELA), English learners (ELs) face the dual challenge of acquiring language proficiency while also mastering subject content. They need</p>	<p>This action is LEA-wide, because all FSD schools serve English Learners. The comprehensive support system for English Learner students strategically addresses their needs by blending language development with academic support. Through designated and integrated English Language Development (ELD) programs, regular assessments, and professional development for teachers, FSD provides a well-rounded educational approach. It also extends support beyond academics including family engagement</p>	1.1, 1.3, 1.5, 1.6, 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>comprehensive support in developing reading, writing, speaking, and listening skills, which includes a strong emphasis on vocabulary growth, understanding of grammar and syntax, and the ability to analyze and interpret texts. Equally important is the exposure to culturally relevant materials that reflect their diverse backgrounds, making learning more engaging and providing a context for better understanding and connection with the content. Additionally, ELs require specific strategies to enhance reading comprehension and writing skills, such as identifying key ideas, making inferences, and organizing their thoughts coherently in writing. Addressing these needs requires tailored instructional strategies that not only focus on language acquisition but also on developing critical thinking and analytical skills specific to ELA.</p> <p>In Mathematics, the challenges for ELs extend beyond language barriers to include the mastery of mathematical concepts and procedures. The mathematical language itself, with its unique vocabulary and symbolic representations, requires targeted instruction to ensure ELs can fully understand and apply math concepts. This involves not only teaching the terminology but also helping students grasp the underlying principles of mathematical operations and theories. ELs benefit from support with word problems due to their linguistic complexity, necessitating strategies that help decode and comprehend the problems while applying mathematical reasoning. Incorporating FSD's core practices</p>	<p>and the use of culturally relevant materials, creating an inclusive environment that promotes both linguistic proficiency and academic achievement.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and culturally relevant examples can significantly aid in bridging the gap between language proficiency and mathematical understanding. By providing these supports, educators can help ELs not only become proficient in math but also develop the confidence and skills necessary to succeed academically.</p> <p>Additionally, approximately 66% of FSD's ELs are students experiencing economic hardships. EL services are free for students to prevent financial barriers.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Participation in Exploratory Enrichment</p> <p>Need: FSD recognizes an opportunity to broaden the educational journey for English learners, Foster Youth, and economically disadvantaged students by more actively involving them in enrichment activities. Feedback from the LCAP survey, feedback cards collected during the Block Party, and engagement sessions with the Superintendent's Student Advisory Committee revealed several key areas for improvement in Enrichment/Curriculum Expansion. Respondents emphasized the need for a holistic education that balances traditional academic skills with practical, real-world</p>	<p>FSD's strategies are set to make enrichment activities more accessible, culturally relevant, and inclusive. By removing financial barriers and communicating about programs in multiple languages, the district aims to welcome broader participation. Implementing these initiatives for students who need them means that participation is not limited by a student's financial situation or background. This approach creates a more inclusive educational environment where students have the opportunity to explore their interests and talents.</p>	1.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>applications. There was a strong call to diversify extracurricular offerings, including more sports, field trips, robotics, and coding programs. Additionally, there was a significant focus on addressing diverse learning needs through the integration of technology, arts, and STEM (Science, Technology, Engineering, and Mathematics) activities. Students specifically expressed a desire for more opportunities in these areas, highlighting the importance of a well-rounded and engaging educational experience. These programs provide avenues for both personal and academic growth beyond the standard curriculum, aiming to make educational experiences accessible to all students. The Fullerton School District (FSD) acknowledges that enrichment opportunities can be costly and may not be financially accessible for some families. To address this, FSD is committed to providing these opportunities to low-income students. Additionally, to ensure that all parents are aware of these opportunities, FSD will enhance its communication efforts by providing information in multiple languages to overcome language barriers. This approach aims to ensure that all families are informed and able to participate in these valuable programs.</p> <p>Scope: LEA-wide</p>		
