LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fountain Valley School District

CDS Code: 30-66498-0000000

School Year: 2024-25

LEA contact information:
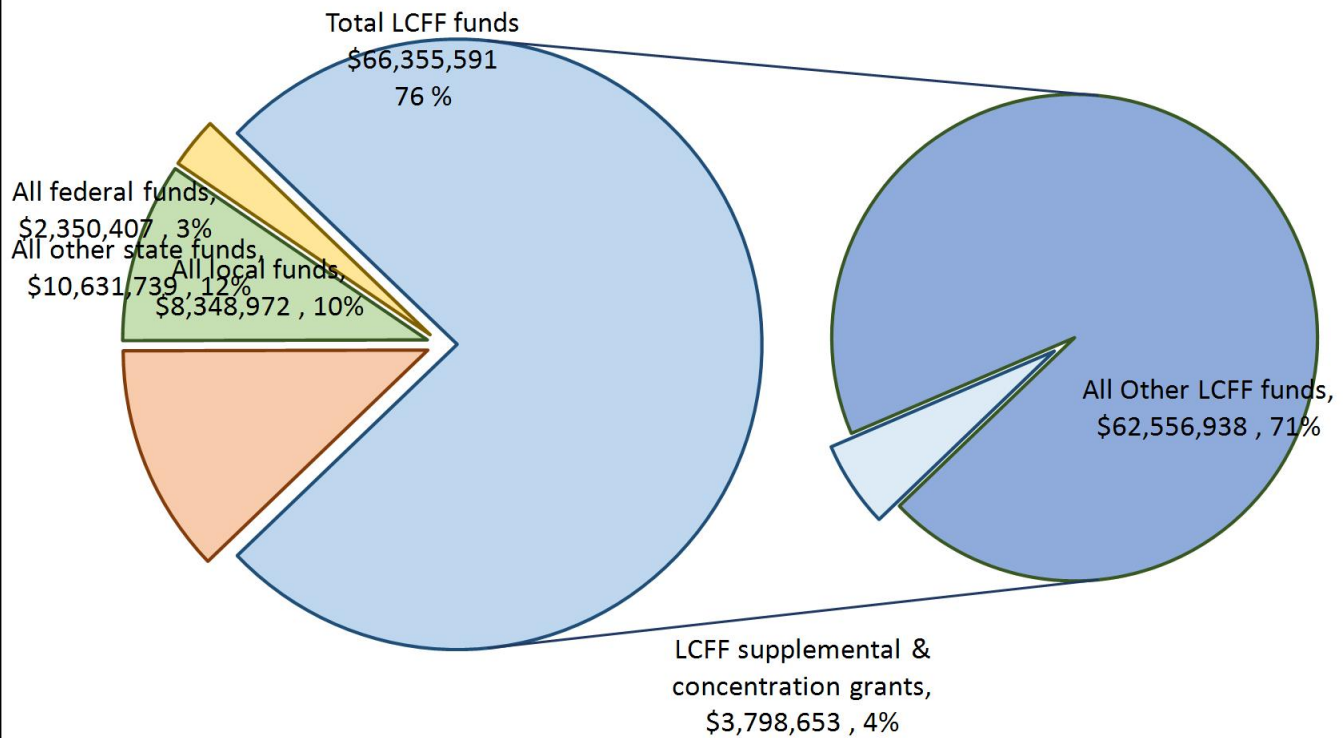
Kiva Spiratos, Ed.D.

Director, Educational Services

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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

Total LCFF funds
$66,355,591
76 %

All federal funds,
$2,350,407 , 3%

All other state funds,
$10,631,739 , 12%

All local funds,
$8,348,972 , 10%

All Other LCFF funds,
$62,556,938 , 71%

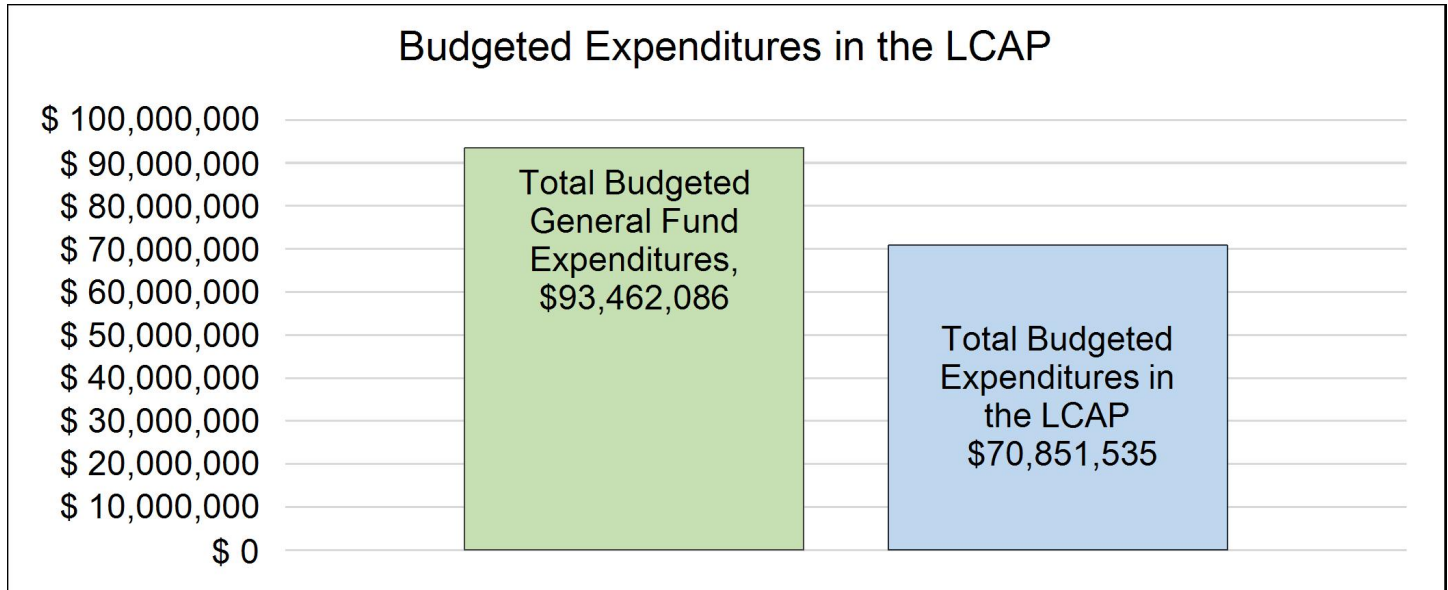LCFF supplemental &
concentration grants,
$3,798,653 , 4%

This chart shows the total general purpose revenue Fountain Valley 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 Fountain Valley School District is $87,686,709, of which $66,355,591 is Local Control Funding Formula (LCFF), $10,631,739 is other state funds, $8,348,972 is local funds, and $2,350,407 is federal funds. Of the $66,355,591 in LCFF Funds, $3,798,653 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.

Budgeted Expenditures in the LCAP

$ 100,000,000	
$ 90,000,000	
$ 80,000,000	
$ 70,000,000	
$ 60,000,000	Total Budgeted General Fund Expenditures, $93,462,086
$ 50,000,000	Total Budgeted Expenditures in the LCAP $70,851,535
$ 40,000,000	
$ 30,000,000	
$ 20,000,000	
$ 10,000,000	
$ 0	

This chart provides a quick summary of how much Fountain Valley 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: Fountain Valley School District plans to spend $93,462,086 for the 2024-25 school year. Of that amount, $70,851,535 is tied to actions/services in the LCAP and $22,610,551 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
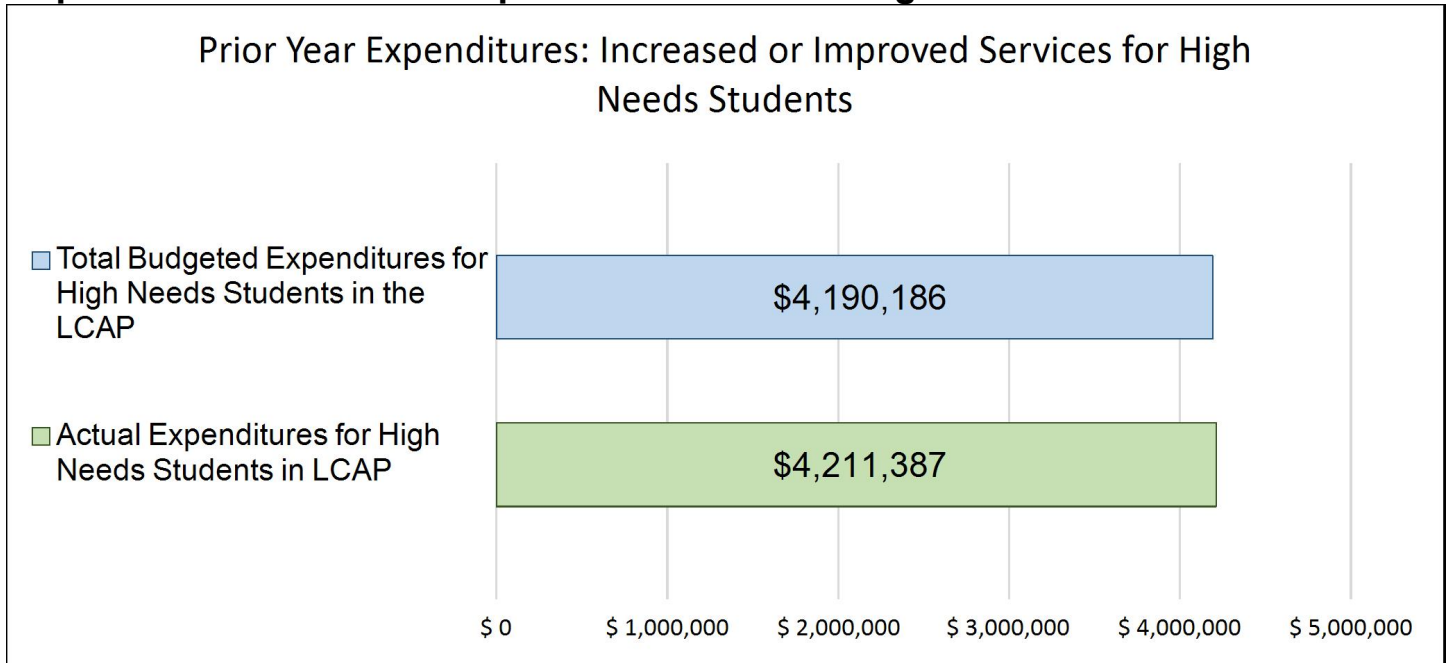
All other general fund operating expenditures not directly related to instructional activities or otherwise outlined in the LCAP.

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

In 2024-25, Fountain Valley School District is projecting it will receive $3,798,653 based on the enrollment of foster youth, English learner, and low-income students. Fountain Valley School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fountain Valley School District plans to spend $4,653,046 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

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

Total Budgeted Expenditures for High Needs Students in the LCAP: $4,190,186

Actual Expenditures for High Needs Students in LCAP: $4,211,387

(Chart axis: $0, $1,000,000, $2,000,000, $3,000,000, $4,000,000, $5,000,000)

This chart compares what Fountain Valley 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 Fountain Valley 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, Fountain Valley School District's LCAP budgeted $4,190,186 for planned actions to increase or improve services for high needs students. Fountain Valley School District actually spent $4,211,387 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
Fountain Valley School District	Kiva Spiratos, Ed.D. Director, Educational Services	spiratosk@fvsd.us 714-843-3268