1.8	Action:	The actions address the needs of low-income and foster youth by implementing data-driven interventions across FSD, enabling consistent and	1.1, 1.2, 1.3, 1.5, 1.6

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>specific needs. Additionally, students emphasized the importance of accommodating individual learning paces in the LCAP survey feedback. They expressed a need for educational approaches that cater to their unique learning speeds and styles, as well as opportunities to relearn material when they struggle.</p> <p>Scope: LEA-wide</p>		
1.9	<p>Action: Pre-Kindergarten, TK, and Kindergarten</p> <p>Need: The identified need is to establish a strong foundation in multiple areas including Mathematics and English Language Arts (ELA) during the critical early years of education. From an early age, children need to be engaged in learning experiences that integrate comprehensive skills. Such a foundation is crucial for setting the stage for their future academic and personal development. The action stresses the importance of creating an enriching and engaging educational environment through Pre-Kindergarten (PK), Transitional Kindergarten (TK), and Kindergarten programs that not only grow a love for learning but also develop critical skills. This approach is part of a broader commitment to preparing students for long-term success in core subjects and beyond, particularly emphasizing the support for students in low-income communities to</p>	<p>Implementing TK and Kindergarten programs and supporting them LEA-wide in the elementary schools is crucial for promoting equity and accessibility, enabling early educational opportunities to reach underserved or low-income families across FSD, thus supporting the goal of advancing health equity and educational access. The California State Preschool Program is offered based on eligibility criteria for families across the district at eight of the elementary sites where families qualifying for the program are most concentrated. Furthermore, comprehensive support structures, including bilingual staff and parental involvement initiatives, are deployed widely to cultivate an inclusive educational environment for all students, especially benefiting English language learners and students experiencing financial hardships and their families. Community and stakeholder engagement through webinars and outreach strengthens the supportive network around students, promoting widespread understanding and backing for early education initiatives.</p>	1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>help bridge any educational and health equity gaps. FSD emphasizes the importance of offering non-fee-based programs for students in financial need, particularly in early education. Without these crucial early childhood opportunities, many of our families would be unable to access the benefits of early learning, which are vital for their children's development and future academic success. Additionally, English learners benefit from early education programs that help them transition smoothly into the school system. Bilingual aides play a crucial role in this process, providing essential language support and helping create a positive learning environment that helps students develop strong language skills and a solid foundation for their academic journey.</p> <p>Scope: LEA-wide</p>		
1.12	<p>Action: Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff</p> <p>Need: Long-term English learners (LTELs) have distinct academic needs, particularly in English Language Arts (ELA) and math. In ELA, LTELs require targeted instruction that builds academic vocabulary, enhances reading comprehension skills, and develops writing proficiency through structured, scaffolded</p>	<p>This action is LEA wide, because Long Term English Learners are served throughout the district. The comprehensive support system for English Learner students at FSD is tailored to meet their needs through differentiated instruction informed by data. By utilizing both designated and integrated English Language Development (ELD) programs, along with regular assessments, FSD ensures that instruction is personalized to address individual student needs.</p>	1.1, 1.3, 1.5, 1.6, 1.9

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	<p>Action: Strategic Technology Support to Low-Income, Homeless, and Foster Youth</p> <p>Need: Equity is a top priority for Fullerton School District, and providing students with access to technology for learning opportunities remains a high priority, as reflected in community feedback and the board's goal for students to "use technology in safe and productive ways." The analysis of the LCAP survey data and Block Party community card feedback affirmed FSD's commitment to technology and highlighted the need to increase student access. Key themes from the feedback which emerged include increasing access to technology and educational resources outside of school, offering more home programs and reading apps for younger students, extending the hours of existing apps, providing various tech devices, and making affordable internet access and educational links readily available. Access to these technologies requires hardware, software, and connectivity, which can be costly and should not be a barrier. FSD currently has families that depend on the district for all of the above, and FSD remains committed to providing these resources for families in need.</p> <p>Scope: LEA-wide</p>	<p>Device usage has become a necessary part of the learning experience at FSD, therefore, access to hardware, software, Internet, technicians, safe usage are all necessities. To ensure equal access to technology, the district has implemented a 1:1 device program for students in grades 3 to 8 throughout the LEA in which 56.4% of the students are socioeconomically disadvantaged. Additionally, FSD provides wireless Internet access points to support students facing financial hardship. Regarding the themes that emerged from community and student feedback, hardware, software, and Internet access are essential components for increasing access to technology and educational resources outside of school. This includes offering more home programs and reading apps for younger students, extending the hours of existing apps, providing various tech devices, and ensuring affordable internet access and links are readily available. Devices also need to be well-maintained to function effectively. FSD ensures that schools are staffed with the necessary personnel to troubleshoot and service both software and hardware. This support allows students to avoid seeking outside services for their device maintenance needs.</p>	2.9
3.3	<p>Action:</p>	<p>The action is provided on an LEA-wide basis, because every school at FSD serves students</p>	3.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Staff and Community Training for Supporting Students in Foster Care and Students Experiencing Financial Hardship</p> <p>Need: Based on the LCAP survey analysis, Block Party feedback cards, and interactions with the Superintendent's Student Advisory Committee, several themes of key priorities have emerged regarding social-emotional well-being of students. For staff and parents, there is a strong desire for enhanced social, mental, and emotional support for students. This includes improving peer group interactions to promote well-being and implementing mental health breaks along with restorative practices. For students, a theme is that there is a clear need for stronger measures to ensure a comprehensive safety environment that addresses physical, social, and emotional aspects, thereby increasing their sense of belonging. The FSD assessment of McKinney-Vento (MKV) and foster youth has shown that many students have significant SEL needs, as indicated by Rethink Ed surveys and the SRSS-IE. Furthermore, homeless students are in the lowest level on the CA dashboard for suspensions, and SEL interventions are being used to enhance their sense of belonging and develop the skills and knowledge needed for social, emotional, and mental health. To meet these needs, it is important to train staff on trauma-informed practices that take students' Adverse Childhood Experiences (ACEs) into account.</p>	<p>experiencing economic hardship and students in foster care or experiencing homelessness. Students who are experiencing economic hardship, experiencing homelessness, or in foster care are likely to have Adverse Childhood Experiences (ACEs) that can affect their learning experience, and staff and parents/guardians need to know how to be responsive in ways that support students. All appropriate staff in the district need to be equipped with approaches to student social and emotional support. Training enables the entire school community to apply restorative practices, engage parents effectively, and support the emotional and academic growth of students who are experiencing economic hardship, experiencing homelessness, or in foster care through SEL. System-wide training initiatives also promote a shared understanding and commitment to these approaches and improve the overall impact on student outcomes which contribute to a culture of inclusivity and support that is felt across classrooms and campuses across the district.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.8	<p>Action: Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being</p> <p>Need: Students in foster care or experiencing financial hardship have strengths that can further flourish with support within their educational environments. Foster Youth and students experiencing financial hardship may need tailored interventions and resources to fully engage with their academic and social-emotional development due to the distinct challenges they may encounter. Establishing support systems in schools is essential to leverage students' strengths and resilience. Such support systems not only empower students but also aim to acknowledge and address their diverse needs in appropriate ways.</p> <p>Scope: LEA-wide</p>	The implementation of a Multi-Tiered System of Supports (MTSS), along with dedicated roles like Social Service Assistants, Health Assistants, and SEL coaches, directly addresses the unique needs of students in foster care or experiencing financial hardship by providing them with personalized and consistent support. These actions are designed to integrate into the school environment so that no student who needs support is overlooked. However, these services are very targeted toward low-income students and students in foster care. Training staff in restorative practices and SEL, along with the provision of mental health services and regular check-ins creates a nurturing environment that promotes a sense of belonging and resilience. This comprehensive approach not only supports the individual student but also enhances the overall school climate.	3.2, 3.3, 3.4, 3.8