Goals and Actions

Goal

Goal #	Description
1	Fountain Valley School District's goal is to support academic success by ensuring students participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of staff qualified to support the academic needs of students	100% of staff qualified to support academic needs of students	100% of FVSD certificated staff are qualified to support the academic needs of students	100% of FVSD certificated staff are qualified to support the academic needs of students	100% of FVSD certificated staff are qualified to support the academic needs of students in the 2023-24 school year	100% of staff qualified to support the academic needs of students
Percentage of students with access to textbooks and standards-aligned instructional materials	100% of students have access to textbooks and standards-aligned instructional materials	100% of students have access to textbooks and standards-aligned instructional materials	100% of students have access to textbooks and standards-aligned instructional materials	100% of students have access to textbooks and standards-aligned instructional materials in the 2023-24 school year	100% of students have access to textbooks and standards-aligned instructional materials
Percentage of students Meeting or Exceeding grade level standards as measured on the Smarter Balance Assessment for English Language Arts	77% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for English Language Arts	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for English Langauge Arts in lieu of the Smarter Balanced Assessment for English Language	75% of 3rd-8th grade students met or exceeded standards on the Smarter Balanced Assessment for English Language Arts during the 2021-22 school year	76% of 3rd-8th grade students met or exceeded standards on the Smarter Balanced Assessment for English Language Arts during the 2022-23 school year	Increase percentage of 3rd-8th grade students Meeting or Exceeding standards on SBAC ELA by 2-3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)	Arts during the 2020-21 school year with 74% of students demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to the COVID-19 pandemic			
Percentage of students Meeting or Exceeding on the Smarter Balanced Assessment for Mathematics	77% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for Mathematics (Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for Mathematics in lieu of the Smarter Balanced Assessment for Mathematics during the 2020-21 school year with 70% of students demonstrating grade-level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to	71% of 3rd-8th grade students met or exceeded standards on the Smarter Balanced Assessment for Mathematics during the 2021-22 school year	73% of 3rd-8th grade students met or exceeded standards on the Smarter Balanced Assessment for Mathematics during the 2022-23 school year	Increase percentage of 3rd-8th grade students Meeting or Exceeding standards on SBAC Mathematics by 2-3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the COVID-19 pandemic			
Percentage of students Meeting or Exceeding standards on the California Science Test (CAST)	59% of FVSD 5th and 8th grade students "Met or Exceeded Standards" on the 2018-19 CA Science Test	Due to flexibility in state testing protocols, FVSD did not administer the CAST assessments during the 2020-21 school year.	61% of FVSD 5th and 8th grade students "Met or Exceeded Standards" on the 2021-22 CA Science Test	59% of FVSD 5th and 8th grade students "Met or Exceeded Standards" on the 2022-23 CA Science Test	Increase percentage of 5th and 8th grade students Meeting or Exceeding standards on the California Science Test (CAST) by 2-3% annually
Percentage of 3rd Grade students demonstrating grade level proficiency on the 3rd Grade Literacy Screener (Fountas & Pinnell Assessment)	62% of FVSD 3rd Grade students demonstrated proficiency on the 3rd Grade Literacy Screener at the conclusion of the 2018-19 school year	50% of FVSD 3rd Grade students demonstrated proficiency on the 3rd garde literacy assessment at the conclusion of the 2020-21 school year	59% of FVSD 3rd Grade students demonstrated proficiency on the 3rd Grade Literacy Screener at the conclusion of the 2021-22 school year It is important to understand that 3rd grade students were most compromised of ELA foundational skill exposure in the COVID-19 pandemic with the closure of schools and distance learning their 19-20 kindergarten year, and hybrid AM/PM classes in 20-21 first grade. Return to the full instruction day was the 21-22 school year,	66% of FVSD 3rd Grade students demonstrated proficiency on the 3rd Grade Literacy Screener at the conclusion of the 2022-23 school year	75% of FVSD 3rd Grade students demonstrating proficiency on the 3rd Grade Literacy Screener on the 2023-24 End-of-Year literacy screener assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			second grade for this cohort of students		
Percentage of students reporting Daily/Almost-daily Use of Technology to support learning	75% of FVSD students surveyed reported Daily/Almost-daily Use of Technology to support learning	100% of FVSD students engaged in Daily/Almost Daily use of technology to support learning throughout the 2020-21 school year	100% of FVSD students surveyed reported Daily/Almost-daily Use of Technology to support learning	100% of FVSD students surveyed reported Daily/Almost-daily Use of Technology to support learning for the 2023-24 school year	100% of FVSD students surveyed reporting Daily/Almost-daily Use of Technology to support learning
Percentage of students with access to a "Broad Course of Study"	100% of FVSD students have access to a Broad Course of Study	100% of FVSD studetns have access to a Broad Course of Study	100% of FVSD students have access to a Broad Course of Study	100% of FVSD students have access to a Broad Course of Study for the 2023-24 school year	100% of FVSD students have access to a Broad Course of Study

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 Fountain Valley School District implemented each of the actions during the 2023-24 school year intended to support the achievement of LCAP Goal 1, supporting the academic success of all students by ensuring their participation in a rigorous academic program.

For Action 1.1, 100% of FVSD classrooms were staffed with appropriately-credentialed certificated teachers.

For Action 1.2, FVSD ensured that all teachers required to participate in the new teacher Induction Program successfully completed the necessary coursework under the supervision of a designated program lead and mentor teacher. In addition to the Induction Program, FVSD elementary teachers in the early stages of their careers also participated in ongoing professional development/coaching related to the District's signature practices of Balanced Literacy and Cognitively Guided Instruction (CGI) Mathematics pedagogy with the District's ELA and Math TOSA teams.

For Action 1.3, FVSD continued its robust arts and foreign language program by offering drama and choir electives at each of the three middle schools and choir at each elementary site. Also, FVSD continued to offer Spanish as a world language across all three middle school campuses.

For Action 1.4, the District continued to support the implementation of California content standards-aligned instructional materials and supplies to support core instructional areas. Simultaneously, the District engaged middle school ELA/ELD teachers the first year of the newly adopted Study Sync curriculum adoption with multiple professional development days led by the ELA/ELD TOSAs to support teachers with understanding lesson development, utilizing digital and tangible instructional resources, thematically plan ELA/ELD with other curricular units, and working to have assessment driven instruction. Additionally, this year, elementary teachers participated in the material adoption process with the development of an Instructional Materials Adoption Team to select new ELA/ELD materials to be adopted for the 24-25 school year.

For Action 1.5, FVSD provided a comprehensive program of professional development focused on broadening content-area knowledge and instructional pedagogy related to the District's Signature Practices, instructional materials, and educational technology platforms.

For Actions 1.6 and 1.7, FVSD continued to support a 1:1 device program for students at all grade levels, provide technology support at school sites through the Site Lead Technology Teacher program and expanded the capabilities of network infrastructure to support the rapid expansion of educational technology platforms.

For Action 1.8, the District continued to support the itinerant elementary music program and placed an emphasis on ensuring that all students had the opportunity to participate in multiple public performances during each trimester of the 2023-24 school year.

For Action 1.9, the District continued to support the expanded hours of library media assistants, as well as the expansion of library book and media collections at each school site.

For Action 1.10, the District continued to develop the itinerant elementary physical education program to support schools meeting the instructional minutes requirements and provide specialized instruction in physical education for students TK-5 at each of the elementary school sites.

In summary, through the collective effort of highly qualified teachers, high expectations of student engagement and community efforts to engage students and parents in the successful outcomes that result form attending school, each of the Actions in Goal #1 were successful. This success is evidenced by the high rankings of FVSD SBAC scores of which 76% students "met or exceeded standards" in 2022-2023 ELA and "73% of student met or "exceeded standards" in 2022-2023 Math; as well as, the 2022-23 California Dashboard ranking of "Blue/Very High" for Both English Language Arts and Math for all of FVSD students.

Challenges within Goal #1 in the 2023-24 school year included the continued mission to increase and improve daily attendance rates to above pre-pandemic percentages. This challenge was overcome evidenced by FVSD having 95.94% Average Daily Attendance for the 2023-24 school year. In addition, understanding Maslow's Hierarchy of Needs (Maslow, 1943), and that students' healthy social-emotional foundations are a prerequisite to the absorption of academic cognitive knowledge, provides evidence of the success outcomes of the FVSD social-emotional supports set in place to achieve increased attendance that increases engagement in learning outcomes stated in Goal #1.

FVSD has overcome a variety of social-emotional challenges experienced by students with the professional and expert staff including teachers, counselors, behavior support staff and dedicated parents/guardian who are open to the recommendations of these professionals. Increased attendance and engagement in teaching and learning overcame the challenges of Goal #1 in this 2023-24 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.

For Goal 1, Budgeted Expenditures totaled $ $54,132,192 and the Estimated Actual Expenditures for 2023-24 total $ $57,748,931 (a 7% increase over Budgeted Expenditures). Within Goal 1, material differences between Budgeted Expenditures and Estimated Actual Expenditures (defined as greater/less than 5%) exist for Actions 1.1, 1.2, 1.3, 1.4, 1.6,1.8, and 1.10.

* For Action 1.1 (Recruit, select, and retain highly qualified staff to support student learning), Estimated Actual Expenditures ($53,845,093) represents a 7.2% increase over Budgeted Expenditures ($50,219,649). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was higher than anticipated costs associated with the employment of instructional staff resulting from negotiated salary increases.

* For Action 1.2 (Provide an Induction Program for new teachers), Estimated Actual Expenditures ($108,450) represents a 44.6% increase over Budgeted Expenditures ($75,000). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was higher than anticipated costs resulting from an increase in the number of participants in the new Teacher induction program.

* For Action 1.3 (Expand elective options across middle schools), Estimated Actual Expenditures ($241,663) represents a 7.0% increase over Budgeted Expenditures ($225,905). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was higher than anticipated costs associated with the employment of instructional staff resulting from negotiated salary increases.

* For Action 1.4 (Provide standards-aligned instructional materials and supplies), Estimated Actual Expenditures ($630,622) represents a 16.8% decrease over Budgeted Expenditures ($757,753). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was lower than expected costs for instructional materials and supplies.

* For Action 1.6 (Improve access to technology to support student achievement), Estimated Actual Expenditures ($409,034) represents a 10.6% increase over Budgeted Expenditures ($369,980). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was higher than expected costs for education technology platforms.

* For Action 1.8 (Elementary Music Program for all elementary students), Estimated Actual Expenditures ($504,145) represents a 7.7% increase over Budgeted Expenditures ($467,990). The primary cause for the difference between Estimated Actual Expenditures and

Budgeted Expenditures was higher than anticipated costs associated with the employment of elementary Music Teachers resulting from negotiated salary increases.

* For Action 1.10 (Elementary Physical Education), Estimated Actual Expenditures ($610,828) represents a 6.6% increase over Budgeted Expenditures ($572,762). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was higher than anticipated costs associated with the employment of elementary Physical Education Teachers resulting from negotiated salary increases.

Overall, Goal 1 Estimated Actual Expenditures associated with actions intended to increase or improve services for English learners, students from low-income homes, students experiencing homelessness, and students identified as Foster Youth ($1,152,808) were 5.0% higher than Budgeted Expenditures ($1,097,524).

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

The consistent trend of high achievement in Fountain Valley School District provides strong evidence that the actions associated with this goal are highly effective. A comparison of student outcomes from the 2022-23 Smarter Balanced Assessments in ELA and Math, as well as the California Science Test reveal that students in FVSD significantly outperform their peers across Orange County and the State of California (76% of students meeting or exceeding standards in English Language Arts, 73% of students meeting or exceeding standards in Mathematics, and 59% of students meeting or exceeding standards in Science). FVSD ranked #3 in Orange County in English Language arts, #1 in Orange County in Mathematics, and #4 in Orange County in Science.

Goal #1 of FVSD's LCAP has remained consistent since the initial implementation of the LCAP, while there have been adaptations to the actions associated with the over the course of time. The approach of maintaining consistent LCAP goals and building flexibility to reach those goals by making adaptations or additions to the actions is reflective of the District Priorities and provides tight alignment to the LCFF State Priority Areas. Exemplary work is done by the District's Personnel Services Division on an annual basis to recruit, select and retain highly-qualified staff within the District's administrative, certificated, and classified ranks (Action 1.1) and to provide a robust Induction Program for new teachers (Action 1.2). Site administrators and teachers continue to work collaboratively to offer robust elective options for students at each middle school site (Action 1.3). The Education Services Division continues to work collaboratively with teachers to provide standards-aligned instructional materials and supplies (Action 1.4) as evidenced by the recent adoption of Transitional Kindergarten through 8th grade Science curriculum (2021-22), 6th-8th grade History/Social Studies curriculum (2021-22), the adoption of 6th-8th grade ELA/ELD curriculum (2022-23), and the creation of the TK-5th grade ELA/ELD Instructional Materials Review Team (IMRT) and formal engagement process of adopting instructional materials that support the District's Balanced Literacy instructional model and the CA Common Core State Standards (2023-2024).

FVSD continues to offer a comprehensive professional development program to meet the needs of administrative, certificated, and classified employees (Action 1.5) which includes over 150 professional learning opportunities over the course of the 2023-24 school year. The Business Services Division continues to support improved access to technology to support student achievement (Action 1.6) by sustaining

the 1:1 Chromebook initiative and providing ongoing training available to all staff through the newly-launched "Tech Tuesday" training program. In addition, the Business Services Division workes diligently throughout the school year to support and maintain infrastructure, classroom technology, and devices for staff members (Action 1.7).

Long-standing sources of pride for FVSD have been the itinerant elementary music program (Action 1.8) and the District's school library program (Action 1.9), both of which serve to greatly enhance the student experience and broaden opportunities for students. During the 2022-23 school year, FVSD launched an itinerant physical education program (Action 1.10), and continued in 2023-24 to improve the implementation of the program which has been very well received by students and staff, to complement the physical education being provided by elementary classroom teachers.