4.4	<p>Action: Practices of Inclusion and Strategic Engagement of Families of of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship</p> <p>Need:</p>	The actions address the needs of families of English learners, foster youth, and socioeconomically disadvantaged students by creating pathways for meaningful engagement in their children's education and the broader school community. Offering resources such as the 10 Education Essentials for Families and educational	4.1, 4.3, 4.4, 4.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Feedback from the Supervisor's Student Advisory Committee highlights the need to address varying levels of parental participation due to work and financial constraints. Students suggest implementing support programs for families unable to contribute financially. Additionally, staff and parents emphasized in the LCAP survey and Block Party feedback cards the importance of ensuring inclusivity for parents from diverse backgrounds. There is a vital need to support opportunities for families of English learners, foster youth, and socioeconomically disadvantaged students to engage more deeply with district and school activities as data shows that the proportion of UPP student involvement in signature programs which are connected to parent awareness and participation is lower than the overall UPP percentage in the district. This includes involvement in advisory and advocacy roles and supporting learning at home, which are crucial for educational equity and community integration. Programs such as Champions for Learning and Words Alive Advocates for Reading enrich parental engagement and knowledge, while initiatives like the LCAP Advisory Committee offer a platform for direct influence on educational policies. Furthermore, by providing essential resources like the 10 Education Essentials for Families, along with workshops to help parents navigate the school system, and comprehensive translation services in multiple languages, schools can offer families the tools they need to effectively support their children's education. Communication strategies including</p>	<p>workshops equips parents with the knowledge and skills required to effectively support their children's academic journey. Translation services and multilingual communications allow all families, regardless of their primary language, to access and understand important information, making them more likely to participate in school activities and decision-making processes. Implementing these actions on an LEA-wide basis is crucial for promoting equity across the district. These LEA-wide strategies not only improve the educational experience for students but also strengthen the connection between schools which strengthens the FSD community.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>social media posts in Korean and Spanish as well as multi-language school signage contribute to creating an inclusive and welcoming environment that encourages active participation from all families.</p> <p>Scope: LEA-wide</p>		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.5	<p>Action: Wrap-around Services for Physical Well-being of Students Experiencing Financial Hardships and Foster Youth</p> <p>Need: To target needs of foster youth and students experiencing financial hardships holistically, the district must maintain a strong staffing infrastructure and fund resources capable of addressing students' diverse needs. This includes meeting physical needs, nurturing students through their interests, and getting students to school. Foster Youth and students experiencing financial hardships are appearing in the red on the CA dashboard in areas such as suspensions, chronic absenteeism, and</p>	<p>Increasing bus routes and expanding transportation options helps students facing financial hardships or unstable living situations consistently attend school. Regular attendance is crucial for academic continuity and access to on-campus support services which can significantly enhance the educational experience and opportunities for students.</p> <p>Funding extracurricular activities for foster youth and students experiencing financial hardship provides crucial opportunities for social engagement, skill development, and emotional support outside the traditional classroom setting. These activities are vital for building skills that are essential for personal and academic success. Offering clothing, sleeping bags, household goods, bedsheets, and blankets helps address</p>	3.2, 3.3, 3.4, 3.8, 3.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academics, so their basic needs need to be met in order for students to experience growth. Scope: Limited to Unduplicated Student Group(s)	fundamental needs that must be met for students to focus on their education. By supporting the basic living conditions of students, schools contribute to stabilizing their home environments, thereby reducing stress and anxiety that can impede academic performance and social development.	

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

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	16.1 to 1	13.6 to 1
Staff-to-student ratio of certificated staff providing direct services to students	19.1 to 1	23.4 to 1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$119,311,708.00	\$18,695,690.00	15.670%	0.000%	15.670%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$117,136,986.00	\$37,521,248.00	\$1,998,498.00	\$5,887,281.00	\$162,544,013.00	\$143,245,353.00	\$19,298,660.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development For All Appropriate Staff For Positive Student Learning Outcomes	All	No			All Schools	Ongoing	\$1,784,902.00	\$267,181.00	\$1,815,829.00	\$110,798.00	\$29,324.00	\$96,132.00	\$2,052,083.00	0.00%
1	1.2	Advanced Coursework and College and Career Readiness	All	No			All Schools	Ongoing	\$83,681.00	\$456,967.00	\$358,870.00	\$91,209.00	\$48,503.00	\$42,066.00	\$540,648.00	0.00%
1	1.3	Recruit and Maintain High-Quality Staff	All	No			All Schools	Ongoing	\$62,337,159.00	\$2,000.00	\$62,339,061.00	\$98.00	\$0.00	\$0.00	\$62,339,159.00	0.00%
1	1.4	Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$3,723,447.00	\$543,350.00	\$3,302,815.00	\$673,228.00	\$0.00	\$290,754.00	\$4,266,797.00	0.00%
1	1.5	Special Education Student Support	Students with Disabilities	No			All Schools	Ongoing	\$11,851,324.00	\$3,364,020.00	\$572,380.00	\$12,476,662.00	\$910,205.00	\$1,256,097.00	\$15,215,344.00	0.00%
1	1.6	Standards-Aligned Curriculum and Materials	All	No			All Schools	Ongoing	\$308,384.00	\$1,167,322.00	\$358,838.00	\$201,247.00	\$294,593.00	\$621,028.00	\$1,475,706.00	0.00%
1	1.7	Participation in Exploratory Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,799,874.00	\$1,625,394.00	\$1,480,938.00	\$1,554,977.00	\$124,493.00	\$264,860.00	\$3,425,268.00	0.00%
1	1.8	Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$23,452.00	\$2,240,584.00	\$9,086,495.00	\$14,774,310.00	\$152,438.00	\$1,679,343.00	\$25,692,586.00	0.00%
1	1.9	Pre-Kindergarten, TK, and Kindergarten	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: California	Ongoing	\$198,323.00	\$29,686.00	\$201,759.00	\$12,311.00	\$3,258.00	\$10,681.00	\$228,009.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	State Preschool Program: Commonwealth, Hermosa Drive, Maple, Orangethorpe, Pacific Drive, Richman, Valencia Park, Woodcrest. TK/Kindergarten Providing Elementary Schools: Acacia, Beechwood, Commonwealth, Fern Drive, Robert C. Fidler, Golden Hill, Hermosa Drive, Laguna Road, Maple, Orangethorpe, Pacific Drive, Raymond, Richman, Rolling Hills, Sunset Lane, Valencia Park, Woodcrest									

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	1.10	Professional Learning Communities	All	No			All Schools	Ongoing	\$1,224,228.00	\$108,126.00	\$1,197,307.00	\$18,852.00	\$10,861.00	\$105,334.00	\$1,332,354.00	0.00%
1	1.11	Fiscal Alignment	All	No			All Schools	Ongoing	\$3,220,720.00	\$52,548.00	\$3,273,268.00	\$0.00	\$0.00	\$0.00	\$3,273,268.00	0.00%
1	1.12	Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$413,716.00	\$60,372.00	\$366,979.00	\$74,803.00	\$0.00	\$32,306.00	\$474,088.00	0.00%
2	2.1	Build and Maintain Infrastructure for Instructional Technology	All	No			All Schools	Ongoing	\$1,572,333.00	\$514,815.00	\$1,997,042.00	\$47,016.00	\$0.00	\$43,090.00	\$2,087,148.00	0.00%
2	2.2	Professional Development: Innovation and Digital Literacy	All	No			All Schools	Ongoing	\$342,987.00	\$63,203.00	\$358,989.00	\$0.00	\$0.00	\$47,201.00	\$406,190.00	0.00%
2	2.3	Parent and Student Training	All	No			All Schools	Ongoing	\$611,702.00	\$0.00	\$582,317.00	\$29,385.00	\$0.00	\$0.00	\$611,702.00	0.00%
2	2.4	Student Agency Opportunities	All	No			All Schools	Ongoing	\$202,882.00	\$27,067.00	\$229,949.00	\$0.00	\$0.00	\$0.00	\$229,949.00	0.00%