Additional evidence of success in Goal #1 includes responses from the LCAP input survey stating a 89% favorable response to the statement, "My child/students' school provides a quality education that focuses on their academic and social -emotional success" and a 92% favorable response to the statement, "My child/students' school promotes academic success for al students."

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.

Based on input from Educational Partners, FVSD intends to continue each of the actions associated with Goal #1 of the Local Control Accountability Plan. The District will also continue to strategically leverage resources from one-time funding sources including Elementary & Secondary Schools Educator Effectiveness Block Grant (EEBG), the Arts, Music, Instructional Materials Grant (AMIM), and funds received through Proposition 28 to support the actions associated with this goal.

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	Fountain Valley School District's goal is to support the academic success of English learners, homeless students, foster youth, students from low-income homes, and students with special needs in the core program, and to provide additional supports needed to ensure equal access, engagement, and high levels of achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English Learners Meeting or Exceeding grade level standards on the Smarter Balance Assessment for English Language Arts	39% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for English Language Arts (Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for English Language Arts in lieu of the Smarter Balanced Assessment for English Language Arts during the 2020-21 school year with 43% of 3rd-8th grade English learners demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to the COVID-19 pandemic	33% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2021-22 Smarter Balanced Assessment for English Language Arts	37% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for English Language Arts	Increase percentage of 3rd-8th grade English Learners "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for English Language Arts by 2-3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English Learners Meeting or Exceeding grade level standards on the Smarter Balance Assessment for Mathematics	52% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for Mathematics (Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for Mathematics in lieu of the Smarter Balanced Assessment for Mathematics during the 2020-21 school year with 51% of 3rd-8th grade English learners demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to the COVID-19 pandemic	41% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2021-22 Smarter Balanced Assessment for Mathematics	46% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for Mathematics	Increase percentage of 3rd-8th grade English Learners "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for Mathematics by 2-3% annually
Percentage of English Learners Meeting or Exceeding standards on the California Science Test (CAST)	11% of FVSD's 5th and 8th grade English Learners "Met or Exceeded Standards" on the 2018-19 California Science Test (CAST)	Due to flexibility in state testing protocols, FVSD did not adminster the CAST assement during the 2020-21 school year.	18% of FVSD's 5th and 8th grade English Learners "Met or Exceeded Standards" on the 2021-22 California Science Test (CAST)	9% of FVSD's 5th and 8th grade English Learners "Met or Exceeded Standards" on the 2022-23 California Science Test (CAST)	Increase percentage of 5th and 8th grade English Learners "Meeting or Exceeding Standards" on the California Science Test (CAST) by 2-3% annually
Percentage of English Learners achieving Overall Level 4 on the	29% of FVSD English Learners achieved at the "Well-Developed"	27% of FVSD's English Learners achieved Overall	33% of FVSD's English Learners achieved Overall	33% of FVSD's English Learners achieved Overall	Maintain 25% or more of English Learners achieving at the "Well-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summative English Language Proficiency Assessment for California (Summative ELPAC)	Overall Performance Level on the Summative ELPAC	Level 4 on the 2020-21 Summative ELPAC	Level 4 on the 2021-22 Summative ELPAC	Level 4 on the 2022-23 Summative ELPAC	Developed" Overall Performance Level on the Summative ELPAC
Percentage of English learners reclassifying to Fluent English Proficient (RFEP) status	FVSD will maintain reclassification rate of English Learners at or above 15% (average of 4-year period prior to COVID-19)	11.6% of FVSD English Learners were reclassified during the 2020-21 school year	18% of FVSD English Learners were reclassified during the 2021-22 school year	16.7% of FVSD English Learners were reclassified during the 2022-23 school year	Maintain annual reclassification rate at or above 15% of English Learners
Percentage of Low-Income students Meeting or Exceeding standards on the Smarter Balance Assessment for English Language Arts	67% of FVSD 3rd-8th grade Low-Income students "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for English Language Arts (Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for English Language Arts in lieu of the Smarter Balanced Assessment for English Language Arts during the 2020-21 school year with 61% of 3rd-8th grade Low-income students demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to	62% of FVSD 3rd-8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2021-22 Smarter Balanced Assessment for English Language Arts	65% of FVSD 3rd-8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for English Language Arts	Increase percentage of 3rd - 8th grade Low-income students "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for English Language Arts by 2-3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the COVID-19 pandemic			
Percentage of Low-Income students Meeting or Exceeding on the Smarter Balance Assessment for Mathematics	64% of FVSD 3rd-8th grade Low-Income students "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for Mathematics (Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for Mathematics in lieu of the Smarter Balanced Assessment for Mathematics during the 2020-21 school year with 57% of 3rd-8th grade English learners demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to the COVID-19 pandemic	59% of FVSD 3rd-8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2021-22 Smarter Balanced Assessment for Mathematics	63% of FVSD 3rd-8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for Mathematics	Increase percentage of 3rd - 8th grade Low-income students "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for Mathematics by 2-3% annually
Percentage of Low Income students Meeting or Exceeding standards on the California Science Test (CAST)	49% of FVSD's 5th and 8th grade Low-Income students "Met or Exceeded Standards" on the 2018-19 California Science Test (CAST)	Due to flexibility in state testing protocols, FVSD did not adminster the CAST assement during the 2020-21 school year.	48% of FVSD's 5th and 8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2021-22 California Science Test (CAST)	52% of FVSD's 5th and 8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2022-23 California Science Test (CAST)	Increase percentage of 5th and 8th grade Low-income students "Meeting or Exceeding Standards" on the California Science Test (CAST) by 2-3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Students with Special Needs Meeting or Exceeding standards on the Smarter Balance Assessment for English Language Arts	32% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for English Language Arts (Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for English Language Arts in lieu of the Smarter Balanced Assessment for English Language Arts during the 2020-21 school year with 32% of 3rd-8th grade Low-income demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to the COVID-19 pandemic	24% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2021-22 Smarter Balanced Assessment for English Language Arts	34% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for English Language Arts	Increase percentage of 3rd - 8th grade Students with Disabilities "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for English Language Arts by 2-3% annually
Percentage of Students with Special Needs Meeting or Exceeding standards on the Smarter Balance Assessment for Mathematics	31% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2018-19 Smarter Balanced Assessment for Mathematics	Due to flexibility in state testing protocols, FVSD administered the IXL Diagnostic Assessment for Mathematics in lieu of the Smarter Balanced Assessment for Mathematics during the 2020-21 school	26% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2021-22 Smarter Balanced Assessment for Mathematics	29% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for Mathematics	Increase percentage of 3rd - 8th grade Students with Disabilities "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for Mathematics by 2-3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Please note that FVSD followed CDE flexibility guidelines and administered a locally-determined assessment not statistically correlated to prior SBAC results for the 2020-21 school year)	year with 31% of 3rd-8th grade Low-income demonstrating grade level proficiency. Results from the assessment can not be directly compared to Smarter Balance Assessments administered prior to the COVID-19 pandemic			
Percentage of Students with Special Needs Meeting or Exceeding standards on the California Science Test (CAST)	24% of FVSD's 5th and 8th grade students with disabilities "Met or Exceeded Standards" on the 2018-19 California Science Test (CAST)	Due to flexibility in state testing protocols, FVSD did not adminster the CAST assement during the 2020-21 school year.	17% of FVSD's 5th and 8th grade students with disabilities "Met or Exceeded Standards" on the 2021-22 California Science Test (CAST)	14% of FVSD's 5th and 8th grade students with disabilities "Met or Exceeded Standards" on the 2022-23 California Science Test (CAST)	Increase percentage of 5th and 8th grade Students with Disabilities "Meeting or Exceeding Standards" on the California Science Test (CAST) by 2-3% 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.

Fountain Valley implemented each of the actions associated with LCAP Goal #2 during the 2023-24 school year.

For Action 2.1, FVSD continued to provide coordinated services for English Learners by identifying new instructional resources, implementing high-dose tutoring for students with emerging English skills, and continuing to provide expanded hours for bilingual aides to provide support for students with emerging English skills in the classroom. In addition, FVSD's Middle School deepened skill and understanding in the second year of the California Standards based Study Sync ELA instructional materials with English Language Development support. In addition, the

elementary Instructional Materials Review Team piloted new ELA/ELD elementary instructional materials and will be recommending new resources to the Board of Trustees for adoption and use in the 2024-25 school year.

For Action 2.2, FVSD continued to provide coordinated services, including instructional resources and collaboration time for teachers supporting students through the co-teaching instructional model, as well as provide ongoing professional development opportunities for teachers and staff working with students with special needs throughout the 2023-24 school year.

For Action 2.3, the District continued to utilize common assessments such as the Fountas & Pinnell reading assessment, Scholastic Reading Inventory (SRI) Lexile assessment, CGI common assessments, and Smarter Balanced Interim Assessments for ELA, math and science. In addition, the District expanded the i-ready ELA and Math diagnostic and comprehensive assessment platform beyond 3rd-grade students and all K-8 students with disabilities having an IEP to include all students in grades 3, 4 and 5 during the 2023-24 school year. Data from these assessments were used throughout the school year to identify individual student growth, inform goals on students' IEPs, as well as identify students for academic summer school.

For Action 2.4, FVSD continued to implement a robust intervention program at both the elementary and middle school levels. The District continued to follow the philosophy of providing extensive reading interventions in the primary grades to mitigate reading struggles for students through an "early, often, and intensive" intervention model. In addition, FVSD expanded intervention programs at each of the three middle schools by supporting multiple sections within each school's master schedule to provide intervention in both ELA and Math. FVSD also continued its partnership with a high-dose tutoring company to provide both individual and small-group tutoring for students with non-passing grades in ELA and math outside of the school day.

For Action 2.5, FVSD continued support for classroom teachers with four full-time Teachers on Special Assignment (TOSA), one part-time Teacher on Special Assignment, and two content area lead teachers (Science and Social Studies).

Action 2.6 continues to be a focus of development offering teachers professional development in GATE/Depth and Complexity training through OCDE.

In summary, through the collective effort of highly qualified teachers, high expectations of student engagement and community efforts to engage students and parents in the successful outcomes that result from attending school, each of the Actions in Goal #2 were successful. Success is evidenced by the high rankings of FVSD English Learner SBAC scores increasing from 33% (2022) to 37% (2023) of students "met or exceeded standards" in ELA, and an increase of 41% (2022) to 46% (2023) of student "met or exceeded standards" in Math; as well as, the California Dashboard ranking of "Green/High" for Both English Language Arts and Math for FVSD English Learners. In addition, FVSD is proud to continue RFEP rates of 16.7% (2023) and significantly increase to 27% of English Learner students in this 2023-24 school. The highest reclassification percentage to date!

Challenges overcome in the 2023-24 school year included the continued mission to increase and improve daily attendance rates to above pre-pandemic percentages. This challenge was successfully overcome evidenced with FVSD having a 95.94% ADA for the 2023-24 school year. Additional challenges included maintaining instructional aide support staffing in all areas of the district especially special education and bilingual aides. Post pandemic, support staff vacancies continue to be a challenge for school districts. FVSD worked diligently to advertise

and recruit via multiple methods including word of mouth, college fairs, and media advertisements for support staff positions including classroom aides, bilingual aides, transportation, office support and special education aides. By the end of the year, staffing was full in these areas, all because of the collective efforts of our Personnel department to advertise and recruit.

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.

For Goal #2, Budgeted Expenditures totaled $2,267,766, and the Estimated Actual Expenditures for 2023-24 total $2,179,295 (a 4.2% decrease compared to Budgeted Expenditures). Within Goal 2, material differences between Budgeted Expenditures and Estimated Actual Expenditures (defined as greater/less than 5%) exist for Actions 2.3, 2.5, and 2.6.

* For Action 2.3 (Utilize common assessments to monitor progress of students in special populations), Estimated Actual Expenditures ($96,171) represent a 18.8% decrease over the Budgeted Expenditures ($118,477). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was the reduction in costs associated with educational technology platforms.

* For Action 2.5 (Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations), Estimated Actual Expenditures ($732,245) represent a 5.9% increase over the Budgeted Expenditures ($691,443). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was higher than anticipated costs associated with the employment of Teachers on Special Assignments resulting from negotiated salary increases.

* For Action 2.6 (Provide coordinated services for students identified), Estimated Actual Expenditures ($59,900) represent a 17.2% decrease compared to Budgeted Expenditures ($72,350). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was lower than expected costs for instructional materials and testing supplies.

Within Goal 2, Actions 2.1 (Provide coordinated services for English Learners at school sites), 2.4 (Provide intervention for students identified as performing below grade level), and 2.5 (Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations) are identified as contributing to increased or improved services. For Action 2.1, Estimated Actual Expenditures ($524,405) were slightly lower than Budgeted Expenditures ($535,891) due to minor variances in projected and actual costs for instructional materials. For Action 2.4, Estimated Actual Expenditures ($891,544) surpass Budgeted Expenditures ($852,554) due to higher than anticipated costs associated with the employment of certificated staff providing academic intervention for students. For Action 2.5, variances were noted above. Overall, Estimated Actual Expenditures associated with actions intended to increase or improve services for English learners, students from low-income homes, students experiencing homelessness, and students identified as Foster Youth ($2,148,194) surpassed Budgeted Expenditures ($2,097,888) by 2.4%.

The consistent trend of high achievement in Fountain Valley School District over several years, and current ranking of #1 in Math, #3 in ELA, and #4 in Science in CA standardized testing among all Orange County districts, provides strong evidence that the actions associated with Goal #2, FVSD Special Populations, are highly effective. FVSD student Special Populations groups demonstrate strong performance compared to county peers on standardized testing with students in the population of low income scoring 65% in ELA, 63% in Math, and 52% in Science meeting or exceeding standards, students with disabilities meeting or exceeding standard at 34% ELA, 29% Math, and 14% Science, and English Learners meeting or exceeding standard at 37% ELA, 46% Math, and 9% Science.

Having acknowledged the success of students identified within our Special Populations, FVSD understands the continued need to close the Achievement Gap for all English learners, low-income students, and students with Special Needs. Goal #2 of FVSD's LCAP remains consistent since the initial implementation of the LCAP, with adaptations to the actions associated with the goal over time. This approach of maintaining consistent LCAP goals and adjusting the actions to meet the ongoing needs of students and the community is reflective of the FVSD District Priorities and reassures tight alignment to the LCFF State Priority Areas.

Exemplary work was done by FVSD classroom teachers, instructional aides, and additional support staff in terms of providing coordinated services for English Learners (Action 2.1) and supporting the Co-teaching service delivery model for students with special needs (Action 2.2). In addition, there were significant increased professional development trainings for certificated and classified staff to include sessions on (1. Self-Regulation, 2. Behavioral Support, 3. Fine Motor and Sensory, 4. Mindfulness and Self-Compassion, 5. Educator Wellness, 6. Positive Behavior Supports and Intervention Plans, 7. Pro-Act Training, 8.Writing Strong IEP Goals, 9. PLC Special Education vertical articulation meetings, and 10. i-ready training and monitoring of student progress for IEP students. The robust focus on special education professional development creates a culture of professional expertise, skilled and successful instruction, rigorous expectations, and a deep understanding of accessing achievement among our students with disabilities.

The District's team of bilingual aides provides elevated levels of support for "newcomers." The District's Personnel Services Division also works diligently to identify reading intervention teachers to provide additional academic support for all struggling readers especially students identified within our Special Populations (Action 2.4). FVSD's team of reading intervention teachers demonstrated flexibility in scheduling that provides support to students throughout the entire school year. FVSD's team of Teachers on Special Assignment (TOSAs) plays an integral role in continually engaging and enriching teachers in year-round professional development related of the District's Signature Practices preschool through grade eight.

In addition, FVSD continues to identify students for the Gifted and Talented (GATE) program through Universal Screening and teacher/parent referrals. FVSD is committed to providing all students with rigorous instruction that requires complex higher order thinking skills. Evidence of FVSD's commitment to this action is the offering of GATE/Depth and Complexity certification to all teachers grades TK-8. FVSD contracts with the Orange County Department of Education GATE instruction, and annually recruits cohorts of teachers to be certified GATE instructors (Action 2.6). The majority teachers grades 3-8 are Depth and Complexity trained and have earned the OCDE GATE Certification especially in the elementary upper grades as well as middle school subject areas of ELA, Math, and Science. In addition, site funds are dedicated to enrichment activities for GATE-identified students. Success in demonstrating progress toward Goal 2 is continually reviewed through formative and summative student assessments, instructional observation, student achievement data, family outreach, and specialized program goals.

Additional evidence of success in Goal #2 includes responses from the LCAP input survey stating 93% favorable response to the statement, "My child/student's school provides support for students identified as English Learners to help them develop proficiency in the English Language," 93% favorable response to the statement "My child/student's school provides support for students that qualify for special education services," and 96% of respondents placing a very high/high/medium priority on providing targeted support for students who struggle to meet grade level standards.

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

Based on input from Educational Partners, FVSD intends to continue each of the actions associated with Goal 3 of the Local Control Accountability Plan. The District will also continue to strategically leverage resources from one-time funding sources including Elementary & Secondary Schools AMIM Grand Funds, Educator Effectiveness Block Grant (EEBG), and fund received through the Learning Recovery Emergency Block Grant (LRE) to support the actions associated with this goal.

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	Fountain Valley School District's goal is to support the academic success of students by working to ensure that all parents are engaged and play an active role in the school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Leadership and Involvement Opportunities	Maintain at or above 175 opportunities		FVSD provided over 200 opportunities for parents and families to engage in leadership and participation at the district and site happenings in the 2021-22 school year	Over 350 parent engagement activities/events, student performances, site-level committees, district parent committees, parent trainings etc. are calendared annually offering opportunity for parents to engage in FVSD learning and experiences in the 2022-23 school year	Maintain at or above 175 opportunities
Fall Parent-Teacher Conferences	Maintain at or above 95% parent participation rate	95% of parents participated in Fall Parent-Teacher conferences	96% of parents/guardians participated in Fall 2022 Parent-Teacher conferences	93% parent participation rate for Fall 2023 Parent-Teacher conferences	Maintain at or above 98% parent participation rate
Daily Volunteers in Classroom	Re-engage parents in classroom volunteer program in manner compliant with COVID-19 safety	FVSD initiated parent volunteer activities in October 2021 and continued to expand opportunities through	FVSD initiated parent volunteer activities in the 2022-23 school year from the start of school through spring.	FVSD initiated parent volunteer activities in the 2023-24 school year from the start of school through spring.	Maintain at or above 20 volunteers daily on each campus

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	guidance from the California Department of Public Health	the remainder of the 2021-22 school year	Classroom volunteers have increased to pre-pandemic numbers	Classroom volunteers are present daily in classroom supporting instruction and campus activities	
Written Translations of Documents	Maintain at or above 200 documents translated annually	300+ documents were translated by FVSD staff for distribution to families during the 2021-22 school year	320+ documents were translated by FVSD staff for distribution to families during the 2022-23 school year	400+ documents were translated by FVSD staff distribution to families during the 2023-24 school year	Increase at or above 250 documents translated annually
Oral Interpretations for Families	Oral Interpretation provided at 130 scheduled meetings in baseline year	200+ meetings with families were supported by FVSD translators during the 2021-22 school year	200+ meetings with families were supported by FVSD translators during the 2022-23 school year	350+ meetings/events with families including school registration, parent conferences, IEP, parent trainings, education nights and social events were supported by FVSD translators during the 2023-24 school year	Increase to Oral Interpretation provided at 150 or more scheduled meetings 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.

Fountain Valley School District successfully implemented each of the actions in the 2023-24 school year intended to support the achievement of Goal #3, Parent Engagement, supporting the academic and comprehensive success of students by working to ensure that all parents and guardians are engaged and play an active role in connecting with the school community.

For Action 3.1, FVSD school sites provided a significant increase to parent and volunteer education and training encouraging parents and family members to volunteer in one or many roles as a classroom volunteer, school event organizer, middle school activities, school dances, social events, fundraisers, and more.

For Action 3.2, FVSD continues to leverage technology solutions, social media platforms, and digital communications to inform parents and families of the school, District, and community upcoming events as well as "real-time" events as they are unfolding, promote involvement, and solicit feedback from Educational Partners. The FVSD Public Information Officer utilizes the digital platform on a frequent basis to push out notifications to parents, staff, and the community and the PIO composes weekly newsletters from the Superintendent distributed to all District families, staff, and Educational Partners. FVSD institutes Wellness Wednesday under the direction of the Director of Student Services utilizing all digital platforms to communicate the Wellness Wednesday message to all District members, Educational Partners, and social media followers on mindfulness and self-care. All teachers have access to parent information via the Parent Square District Communication platform that also translates messages into families' preferred communication language.

For Action 3.3 there were no significant differences between the planned action and the implementation of this action. The District's Bilingual Community Liaison continues to provide translations of hundreds of documents as well as translated outreach and phone calls to families whose primary language is other than English, as well as, continuing to provide interpreter support for numerous Individualized Education Plan meetings, parent conferences, and general district outreach and information.

For Action 3.4, FVSD continues outreach to encourage parents to participate in district-level and school-level parent leadership groups including the District's LCAP Leadership Team, DELAC/ELAC, PTA/PTO meetings, and Superintendent's Parent Council, as well as the SELPA Community Advisory Council.

For Action 3.5, FVSD continues the practice of parent events for the transition of students from Preschool into Kindergarten, elementary to middle school and partnering with the Huntington Beach Union High School District to conduct parent/student nights transitioning middle school families to high school for both regular and special education. When special education parent nights are held, representatives from the high school district office special education team are present to connect names and faces to the resources and titles in the high school district. These outreach transition events inform families about specialized programming and academic tracks, educate families about middle school electives and high school a-g course requirements, and provide information about the number of student/parent engagement activities at each level. The FVSD bilingual aides are invited to meetings as needed to support communication with families.

In summary, through the collective effort of highly qualified teachers, staff and paraprofessionals, high expectations of student engagement and community efforts to engage students and parents in the successful outcomes that result form attending school, each of the Actions in Goal #3 were successful. This success is evidenced by the high rankings of FVSD SBAC scores of 76% students "met or exceeded standards" in ELA and "73% of student met or "exceeded standards" in Math, as well as, the California Dashboard ranking of "Blue/Very High" for Both English Language Arts and Math for all of FVSD. SBAC scores for both EL students and students with disabilities improved in both ELA and Math from 2022 to 2023 testing. The growth of parent and volunteer trainings from 200 opportunities in 2022 to over 300 in 2023 also demonstrated family engagement.

In addition, the result of parent engagement is evidenced through the improved rating of the California Dashboard indicator of Chronic Absenteeism of which FVSD demonstrated growth in the area of student attendance. The dashboard indicator reported an improvement in chronic absenteeism from 15.7% of student chronic absenteeism in 2022-23 improving to 13.1% in the 2022-23 school year with the expectation to see a greater improvement in the 2023-24 reporting and FVSD's 95.94% attendance rate. Both parents and students have increased their engagement in teaching and learning this past 2023 and current 2024 school year.

Goal #3 challenges include the continued growth of cultures and the variety of languages spoken among the FVSD families and students and working to have successful outreach to these educational partners. Intentional efforts continue to provide families with tools for interpreting communications into languages other than English, in addition to increasing partnerships with the Orange County Department of Education interpretation and translation supports, and utilizing interpreter devices to support larger audience communications. The FVSD significant increase of parent education opportunities creates a welcome need to increase translation supports. FVSD welcomes this positive challenge to successfully communicate with our Educational Partners as we increase our multicultural representation.

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.

For Goal 3, Budgeted Expenditures totaled $243,246, and the Estimated Actual Expenditures for 2023-24 totaled $161,514 (a 33.6% decrease compared to Budgeted Expenditures). Within Goal 3, material differences between Budgeted Expenditures and Estimated Actual Expenditures (defined as greater/less than 5%) exist for Actions 3.2 and 3.4.

* For Action 3.2 (Use of technology solutions, social media venues, and newsletters), Estimated Actual Expenditures ($17,915) represent a 83.3% decrease compared to Budgeted Expenditures ($107,551). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was due to the decision to move previously budgeted Classified staff and licensing for technology platforms to different areas of the District's budget.

* For Action 3.4 (Outreach to parents of students from special populations), Estimated Actual Expenditures ($35,569) represent a 11.2% increase compared to Budgeted Expenditures ($32,000). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was higher than expected costs for parent communication technology platforms.

Within Goal 3, Actions 3.1 (Parent and Volunteer Training), 3.3 (Bilingual Community Liaison), and 3.4 (Outreach to parents of students from special populations) are identified as contributing to increased or improved services. For Action 3.1, Parent and Volunteer Training, Estimated Actual Expenditures ($13,000.00) match Budgeted Expenditures ($13,000.00) as school sites utilized funds allocated to support the work of parent engagement. For Action 3.3, Bilingual Community Liaison, Estimated Actual Expenditures ($91,678) surpass Budgeted Expenditures ($87,695) due to higher than anticipated classified staff costs resulting from negotiated salary increases.