2	2.5	Strategic Technology Support to Low-Income, Homeless, and Foster Youth	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		Ongoing	\$2,130,524.00	\$210,173.00	\$2,196,342.00	\$58,770.00	\$0.00	\$85,585.00	\$2,340,697.00	0.00%
2	2.6	Digital Wellness Curriculum and Implementation	All	No			All Schools	Ongoing	\$114,329.00	\$21,068.00	\$119,663.00	\$0.00	\$0.00	\$15,734.00	\$135,397.00	0.00%
2	2.7	Tech Mini-Externship Workshops through the Innovation and Instructional Support Department Personnel	All	No			All Schools	Ongoing	\$98,270.00	\$32,176.00	\$124,815.00	\$2,938.00	\$0.00	\$2,693.00	\$130,446.00	0.00%
2	2.8	Maintain Efficient Infrastructure and Device Ecosystem for District Operations	All	No			All Schools	Ongoing	\$294,812.00	\$96,528.00	\$374,445.00	\$8,815.00	\$0.00	\$8,080.00	\$391,340.00	0.00%
3	3.1	Safety Training for All Appropriate Staff	All	No			All Schools	Ongoing	\$503,103.00	\$23,404.00	\$509,323.00	\$0.00	\$0.00	\$17,184.00	\$526,507.00	0.00%
3	3.2	Physical, Social, and Emotional Health and Well-being of Students	All	No			All Schools	Ongoing	\$4,798,699.00	\$1,853,996.00	\$3,380,724.00	\$2,575,204.00	\$238,423.00	\$458,344.00	\$6,652,695.00	0.00%
3	3.3	Staff and Community Training for Supporting Students in Foster Care and Students Experiencing Financial Hardship	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$856,910.00	\$331,071.00	\$603,700.00	\$459,858.00	\$42,576.00	\$81,847.00	\$1,187,981.00	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
3	3.4	Decrease Chronic Absenteeism	All	No			All Schools	Ongoing	\$2,487,972.00	\$65,224.00	\$2,251,711.00	\$190,532.00	\$0.00	\$110,953.00	\$2,553,196.00	0.00%
3	3.5	Wrap-around Services for Physical Well-being of Students Experiencing Financial Hardships and Foster Youth	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	\$2,513,879.00	\$143,270.00	\$1,414,593.00	\$1,019,529.00	\$83,282.00	\$139,745.00	\$2,657,149.00	0.00%
3	3.6	Safe Facilities	All	No			All Schools	Ongoing	\$7,782,187.00	\$5,133,666.00	\$10,867,094.00	\$2,018,753.00	\$0.00	\$30,006.00	\$12,915,853.00	0.00%
3	3.7	Climate and Community Building	All	No			All Schools	Ongoing	\$342,764.00	\$132,428.00	\$241,480.00	\$183,943.00	\$17,030.00	\$32,739.00	\$475,192.00	0.00%
3	3.8	Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$856,910.00	\$331,071.00	\$603,700.00	\$459,858.00	\$42,576.00	\$81,847.00	\$1,187,981.00	0.00%
4	4.1	Practices of inclusion via communication	All	No			All Schools	Ongoing	\$2,589,211.00	\$55,971.00	\$2,553,681.00	\$51,714.00	\$0.00	\$39,787.00	\$2,645,182.00	0.00%
4	4.2	Family Engagement in Student Success	All	No			All Schools	Ongoing	\$2,551,100.00	\$99,691.00	\$2,505,872.00	\$97,089.00	\$936.00	\$46,894.00	\$2,650,791.00	0.00%
4	4.3	Parental Engagement in Showcase Opportunities	All	No			All Schools	Ongoing	\$334,876.00	\$0.00	\$124,432.00	\$138,817.00	\$0.00	\$71,627.00	\$334,876.00	0.00%
4	4.4	Practices of Inclusion and Strategic Engagement of Families of of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,862,143.00	\$246,288.00	\$1,742,575.00	\$190,532.00	\$0.00	\$175,324.00	\$2,108,431.00	0.00%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$119,311,708.00	\$18,695,690.00	15.670%	0.000%	15.670%	\$20,999,896.00	0.000%	17.601 %	Total:	\$20,999,896.00
								LEA-wide Total:	\$19,585,303.00
								Limited Total:	\$1,414,593.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff	Yes	LEA-wide	English Learners	All Schools	\$3,302,815.00	0.00%
1	1.7	Participation in Exploratory Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,480,938.00	0.00%
1	1.8	Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$9,086,495.00	0.00%