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

Fountain Valley is proud of its long tradition of deep connections within the community. FVSD is proud to report the volume of classroom and event volunteers, spanning site and district events, continues to increase and now surpass pre-pandemic numbers. FVSD campuses thrive with parent volunteers and assistance for school events such as family nights, dances, carnivals, field trips, multi-cultural events, lunch on the

lawn community gatherings, classroom learning celebrations and more. Schools host numerous events such as the Veteran's Day Ceremony at Masuda Middle School, the Lunar New Year celebration at Tamura Elementary School, inter-scholastic middle school sports competitions, the District Art Show and Monster Concert, and numerous musical performances at each site over the course of the school year bringing communities together. Schools also focus to host family nights centered on FVSD signature practices of CGI Math. Targeted efforts are made to engage the families of FVSD's Students with Special Needs through a series of community outreach events and parent training events over the course of the school year.

FVSD deems this goal effective over the three year cycle evidenced by the increasing number of certificated and classified trainings, parent educational opportunities, school site and District events, activities and celebrations having increased and surpassing the pre-pandemic numbers. In addition, FVSD enrollment holds at a hover for two consecutive years, (although down from pre-pandemic, as is enrollment across the state), the number of translated meeting and documents has significantly increased over the three years, and the student academic success of our special populations has increased as well.

The metrics used to measure growth among our special populations increased each of the three years in academic scores. Finally, effectiveness is this goal is evidenced by the LCAP input sessions placing a high priority on the actions within this goals as well as the input survey responding with 91% favorable responses to the statement, " My child/student's school encourages parent involvement", 94% favorable response to the statement, "My child/student's school keeps me well informed about school activities", and 91% favorable response to the statement, "I know how to access language translation/interpretation for in-person and print materials provided by my child's school."

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.

Based on input from Educational Partners, FVSD intends to continue each of the actions associated with Goal 3 of the Local Control Accountability Plan. The District will also continue to strategically leverage resources from one-time funding sources including AMIM Grant Funds, the Educator Effectiveness Block Grant (EEBG), and fund received through the Learning Recovery Emergency Block Grant (LRE) to support the actions associated with this goal.

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	Fountain Valley School District's goal is to support the academic success of students by ensuring they have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	Maintain suspension rate "at or below" 1.0%	Suspension rate for the 2020-21 school year was 0.1%	Suspension rate for the 2021-22 school year was 1.0%	Suspension rate for the 2022-23 school year was 1.2%	Maintain suspension rate at or below 1.0%
Expulsion Rate	Maintain expulsion rate at 0.0%	Expulsion rate for the 2020-21 school year was 0%	Expulsion rate for the 2021-22 school year was 0%	Expulsion rate for the 2022-23 school year was 0%	Maintain expulsion rate at 0.0%
Attendance Rate	Maintain attendance rate "at or above" 97.0%	Attendance rate for the 2020-21 school year was 95.73%	Attendance rate for the 2021-22 school year was 94.5%	Attendance rate for the 2022-23 school year was 94.8%	Maintain attendance rate "at or above" 97.0%
Chronic Absenteeism	Maintain chronic absenteeism rate "at or below" 3.5%	Chronic absenteeism rate for the 2020-21 school year was 9.8%	Chronic absenteeism rate for the 2021-22 school year was 15.7%	Chronic absenteeism rate for the 2022-23 school year was 13.1%	Maintain chronic absenteeism rate "at or below" 3.5%
Middle School Drop-out Rate	Maintain middle school drop-out rate at 0.0%	Middle school dropout rate for the 2020-21 school year was 0%	Middle school dropout rate for the 2021-22 school year was 0%	Middle school dropout rate for the 2022-23 school year was 0%	Maintain middle school drop-out rate at 0.0%
Percentage of 5th grade students reporting that they "feel like they are part of this school" on	82% of 5th grade students reported that they "feel like they are part of this school" on 2020-21 CHKS	Results from the 2021-22 CHKS will not be available to FVSD until July/August 2022	74% of 5th grade students reported that they "feel like they are part of this school" on 2021-22 CHKS	78% of 5th grade students reported that they "feel like they are part of this school" on 2022-23 CHKS	Increase percentage of 5th grade students reporting that "they feel like they are part of this school" on CHKS or Local

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHKS or Local Climate Survey					Climate Survey to 85% or higher
Percentage of 7th grade students reporting that they "feel like they are part of this school" on CHKS or Local Climate Survey	57% of 7th grade students reported that they "feel like they are part of this school" on 2020-21 CHKS	Results from the 2021-22 CHKS will not be available to FVSD until July/August 2022	57% of 7th grade students reported that they "feel like they are part of this school" on 2020-21 CHKS	60% of 7th grade students reported that they "feel like they are part of this school" on 2022-23 CHKS	Increase percentage of 7th grade students reporting that "they feel like they are part of this school" on CHKS or Local Climate Survey to 70% or higher
Percentage of 5th grade students reporting that they "feel safe or very safe at school" on CHKS or Local Climate Survey	87% of 5th grade students reported that they "feel safe or very safe at school" on 2020-21 CHKS	Results from the 2021-22 CHKS will not be available to FVSD until July/August 2022	87% of 5th grade students reported that they "feel safe or very safe at school" on 2020-21 CHKS	85% of 5th grade students reported that they "feel safe or very safe at school" on 2022-23 CHKS	Increase percentage of 5th grade students reporting that "they feel safe or very safe at school" on CHKS or Local Climate Survey to 90% or higher
Percentage of 7th grade students reporting that they "feel safe or very safe at school" on CHKS or Local Climate Survey	76% of 7th grade students reported that they "feel safe or very safe at school" on 2020-21 CHKS	Results from the 2021-22 CHKS will not be available to FVSD until July/August 2022	64% of 7th grade students reported that they "feel safe or very safe at school" on 2020-21 CHKS	58% of 7th grade students reported that they "feel safe or very safe at school" on 2022-23 CHKS	Increase percentage of 7th grade students reporting that "they feel safe or very safe at school" on CHKS or Local Climate Survey to 80% or higher

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.

Fountain Valley School District implemented each of the actions intended to support the achievement of LCAP Goal #4, supporting the academic success of students by ensuring they have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.

For Action 4.1, FVSD continues to develop the leadership capacity needed to promote engagement and school connectedness as School Leadership Teams (SLTs) at each school site continued to meet throughout the school year to discuss leadership practices, how to cultivate leadership among staff and students, as well as plan and implement student connectivity activities.

For Action 4.2, FVSD continues to leverage resources available through the District's Student Information System to track absences, communicate with families regarding student attendance, conduct Site-level and District-level attendance intervention meetings, and provide attendance incentives for students to earn as well as recognize students with exemplary attendance.

For Action 4.3, FVSD continues to provide health services and health education, leveraging the skills of the District's team of nurses and health aids.

For Action 4.4, FVSD continues to develop programs to provide social-emotional support for elementary students including access to counseling support through elementary and middle school counselors, as well as counseling interns and behavior intervention assistants. FVSD also provides site administrators with comprehensive California Healthy Kids Survey data in addition to a new Social Emotional Survey for a wider grade span of grades 3-8 to garner information regarding school positive culture and climate for sharing with SLTs to determine site-based actions related to social-emotional wellness.

For Action 4.5, FVSD's cadre of middle school counselors (1 per school site) continued to team with site administration, guidance technicians, and teachers to provide social-emotional support for students.

For Action 4.6, FVSD provides each school site with an allocation of funding to purchase school logo and positive incentive merchandise for distribution to students as incentives for positive behaviors throughout the school year.

For Action 4.7, FVSD provides an allocation of resources to each middle school to support stipends for teachers acting in leadership roles with clubs and activities before school, during lunch, after school, and to plan school-wide student engagement activities such as outreach, assemblies, student VAPA concerts, dances, and other events.

In summary, through the collective effort of highly qualified teachers, staff and paraprofessionals, high expectations of student engagement and community efforts to engage students and parents in the successful outcomes that result form attending school, each of the Actions in Goal #4 were successful. This success is evidenced by the high rankings of FVSD SBAC scores of 76% students "met or exceeded standards" in ELA and 73% of student "met or exceeded standards" in Math, as well as, the California Dashboard ranking of "Blue/Very High" for Both English Language Arts and Math for all of FVSD.

Student and parent engagement can be determined success evidenced by the the California Dashboard indicator of Chronic Absenteeism of which FVSD demonstrated growth in the area of student attendance. The dashboard indicator reported an improvement in chronic absenteeism from 15.7% of student chronic absenteeism in 2022-23 improving to 13.1% in the 2022-23 school year with the expectation to see a greater improvement in the 2023-24 reporting in addition to the 2023-24 95.94% of average daily attendance. Both parents and students have increased engagement in teaching and learning this past school year.

In addition, student safety can be evidenced through the positive indicator of 85% of 5th grade students reported that they "feel safe or very safe at school" on 2022-23 California Healthy Kids Survey (CHKS) and 58% of 7th grade students reported that they "feel safe or very safe at school" on 2022-23 CHKS. In addition, the LCAP input survey received 95% favorable responses to the question, "My child/student feels safe and connected to their school."

Goal #4 challenges overcome in the 2022-23 as well as the 2024 school year include the continued mission to increase attendance and improve daily attendance rates to above pre-pandemic percentages. These challenges were overcome with the focus on school/home connectedness including attendance incentives, student attendance recognition and successful implementation of schoolwide Positive Behavior Intervention Systems (PBIS) at each site. FVSD has overcome a variety of social-emotional challenges experienced by students through the support of professional and expert staff including teachers, counselors, behavior support staff and dedicated parents/guardian who are open to the recommendations of these professionals, all detailed in the actions of #4.

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.

For Goal 4, Budgeted Expenditures totaled $ 1,815,771, and the Estimated Actual Expenditures for 2023-24 total $ $1,742,695 (a 4.0% decrease compared to Budgeted Expenditures). Within Goal 4, material differences between Budgeted Expenditures and Estimated Actual Expenditures (defined as greater/less than 5%) exist for Actions 4.2, 4.3, 4.4, 4.5 and 4.7.

* For Action 4.2 (Communicate with parents regarding student absences and the importance of school attendance), Estimated Actual Expenditures ($57,778) represent a 15.6% increase over the Budgeted Expenditures ($50,000.00). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was the increase in software costs associated with the District's Student Information System (SIS) platform.

* For Action 4.3 (Health services and health education), Estimated Actual Expenditures ($535,603) represent a 9.5% increase over Budgeted Expenditures ($489,060). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was higher than anticipated costs associated with the employment of certificated and classified staff resulting from negotiated salary increases.

* For Action 4.4 (Social-emotional support for elementary students), Estimated Actual Expenditures ($479,926) are 6.0% lower compared to Budgeted Expenditures ($510,289) due to lower than anticipated costs associated for Psychologist Interns.

* For Action 4.5 (Middle school counseling program), Estimated Actual Expenditures ($353,273) are 24.5% lower than Budgeted Expenditures ($468,194) due to lower than anticipated costs associated with the employment of middle school Counselors.

* For Action 4.7 (Promote student engagement and school connectedness), Estimated Actual Expenditures ($37,164) represent a 23.9% increase over the Budgeted Expenditures ($30,000). The primary cause for the difference between Estimated Actual Expenditures and

Budgeted Expenditures was higher than anticipated costs associated with Stipends amounts for staff resulting from collective bargaining settlement.

Within Goal 4, Actions 4.1 (Develop leadership capacity needed to promote engagement and school connectedness), Action 4.3 (Health services and health education), Action 4.4 (Social-emotional support for elementary students), Action 4.5 (Middle school counseling program), and Action 4.7 (Promote Student Engagement and School-connectedness) are identified as contributing to increased or improved services. For Action 4.1 (Develop Leadership Capacity Needed to Promote Engagement and School-connectedness) and Action 4.7 (Promote student engagement and school connectedness), Estimated Actual Expenditures match Budgeted Expenditures. For Actions 4.3, 4.4, 4.5, and 4.7 variances were noted above. Overall, Estimated Actual Expenditures associated with actions intended to increase or improve services for English learners, students from low-income homes, students experiencing homelessness, and students identified as Foster Youth ($1,435,966) were lower than Budgeted Expenditures ($1,527,543) by 6.0%.

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

Fountain Valley School District implemented each of the actions intended to support the achievement of LCAP Goal 4, supporting the academic success of students by ensuring they have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.

For Action 4.1, FVSD continues to develop the leadership capacity needed to promote engagement and school connectedness, as School Leadership Teams (SLTs) at each school site continued to meet throughout the school year before school, during Thursday early dismissal, after school, and on designated release days to plan and implement student activities, school connectivity, building campus culture, student incentives and deepening school pride and spirit. In addition, resources were provided for SLTs to schedule release. Release time and funds to be off site in a collaborative atmosphere provided opportunity to brainstorm, design, implement and plan follow through on items support the development of school leadership among teachers, staff and students. Additionally, all of FVSD restructured every campus schedule for an early release on Thursdays where sites participate in leadership activities, team building, data analysis, team meetings and professional development.

For Action 4.2, FVSD continues to leverage resources available through the District's Student Information System to track absences, communicate with families regarding student attendance, conduct Site-level and District-level attendance intervention meetings, and provide incentives for students positive, improved and exemplary attendance records.

For Action 4.3, FVSD continues to provide health services and health education, leveraging the skills of the District's team of nurses and health aids.

For Action 4.4, FVSD continues to develop programs to provide social-emotional support for elementary students including the access to school counselors and district staff, as well as counseling interns and behavior intervention assistants. FVSD also provided site

administrators with comprehensive California Healthy Kids Survey data for sharing with School Leadership Teams to determine site-based actions related to social-emotional wellness.

For Action 4.5, FVSD's cadre of middle school counselors (1 per school site) continue to team with site administration, guidance technicians, and teachers to provide social-emotional support for students.

For Action 4.6, FVSD provides each school site with an allocation of funding to purchase school site merchandise for distribution to students as incentives for positive behaviors throughout the school year.

For Action 4.7, FVSD provides an allocation of resources to each middle school to support stipends for teachers acting in leadership roles in clubs and activities during lunch and after school and to plan school-wide student engagement activities such as assemblies, dances, and other events.

FVSD determines each of these actions as effective over the three year cycle of 2021-2024 evidenced by data of increased attendance emerging from the pandemic from a 15.7% Chronic Absenteeism in 2022 to 13.1% in 2023 and then a 95.94% district positive attendance rate in 2024. In addition educational partner groups placed a high priority on the actions of Goal 4 as well as the LCAP Input Survey resulting in 94% positive responses to the statement of "My student's school focuses on improving student attendance by communicating regularly with parents", and 95% positive responses to the statement, "My child/student feels safe and connected to their school".

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.

Based on input from Educational Partners, FVSD intends to continue each of the actions associated with Goal 4 of the Local Control Accountability Plan. The District will also continue to strategically leverage resources from one-time funding sources including AMIM Grant Funds, the Educator Effectiveness Block Grant (EEBG), and fund received through the Learning Recovery Emergency Block Grant (LRE) to support the actions associated with this goal.

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
5	To support the academic success of students, school facilities will be clean, safe, and effectively support a 21st Century education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	Overall "Good" status: Maintain 100%	Overall "Good" status or better achieved for 100% of District Facilities on the 2021-22 Facilities Inspection Tool report	Overall "Good" status or better achieved for 100% of District Facilities on the 2022-23 Facilities Inspection Tool report	Overall "Good" status or better achieved for 100% of District Facilities on the 2023-24 Facilities Inspection Tool report	Overall "Good" status: Maintain 100%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Fountain Valley School District implemented each of the actions intended to support the achievement of LCAP Goal #5, providing students with school facilities that are clean, safe, and effectively support a 21st Century and future education.

For Action 5.1, Post covid, FVSD collective staff continues to worked tirelessly throughout the 2023-24 school year to ensure that all classrooms continue to uphold a clean, healthy and safe classroom environment. A continued practice in the 23-24 school year, is the employment of a mid-day custodian at each site who works with both the morning and evening custodial staff to ensure comprehensive classroom cleaning. In addition, district staff continues to complete maintenance projects needed to ensure the effective daily operations of each school site and maintain the aesthetic appeal of all FVSD facilities.

For Action 5.2, the District continues the long-standing practices of allocating resources to fund and execute the Deferred Maintenance Plan.

For Action 5.3, the District continues to provide and maintain the infrastructure to support instructional technology, and significantly increase the wireless access points across all campuses to maximize uninterrupted connectivity to the educational technology platforms that students access to support learning on a daily basis.

For Action 5.4 Under the direction of the Director of Student Services and Safety, FVSD implemented the all-District disaster plan, organized and upgraded where necessary, all emergency bins at each of the 10 District sites. All sites have organized emergency supplies and participate in the mandated fire, emergency, evacuation and disaster drills. In addition, FVSD continued the district wide Safe Schools Safety Task Force (SSTF), team made up of community members, Police and Fire Department partners, site administrators, site teachers and parents, representing all school, to learn, contribute and plan District trainings for both staff and students. The collective objective of the SSTF to ensure FVSD is aware, educated, practices and maintains actions of safe practice for self, school and community for all students, staff and educational partners of FVSD.

For Action 5.5, FVSD continues to execute the District's Facilities Master Plan. With the completion of the FVSD District Bond Measure O Modernization in 2023, efforts now begin for facilities imperatives deemed "The Next 5" including ongoing campus projects including 1) Safety enhancements including perimeter fencing, single points of entry and entry systems at all 10 school campuses, 2) Replacement of, and additional playground equipment at sites, 3) Concrete and asphalt improvements, 4) Field and sprinkler rehabilitation, and 5) Replacement of BARD - air conditioning units in the portable units.

Goal #5 continuing challenges include managing the cost of facilities upkeep, improvements needed, and upgrades necessary to maintain the technical and physical demands of campuses in this 21st century learning environment; however the professional and expert leadership of the FVSD Board of Trustees and fiscal management continue to navigate and meet the growing demands of this goal.

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.

For Goal 5, Budgeted Expenditures totaled $9,466,010, and the Estimated Actual Expenditures for 2023-24 total $8,606,581 (a 9.1% decrease compared to Budgeted Expenditures). Within Goal 5, material differences between Budgeted Expenditures and Estimated Actual Expenditures (defined as greater/less than 5%) exist for Action 5.1 (Provide Clean and Well-maintained Classrooms) and Action 5.4 (Site safety resources, supplies and training).

* For Action 5.1 (Provide clean and well-maintained school campuses), Estimated Actual Expenditures ($7,924,120) represent a 10.4% decrease compared to the Budgeted Expenditures ($8,839,010). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was changes in funding sources for facilities projects and planned expenditures for maintenance vehicles that did not occur in the current year.

* For Action 5.4 (Site safety resources, supplies and training), Estimated Actual Expenditures ($130,461) represent a 73.9% increase compared to Budgeted Expenditures ($75,000). The primary cause for the difference between Estimated Actual Expenditures and Budgeted Expenditures was higher than anticipated costs for emergency preparedness training for all staff at all ten school sites.

Within Goal 5, no actions are identified as contributing to increased or improved services.

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

FVSD takes great pride in providing students and staff with school facilities that are clean, safe, and effectively support a 21st Century education and beyond. District staff from the maintenance and operations team continued to demonstrate an unwavering commitment to supporting this goal as evidenced by the fact that 100% of district facilities received "Overall Good" rankings on the 2023-24 Facilities Inspection Tool report.

In addition, the District significantly invested to expand and improve broadband internet access at all district facilities. Measure 0 site modernization is complete and the Board of Trustees voted to initiate the Next 5 facilities improvements and enhancement projects. FVSD determines this goal effective evidenced by the collective input reported by educational partners and community LCAP survey respondents place a high priority toward ensuring clean and well maintained facilities especially in the areas of custodial and maintenance staffing and technology support in addition to the LCAP survey responses stating 93% favorable to the statement of, "My child/student's school is clean and well maintained" and 93% favorable responses to the statement, "My child/student's school has facilities with up-to-date-technology", and 93% favorable responses to the statement, "My child/student's school places a high priority on school safety."

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.

Based on input from Educational Partners, FVSD intends to continue each of the actions associated with Goal 5 of the Local Control Accountability Plan. The District will also continue to strategically leverage resources from one-time funding sources including the AMIM Grant, Educator Effectiveness Block Grant (EEBG), and fund received through the Learning Recovery Emergency Block Grant (LRE) to support the actions associated with this goal.

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
Fountain Valley School District	Kiva Spiratos, Ed.D. Director, Educational Services	spiratosk@fvsd.us 714-843-3268

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 Fountain Valley School District, fondly referred to as the FVSD Family, was founded in 1876 and is comprised of the cities of Fountain Valley and parts of Huntington Beach, California. The Fountain Valley School District includes seven elementary schools, three middle schools, approximately 6,000 students, over 700 employees, and numerous top recognition awards including National Blue Ribbon, California Distinguished School, Gold Ribbon and Pivotal Practice Awards in academic achievement and closing the achievement gap. The Fountain Valley School District instructional grades span across early infant special education, preschool, and Transitional Kindergarten through eighth grade for both general and special education populations.

The FVSD mission is to "Promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community." FVSD's motto, "Preparing today's youth for tomorrow's future," embodies the commitment of all FVSD employees and the community to support student's comprehensive whole-child success, both within and beyond of the classroom, and in alignment with the 2024-25 Local Control and Accountability Plan (LCAP).

The FVSD mission and motto drives the five overarching District Priorities of: 1) Increasing academic growth for all students, 2) Advancing an inclusive, caring, and collaborative culture, 3) Aligning resources to maximize the achievement of all students, 4) Increasing communication with staff, families, and community members to enhance engagement, and 5) Providing safe, modernized, and productive learning environments. These overarching priorities guide the LCAP goals, and are reiterated in the actions generated for the success of all students and families, especially students identified as needing additional opportunities and supports to access equitable learning, and ensure the equal success of their peers.

The Fountain Valley mission, motto, and District Priorities cultivate Core Values discussed and demonstrated by our employees, students and the larger Fountain Valley local educational partners. FVSD holds the District and each other accountable to implement the agreed upon Core Values of: (1) All Students, Staff and Families, (2) Highest Expectations, (3) A Commitment to Lifelong Learning, and (4) Being a Great Teammate.

The overarching mission, vision, and core values of FVSD are articulated through the FVSD Lighthouse Leadership Principles, consistently recognized among students within and outside of the classroom, and annually awarded to selected FVSD students grades TK-8. The FVSD Lighthouse Guiding Principles include the traits of: Perseverance, Citizenship, Leadership, Teamwork, Integrity, Respect and Love. These principles act as a guiding framework of leadership and individual success for all of the FVSD Family. The FVSD Guiding Principles are articulated, shared, discussed and practiced among the Board Trustees, educational partners, school sites, and students in the FVSD classrooms. As stated by successful organization and education researchers, a collective and explicit framework, exercised through common language within the organization, creates a structure and consistency resulting in success for everyone throughout the entire organization. (Collins, 2021 & Marzano, 2012).

The above components, including mission, motto, priorities, core values and guiding principles create the successful foundation for a cohesive, results bearing, culturally diverse organization such as FVSD, as shared by top organizational and educational researchers including Jim Collins (2001), Richard DuFour (1998, 2005), John Hattie (2012, 2023) and Sharroky Hollie (2018). In conjunction with the State's Eight Priority Areas, the above FVSD organizational structure guides the development of the FVSD 2024-2025 Local Control Accountability Plan (LCAP) and the basis for teaching and learning within the FVSD classrooms.

The diverse FVSD Family includes student populations of Asian 37.5%*, White 32%*, Hispanic 17%*, African American 0.5%*, and students identifying as Two or More races 11%*. The FVSD student community includes 24%* from socioeconomically disadvantaged families, and 11.5%* of students who are English learners (EL) and .3%* Homeless/Foster Youth students. In this era of California declining enrollment, FVSD is proud to hold a continued enrollment of approximately 6,000 students. With this said, a foreseen challenge is sustaining this enrollment in the years out. Currently, the FVSD exiting eighth grade cohorts are of larger size than the kindergarten enrollment cohorts, even with the addition of Transitional Kindergarten. FVSD will be challenged to closely monitor student enrollment and make adjustments to fiscal spending as enrollment fluctuations continue in the out years of the 2025-2027 LCAP cycle.
*Percentage data taken from the 2023 CA Dashboard.

Fountain Valley School District has a long-standing tradition of supporting high levels of academic achievement, as well as cultivating the whole child through supporting the social-emotional development of our students. Three of FVSD's elementary schools (Cox Elementary, Oka Elementary, and Plavan Elementary) and one middle school (Masuda Middle School) are identified as Title I schools receiving additional Federal funding to support the connectivity, engagement and instructional support of students identified from socioeconomically disadvantaged families. FVSD is fully committed to meeting the academic and social-emotional needs of all students, and the FVSD dedicated team of educators, support staff, and community partners strive to meet the needs of all students every day. We are the FVSD Family.

Reflections: Annual Performance

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

The Annual Performance overview described below incorporates results and language displayed on the 2023 California Dashboard for the Fountain Valley School District found at https://www.caschooldashboard.org/.

Fountain Valley School District continually strives for individual student success in academics, as well as, the social-emotional wellness of mind and spirit for all students. Best first instruction, delivered by highly qualified teachers, focusing on signature practices of Balanced Literacy and Cognitively Guided Instruction (CGI), through active classroom engagement and positive classroom and school culture, crafts FVSD's ongoing success. FVSD continues to earn high achievement marks for both local assessments, including SBAC State testing, and the California Dashboard Performance Indicators. Local SBAC State assessment indicators report student performance as "Met or Exceeded standards, while the California Dashboard Performance Indicators report achievement in color codes. The California Dashboard has Five Performance Indicator Areas including: English Language Arts, Math, English Learner Progress, Chronic Absenteeism and Suspension Rate. Below, exact indicator language is used to describe the annual performance of FVSD schools, highlighting areas of success, as well as, identifying areas in need of attention, as indicated by the California Dashboard coloring codes of Blue = Very High Performance, Green = High Performance, Yellow = Medium Performance, Orange = Low Performance, and Red = Very Low Performance.