1	1.9	Pre-Kindergarten, TK, and Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California State Preschool Program: Commonwealth,	\$201,759.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Hermosa Drive, Maple, Orangethorpe, Pacific Drive, Richman, Valencia Park, Woodcrest. TK/Kinder Providing Elementary Schools: Acacia, Beechwood, Commonwealth, Fern Drive, Robert C. Fisler, Golden Hill, Hermosa Drive, Laguna Road, Maple, Orangethorpe, Pacific Drive, Raymond, Richman, Rolling Hills, Sunset Lane, Valencia Park, Woodcrest		
1	1.12	Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff	Yes	LEA-wide	English Learners	All Schools	\$366,979.00	0.00%
2	2.5	Strategic Technology Support to Low-Income, Homeless, and Foster Youth	Yes	LEA-wide	Foster Youth Low Income		\$2,196,342.00	0.00%
3	3.3	Staff and Community Training for Supporting Students in Foster Care and Students Experiencing Financial Hardship	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$603,700.00	0.00%
3	3.5	Wrap-around Services for Physical Well-being of Students Experiencing	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$1,414,593.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Financial Hardships and Foster Youth						
3	3.8	Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$603,700.00	0.00%
4	4.4	Practices of Inclusion and Strategic Engagement of Families of of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,742,575.00	0.00%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$115,959,724.00	\$163,467,568.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	No	\$1,125,005.00	\$2,135,223.00
1	1.2	Professional Learning Communities	No	\$2,757,971.00	\$1,350,914.00
1	1.3	High-Quality Staff	No	\$61,708,567.00	\$61,470,774.00
1	1.4	Advanced Coursework	No	\$123,301.00	\$78,685.00
1	1.5	College and Career Readiness	No	\$90,104.00	\$440,386.00
1	1.6	Standards Aligned Curriculum and Materials	No	\$3,095,527.00	\$1,498,309.00
1	1.7	English Language Learner Support	Yes	\$3,761,556.00	\$4,591,904.00
1	1.8	Fiscal Alignment	No	\$2,517,001.00	\$3,400,261.00
1	1.9	Academic Instruction and Intervention	Yes	\$6,232,085.00	\$23,160,084.00
1	1.10	Academic Enrichment	Yes	\$2,735,904.00	\$3,225,915.00
1	1.11	Strategic Use of Data	Yes	\$243,780.00	\$696,445.00

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	1.12	Increase numbers of staff at highest need sites	Yes	\$1,785,896.00	\$3,176,100.00
1	1.13	Special Education Student Support	No	\$2,917,406.00	\$15,004,330.00
2	2.1	Build Infrastructure for Instructional Technology	No	\$1,411,374.00	\$3,021,407.00
2	2.2	Professional Development-Digital Literacy	No	\$609,000.00	\$660,841.00
2	2.3	Parent and Student Training	No	\$73,648.00	\$589,233.00
2	2.4	Student Agency Opportunities	No	\$585,284.00	\$223,978.00
2	2.5	Strategic Technology Support to Low- Income, Homeless and Foster Youth	Yes	\$2,183,781.00	\$2,058,430.00
2	2.6	Student Technology Access	Yes	\$239,270.00	\$489,666.00
3	3.1	Safety Training	No	\$1,136,218.00	\$493,128.00
3	3.2	Physical, Social and Emotional Health and Well-Being	Yes	\$1,573,660.00	\$9,644,873.00
3	3.3	Attendance	Yes	\$351,391.00	\$2,329,341.00
3	3.4	Wrap-Around Services for Low-income, English Language Learners and Foster Youth	Yes	\$1,437,198.00	\$2,652,296.00
3	3.5	Safe Facilities	No	\$6,489,553.00	\$13,804,923.00

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)
4	4.1	Culture of Inclusion via Communication	No	\$10,059,362.00	\$2,436,599.00
4	4.2	Parent Engagement in Student Success	No	\$11,230.00	\$2,531,975.00
4	4.3	Showcase Celebrations	No	\$91,925.00	\$324,470.00
4	4.4	Strategic Engagement of families of Targeted Groups	Yes	\$612,727.00	\$1,977,078.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$19,245,059.00	\$19,353,786.00	\$28,277,118.00	(\$8,923,332.00)	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	1.7	English Language Learner Support	Yes	\$3,761,556.00	\$3,706,178.00	0.00%	0.00%