FVSD SBAC Achievement Data
State performance data, SBAC, reports that in the spring of 2023, 76% of all FVSD students "Met or Exceeded standards" for English Language Arts, a performance level that compares very favorably to that of school districts in Orange County (3rd overall). A deeper analysis reveals positive outcomes for student subgroups including: Asian (86% Met or Exceeded standards), Two or More Races (79% Met or Exceeded standards), White (72% Met or Exceeded standards), Hispanic (63% Met or Exceeded standards), Socioeconomically Disadvantaged (65% Met or Exceeded standards), Reclassified Fluent English Proficient students (RFEP), (92% Met or Exceeded standards), English Learners (37% Met or Exceeded standards), and Students with Disabilities (34% Met or Exceeded standards). Each of these subgroups maintained or increased performance of up to five percent (1-5%) from the previous 2022 year. In fact, FVSD Students with Disabilities increased 10 percentage points from 24% to 34% of students "Met or Exceeded" standards for English Language Arts. FVSD celebrates that each student group outperforms their peers across Orange County and the State of California! Continued FVSD academic success among all student and subgroups in ELA is collectively attributed to a focused effort to increase student attendance, deepen school connectivity, and increase parent partnerships and education, as well as, deliver California content standards through the focused instruction

of the FVSD signature practices of Balanced Literacy, as well as focusing on the whole child social-emotional success.

In the area of Mathematics, State performance data, SBAC, reports that 73% of all FVSD Students "Met or Exceeded" standards for Mathematics, a performance level that compares very favorably to that of school districts in Orange County (1st overall). A deeper analysis reveals positive outcomes for student subgroups including: Asian (86% Met or Exceeded standards), Two or More Races (75% Met or Exceeded standards), White (68% Met or Exceeded standards), Hispanic (55% Met or Exceeded standards), Socioeconomically Disadvantaged (63% Met or Exceeded standards), Reclassified students (88% Met or Exceeded standards), English Learners (46% Met or Exceeded standards), and Students with Disabilities (29% Met or Exceeded standards). In each of these subgroups, students improved 1-5% in comparison to 2022 achievement. Again, continual increased performance among all students and subgroups in Mathematics is collectively attributed to a focused effort to increase student attendance, deepen school connectivity, and increase parent partnerships and education, as well as, deliver California content standards through focused instruction of the FVSD signature practice of Cognitively Guided Instruction (CGI), as well as focusing on the whole child social-emotional success. In Mathematics, each student group outperformed their peers across Orange County and the State of California.

Although results from the CA Science Test (CAST) are not included as a component of the CA Schools Dashboard, FVSD is proud to report 59% of 5th-grade and 8th-grade students (the only two testing grade levels for science) "Met or Exceeded" standards on the 2023 CA Science Test, a performance level that compares very favorably to that of school districts in Orange County (4th overall). This is a +2% increase for 5th grade and a -5% decrease for 8th grade, however, still well above the Orange County average of 41% of students "Met or Exceeded" standard on the CAST. A deeper analysis reveals positive outcomes for student subgroups including: Asian (71% Met or Exceeded standards), Two or More Races (60% Met or Exceeded standards), White (53% Met or Exceeded standards), Hispanic (42% Met or Exceeded standards), Socioeconomically Disadvantaged (52% Met or Exceeded standards), Reclassified students (72% Met or Exceeded standards), English Learners (9% Met or Exceeded standards), and Students with Disabilities (14% met or exceeded standards). FVSD works to increase quality science instruction in all classrooms with increased professional development and engagement in Hands on Activities, utilizing a student discovery and inquiry approach to instruction, classroom project-based-learning, and deepening the use of multi-media adopted curriculum resources to create an exciting curiosity for science among students. FVSD does celebrate that each student group outperformed their peers on the CAST across Orange County and the State of California.

FVSD California Dashboard Performance
The Fountain Valley School District is proud of its long-standing performance supporting high levels of student academic achievement. FVSD continues high expectations for all students as demonstrated with the highest California Dashboard indicator overall ranking of"Very High"/Blue, for All FVSD Students in both English Language Arts and Math. When filtering academic achievement among student demographic groups, both English and Math continue to display "Very High"/Blue rankings for Asian, Filipino, Two or More Races and White student subgroups. Also, the California Dashboard indicates "High"/Green rankings for English Learners, Hispanic, and Socioeconomically Disadvantaged student subgroups. For the subgroup of Students with Disabilities, both English and Math, displays "Medium"/Yellow performance. This Medium is a celebrated increase of 10 points as compared to the 2022 performance; meaning within this band of "Medium" performance, Students with Disabilities demonstrated a 10 point growth in both English and Math academic achievement in 2023 performance compared to 2022. Additional FVSD All Students Dashboard Performance Indicators include a "High Performance"/Green Suspension Rate (meaning a very low 1.2% of students suspended), "Medium Performance" for All English Learner Progress (meaning 63% of EL students made continued growth), and a "Medium Performance" for All Student Chronic Absenteeism (which is a 2.6% improved performance from 15.7% decreased to 13.1% between 2022 and 2023).

When looking beyond "FVSD All Student Performance" into the analysis of student subgroup performance, for English Language Arts the subgroups (Asian, Filipino, Two or More Races, and White) performed at the "Very High" level. Subgroups (English Learners, Hispanic, and Socioeconomically Disadvantaged) performed at the "High" level, and one subgroup (Students with Disabilities) performed at the "Medium" level which is a celebrated increase of 10.7 points and Dashboard Performance color improvement from "Orange/Low" to "Yellow/Medium" from 2022 to 2023. This improvement is greatly celebrated among our FVSD Family and collectively attributed to a focused efforts to increase student attendance, deepen school connectivity, and increase parent partnerships and education, as well as, deliver California content standards through focused instruction of the FVSD signature practices of Balanced Literacy and Cognitively Guided Instruction, as well as focusing on the whole child's social-emotional success. In addition, the i-ready educational curricular platform is in the second year of implementation with all students K-8 identified as having an Individualized Education Plan (IEP) and grades 3-5 during the 2023-24 academic year. I-ready will roll progressively roll into additional grade levels in the 2024-25 year and beyond. I-ready supports targeted ELA and Math instruction providing systematic diagnostics, progress monitoring, and personalized instructional support for targeted content standards. The implementation and maintenance of i-ready includes multiple days of professional development and collaborative data analysis with educational specialists, school psychologists, and site administrators and grade level teams.

CA Dashboard reports the FVSD English Learner Progress Indicator (ELPI) metric as 62.7% "Medium/Yellow" of identified English Learner students making progress toward English language proficiency. This metrics includes 9.2% (+2%) of EL students maintaining ELPI Level 4, 54.9% of EL students progressing at least one ELPI level, 21.8% of EL students maintaining ELPI Levels, and 14.1% of ELs decreasing at least one ELPI level. This decrease of 3% of EL students making progress toward proficiency is a factor in the change from "High" to the "Medium/Yellow" Dashboard Performance Indicator. Even though FVSD reflects a small dip in the progress of EL Learners on this one ELPAC Summative Language Assessment, over all EL Learners continue to maintain a "High/Green" ELA and Math Academic rating on the Dashboard. To support our FVSD English Learner students who continue to progress in English proficiency, a focused and collaborative effort to increase student attendance, deepen school connectivity, and increase parent partnerships and education, as well as, deliver California content standards through focused instruction of the English Language Development (ELD) standards, provide additional tutoring and support in the student's primary language and the FVSD signature practices of Balanced Literacy and Cognitively Guided Instruction, as well as focusing on the whole child social-emotional success, continues to be a priority.

The above Dashboard data shares movement "between" bands of English Learner Progress. Local Dataquest reports performance "within" the stages of English Language Proficiency. FVSD English Learners performed well on the 2022-23 Summative English Learner Proficiency Assessment for California (ELPAC), with 33% of ELs performing at the "Well-Developed" level, 36% of ELs performing at the Moderately-Developed level, 20% of ELs performing at the Somewhat Developed level, and 9% of ELs performing at the Minimally Developed level. FVSDs English Learners significantly outperformed their peers across Orange County and the State of California. FVSD English Learners increased +4% in ELA and +5% in Math (Met or Exceeded standards) on the 2023 SBAC State testing.

FVSD is proud of its continued overall student success reported with the California State Dashboard Indicators. FVSD overall student performance for 2022-23 includes: ELA Performance of "Very High/Blue", Math Performance of "Very High/Blue", Suspension Rate of "Low Suspension Rate/Green", English Learner Progress of "Medium/Yellow", and Chronic Absenteeism of "Medium/Yellow". Even though the CA Dashboard reports the FVSD overall student performance as "Medium to Very High" and very successful, it is common for districts, including FVSD, to have small student subgroups within these overall performance ratings that report as "Very Low/Red". Student subgroups within FVSD that report "Very Low/Red" on Dashboard performance include: District Overall Chronic Absenteeism for African American students

(41% of 33 students), Foster Youth (6.7% of 25 students), and Students with Disabilities (26% of 713), and FVSD District Overall Suspension Rate for African American students (8% of 33 students suspended at least 1 day) and Foster Youth (8% of 23 students suspended for at least 1 day).

School sites can also have an overall "High" and positive California Dashboard rankings, while also having a subgroup(s) reported as "Red/Low" Performance in specific areas. The 2024-25 Local Control Accountability Plan (LCAP) requires districts to report all student subgroups in the Red/Low Performance as reported on the 2022-23 Dashboard.

In compliance with the requirements of the 2024-25 LCAP, below are the FVSD school site subgroups reported as "Very Low Performance/Red" on the 2023 California Dashboard Indicators:
--Courreges Elementary reported Very Low in one Chronic Absenteeism subgroup reporting 20.3% Chronic Absenteeism among students of Two or More Races in 2022-23
--Cox Elementary reported Very Low in one Chronic Absenteeism subgroup reporting 26.3% Chronic Absenteeism among with Students with Disabilities in 2022-23
--Gisler Elementary reported Very Low in one Chronic Absenteeism subgroup reporting 26.7% Chronic Absenteeism among Socioeconomically Disadvantaged students in 2022-23
--Newland Elementary reported Very Low in one Chronic Absenteeism subgroup reporting 31.1% Chronic Absenteeism among Socially Disadvantaged Students in 2022-23
--Oka Elementary reported Very Low in one ELA performance subgroup reporting that Students with Disabilities declined in ELA performance between 2022 and 2023
--Tamura Elementary reported Very Low in two Chronic Absenteeism subgroups reporting10.7% Chronic Absenteeism among Asian students and 23.7% among Students with Disabilities in the 2022-23
--Masuda Middle School reported Very Low in two Chronic Absenteeism subgroups reporting 20.2% Chronic Absenteeism among Hispanic and 23.7% among Students with Disabilities in 2022-23
--Fulton Middle School reported Very Low in two Chronic Absenteeism subgroups reporting 24.8% Chronic Absenteeism among Hispanic and 27.4% among Students with Disabilities in 2022-23
--Talbert Middle School reported Very Low in one Chronic Absenteeism subgroup reporting 36.6% Chronic Absenteeism among Students with Disabilities in 2022-23
--Plavan Elementary School has zero student subgroups performing in the Very Low/Red Performance rating

Analysis of these very small subgroups reflects unique reasons for reported Very Low Performance; however, students representing these subgroups are members of a our FVSD school campuses; therefore, attention and strategies to improve and increase performance for these subgroups is the work of the entire FVSD District Family at all sites. Although Chronic Absenteeism as a FVSD District improved 2.6% overall (15.7% in 2022 improved to 13.1% in 2023) FVSD continually works to increase student daily attendance through increasing connectivity between schools and families, especially in the identified populations of African-American students and Foster Youth related to Chronic Absenteeism and Suspension Rates. Specific actions implemented to address this goal include layered proactive interventions under the direction of the Director of Student Services and Safety who is the department liaison who oversees and supports multiple staff members dedicated to supporting the well-being of students through structured counseling and outreach programs. Supports for this work include site administrators, elementary and middle school counselors, behavior intervention aides, and classroom teachers, as well as ASB, PAL, WEB and other leadership and school connectedness groups, who all work to provide students with increased and improved access to attendance

incentives, personal outreach, tutoring before and beyond the school day, clubs, sports, noon leagues, activities and more; and social-emotional supports during the school day. In addition, the District's Saturday School Program, supported by middle school assistant principals and counselors, helps provide an alternative to suspension within the District's progressive discipline model. The Director of Student Services and Safety, also acts as the designated liaison among schools and families specifically tasked with supporting Foster Youth. A focus of the 2023-24 school year was the creation of School Climate Teams, also led by the Director of Student Services and Safety, who works with sites to gather student feedback and data to determine gaps in student/school connectivity multiple times throughout the year in order to establish proactive outreach for attendance awareness, student connectedness, and intervene with counseling, SART, and SARB interventions.