1	1.9	Academic Instruction and Intervention	Yes	\$4,591,707.00	\$7,769,236.00	0.00%	0.00%
1	1.10	Academic Enrichment	Yes	\$2,735,904.00	\$1,289,334.00	0.00%	0.00%
1	1.11	Strategic Use of Data	Yes	\$80,696.00	\$520,086.00	0.00%	0.00%
1	1.12	Increase numbers of staff at highest need sites	Yes	\$1,785,896.00	\$2,492,874.00	0.00%	0.00%
2	2.5	Strategic Technology Support to Low- Income, Homeless and Foster Youth	Yes	\$2,183,781.00	\$1,987,087.00	0.00%	0.00%
2	2.6	Student Technology Access	Yes	\$239,270.00	\$477,776.00	0.00%	0.00%
3	3.2	Physical, Social and Emotional Health and Well-Being	Yes	\$1,573,660.00	\$4,863,894.00	0.00%	0.00%
3	3.3	Attendance	Yes	\$351,391.00	\$2,098,814.00	0.00%	0.00%
3	3.4	Wrap-Around Services for Low-income, English Language Learners and Foster Youth	Yes	\$1,437,198.00	\$1,388,826.00	0.00%	0.00%
4	4.4	Strategic Engagement of families of Targeted Groups	Yes	\$612,727.00	\$1,683,013.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$123,228,632.00	\$19,245,059.00	0.000%	15.617%	\$28,277,118.00	0.000%	22.947%	\$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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

California Department of Education
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Table 1 LCAP 2023 - 2024 Fullerton School District Student Groups Performing in the Lowest Level (Red) According to the California Dashboard by School					
SITE	ELA	MATH	EL PROGRESS	CHRONIC ABSENTEEISM	SUSPENSIONS
Beechwood	No student groups in the red	No student groups in the red	Red	All ELs Hispanic Socio Dis	No student groups in the red
Commonwealth	SWD	No student groups in the red	No student groups in the red	All ELs Hispanic Socio Dis SWD	No student groups in the red
Fern Drive	SWD	No student groups in the red	No student groups in the red	No student groups in the red	No student groups in the red
Fullerton School District Overall	SWD	Foster Youth	No student groups in the red	Foster Youth Homeless SWD	Homeless
Golden Hill	No student groups in the red	No student groups in the red	No student groups in the red	All ELs Hispanic Socio Dis SWD White	No student groups in the red
Hermosa Drive	No student groups in the red	No student groups in the red	Red	SWD	No student groups in the red
Ladera Vista	ELs	ELs	Red	Socio Dis	No student groups in the red
Maple	ELs	No student groups in the red	No student groups in the red	No student groups in the red	No student groups in the red
Nicolas	ELs SWD	No student groups in the red	No student groups in the red	All Hispanic Socio Dis	No student groups in the red
Orangethorpe	No student groups in the red	No student groups in the red	Red	ELs Socio Dis SWD	No student groups in the red
Pacific Drive	All ELs Hispanic Socio Dis SWD	SWD	No student groups in the red	All Hispanic Socio Dis SWD White	No student groups in the red
Raymond	SWD	No student groups in the red	No student groups in the red	No student groups in the red	No student groups in the red
Richman	SWD	No student groups in the red	No student groups in the red	Hispanic SWD	No student groups in the red
Rolling Hills	No student groups in the red	SWD	No student groups in the red	All Asian ELs Hispanic Socio Dis SWD	No student groups in the red
Sunset Lane	No student groups in the red	No student groups in the red	No student groups in the red	Hispanic	No student groups in the red
Valencia Park	No student groups in the red	No student groups in the red	No student groups in the red	SWD	No student groups in the red
Woodcrest	All ELs Hispanic Socio Dis	All ELs Hispanic Socio Dis SWD	Red	ELs SWD	No student groups in the red
ELs = English Learners, Socio Dis = Socioeconomically Disadvantaged, SWD = Students with Disabilities					