Again, FVSD continues to be a high performing district ranking #1 in Math, #3 in ELA and #4 in Science. This success parallels a continual effort to focus attention and resources to identified areas in need of support including, Chronic Absenteeism and Suspension among our student subgroups identified above. FVSD continues to utilize data to make informed strategical decisions to build awareness, identify causes, create interventions, measure growth, and celebrate progress in these and other areas. FVSD's actions include the involvement of educational partners implementing a focused and collaborative effort to increase attendance, deepen school connectivity, and increase parent partnership and education, as well as, delivering California content standards through highly qualified professional and paraprofessionals and intervention supports, utilizing the FVSD signature practices of Balanced Literacy and Cognitively Guided Instruction, integrated with a variety of specialty instruction, electives, and extra curricular activities, as well as, focusing on the whole child's social-emotional success; all while maintaining safe, clean campuses for all students. The descriptions of the specific actions to be taken are provided in subsequent sections of the 2024-2025 Local Control Accountability Plan.

Reflections: Technical Assistance

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

For most schools, emerging from the pandemic impacted attendance rates and rising student social-emotional behaviors. Due to reported chronic absenteeism and
student suspension rates in identified student subgroups detailed above, FVSD has been identified to participate in the collaboration model of Differentiated Assistance, meaning a collaborative effort with the Orange County Department of Education to engage in ideas with the intent to increase and improve the outcomes in chronic absenteeism among the FVSD district subgroups of: foster youth, students with disabilities and African American students; and a second area of suspension among the District groups of: foster youth and African American students.

Generous attention was dedicated to these areas to both address the subgroups mentioned, but more importantly to improve the school attendance and positive outlook toward learning for all students in FVSD. Actions taken to mitigate chronic absenteeism and low suspension rates included, multiple meetings with the OCDE team to share innovative ways to engage students in positive attendance and positive student/school connectivity. Secondly, the meetings discussed disaggregated data identifying trends in student absenteeism and behaviors prompting suspension among these groups, and how to utilize mitigating strategies to intervene prior to these actions occurring.

Most significantly, these areas continue to be addressed and supported with collective teamwork under the leadership of the Director of Student Services to introduce and train district staff with layered proactive interventions dedicated to supporting the well-being of students through structured counseling and outreach programs. Supports for this work include site administrators, elementary and middle school counselors, behavior intervention aides, and classroom teachers, as well as ASB, PAL, WEB and other leadership and school

connectedness groups, who all work to provide students with increased and improved access to attendance incentives, personal outreach, tutoring before and beyond the school day, clubs, sports, noon leagues, activities and more; including social-emotional supports during the school day. In addition, the District's Saturday School Program, supported by middle school assistant principals and counselors, helps provide an alternative to suspension within the District's progressive discipline model.

The Director of Student Services and Safety, also acts as the designated liaison among schools and families specifically tasked with supporting Foster Youth. A focus of the 2023-24 school year was the creation of School Climate Teams, also led by the Director of Student Services and Safety, who works with sites to gather student feedback and data to determine gaps in student/school connectivity multiple times throughout the year in order to establish proactive outreach for attendance awareness, student connectedness, and intervene with counseling, SART, and SARB interventions. The FVSD School Climate Team are a positive and lasting addition to the FVSD success for all students and connecting to school.

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.

FVSD is pleased to share that there are no schools in the district that have been identified for Comprehensive Support and Improvement Services during the 2024-25 school year.

Support for Identified Schools

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

Not applicable to FVSD.

Monitoring and Evaluating Effectiveness

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

Not applicable to FVSD.

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
FVSD Local Control Accountability Plan Advisory Committee	FVSD conducts multiple in-person meetings with district, site staff and educational partner representatives from each of the District's ten school sites. The LCAP Leadership Team engagement follows a three step process of (1) sharing information about the LCAP and providing an overview of the the Mid-Year LCAP update, (2) gathering input related to the development of the 2024-25 LCAP, and (3) reviewing the draft of the 2024-25 LCAP. The LCAP Advisory Committee consists of district leadership, site administrators, parent representatives from each of the ten school site including parent of students with disabilities, representatives of the Fountain Valley Educators Association (teachers), representatives of the California School Employees Association Fountain Valley Chapter #358 (classified employees), and the SELPA Executive Director. Meetings for the 2024-2025 LCAP took place on 2/27/24, 3/5/24 and 5/14/24.
FVSD District English Learner Advisory Council and District Advisory Council	FVSD conducts five in-person DELAC meetings with an English Learner parent and teacher representative from each of the District's ten school sites. DELAC meetings discuss the English Learner Program, student progress, and gather feedback regarding LCAP goals and actions. Meetings for the FVSD DELAC took place on 10/19/2023, 12/7/2023, 2/15/2024, 3/21/2024, and 5/2/2024.
District Management and Site Administrators	FVSD conducts an in person certificated and classified management and site administrator input and feedback meeting to sharing information about the current Mid-Year LCAP update and gather input related to the development of the 2024-25 LCAP. The FVSD District Management and Site Administrators meeting took place 2/27/2024.

Educational Partner(s)	Process for Engagement
English Learner and GATE Lead Teachers	FVSD conducts three in-person meetings with certificated lead teachers from each of the ten school sites representing the special populations of English Learners and Gifted and Talented programs. The engagement follows a three step process of (1) sharing information about the LCAP and providing an overview of the the Mid-Year LCAP update, (2) gathering input related to the development of the 2024-25 LCAP, and (3) reviewing the draft of the 2024-25 LCAP. Meetings for the 24-25 LCAP took place on 1/24/24, 2/28/24 and 4/10/24.
Superintendent's Parent's Council	The Superintendents Parent Council is a collection of PTA/PTO representatives from each of the ten FVSD school sites who meet monthly with the Superintendent and Senior Management to learn, discuss, and provide input to the Superintendent. Multiple meetings center on school finance, budget and the LCAP process. A particular LCAP information/input meeting was held on 3/14/24. Parent representatives on this council can include parents of English Learners and parents of students with disabilities and well as parents of foster youth and parents of low income.
School Site Council Meetings	Each of the FVSD ten school sites has a School Site Council composed of equal parts school staff and parents. Middle Schools include student representatives. Each School Site Council dedicates time and attention to understanding the LCAP process providing input and refection on goals and actions. School Site Council meetings alternate in-person and virtual to reach a broad attendance of participants. LCAP meetings were held throughout March and April of 2024 at all ten FVSD schools. Parent representatives on this council can include parents of English Learners and parents of students with disabilities and well as parents of foster youth and parents of low income.
LCAP Public Community Input Survey	FVSD places great value on the feedback provided by all educational partners including parents, certificated staff, classified staff, students and community members through the LCAP Public Community Input Survey. The survey collects responses from February through April of each year. Both quantitative and qualitative data are analyzed and synthesized for trends. The LCAP Survey of 705 responses provides statistical validation of the goals, actions, and services articulated in the 2024-25 LCAP. Public input includes responses from parents of

Educational Partner(s)	Process for Engagement
	of EL students, parents of students with disabilities, parents of low income and parents of students receiving interventions as well as after school care programs
Middle School Student Input Sessions	FVSD believes in the value of student input and perspective in relationship to LCAP actions. Multiple student input sessions are conducted at each of the three middle schools with a student panels representing the range of student demographics. Student input sessions were conducted throughout entire month of April, 2024 with multiple student groups at the three middle schools of Masuda, Fulton and Talbert.
LCAP Development Consultation with Orange County Department of Education	FVSD Consulted with the Orange County Department of Education LCAP Approval Team on April 11, 2024.
FVSD Board of Education Presentation	California Education Code requires FVSD Educational Services department to present a 2024-25 LCAP overview process and development to the Board of Trustees in conjunction with an outlined budget. FVSD presented the 2024-2025 LCAP to the Board of Trustees on June 13, 2024.
Community Input Session	A community input session was held on June 13, 2024 at the scheduled FVSD Board meeting.
LCAP Public Hearing on LCAP conducted at FVSD Board Meeting	Per California Education Code, a 2024-25 LCAP Public Hearing was conducted at the FVSD Board Meeting on June 13, 2024.

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

The Fountain Valley mission, motto, and District priorities cultivate core values discussed and demonstrated by our employees, students, educational partners and the larger Fountain Valley local community. The FVSD core values work to guide decision-making of District staff, as well as interactions with educational partners, and influence our LCAP goals and actions. The FVSD core values include: (1) All Students, Staff and Families, (2) Highest Expectations, (3) A Commitment to Lifelong Learning, and (4) Being a Great Teammate. FVSD believes the larger community and the areas we serve add value to conversations of input and feedback during the LCAP development process of actions and services. FVSD's in-person, online, and virtual LCAP input opportunities are conducted with the above listed educational partner groups, shared with the District's administrative team and Board of Trustees, and play an integral role in informing decisions related to the Local Control Accountability Plan.

FVSD engages in an extensive process of consulting with a variety of educational partners as part of the planning and development process for the 2024-25 LCAP. Following the guidance provided in California Education Code, FVSD annually forms an LCAP Advisory Committee consisting of parent representatives from each of the ten school site, representatives of the Fountain Valley Educators Association (teachers), representatives of the California School Employees Association Fountain Valley Chapter #358 (classified employees), SELPA

Executive Director, site principals, and District administrators. FVSD hosts three in-person LCAP Advisory Committee input meetings, as well as, reaching out to additional educational partners through the 2024-25 FVSD LCAP Input Survey. FVSD intentionally creates multiple in-person, online, and virtual access points for educational partner feedback paying particular attention to access for families of English Learners, Foster Youth and Socio-Economically Disadvantaged populations. Avenues for input include, in person support, School Site Council meetings, DELAC meetings, PTA/PTO meetings, device access to parents and translation-friendly surveys that translate into multiple preferred languages via the internet browser interface, in order to garner input and reflection regarding ways to support students.

In addition to in-person LCAP Input Meetings, FVSD conducts an annual FVSD LCAP Input Survey, which collects responses from February through April. FVSD is pleased to share a high level of participation in the survey receiving over 705 responses which is 21% of our FVSD's 3300 families. The 2024-25 LCAP Survey respondents represent a diverse collection of educational partners including:
- 80% of survey respondents identified as "Parents of FVSD Students"
- 16% of survey respondents identified as "Certificated Staff"
- 7% of survey respondents identified as "Classified Staff"
- 4% of survey respondents identified as "Community Members"

In addition, the survey asks parents to indicate if their children participated in the District's English Learner programs (5% confirmed), Free- or Reduced-Lunch program (26% confirmed), or Gifted and Talented Program (15% confirmed) and afterschool childcare program (24% confirmed). FVSD staff reviews the quantitative and qualitative responses to the LCAP Input Survey and systematically codes and analyzes the input to identify themes and trends to influence the LCAP actions and services. Also, the 2024-25 LCAP Survey provides statistical validation of the goals, actions, and services articulated in the LCAP.

For the first two questions on the LCAP survey, a 5-point Likert Scale is utilized with two responses considered favorable ("strongly agree" and "agree"), one neutral response ("no opinion"), and two unfavorable responses ("disagree" and "strongly disagree"). These questions were intended to elicit responses regarding the overall experiences of students'/families' responses to the questions of the student's school providing a quality education that focuses on their academic and social-emotional success. Survey responses reported 90% favorable to their child's school providing a quality education focusing on academic and social-emotional success. Question two asked if the child's school promotes academic success for all students. Survey responses reported 92% favorable to their child's school promoting academic success for all students.

FVSD 2024-2025 LCAP Action related Educational Partner Input Survey statement/questions include:
Goal 1 - Academic Achievement for All Students
- My child/student's school has teachers and staff that go out of their way to help students = 92% favorable responses
- My child/student's school provides a comprehensive curriculum aligned to the California Common Core Standards = 96% favorable responses
- What level of priority do you place on providing staff with opportunities for professional development? = 93% very high/high/medium priority
- What level of priority do you place on providing children with music education opportunities? = 94% very high/high/medium priority
- What level of priority do you place on providing children access to a well supported library? = 98% very high/high/medium priority
- What priority do you place on providing elementary children with physical education supported by PE teachers with a content-specific credential? = 97% very high/high/medium priority

Goal 2 - Support for Students approaching grade level, Special Education, Multi-language Learners, Socioeconomically Disadvantaged, Homeless and Foster Youth
- What level of priority do you place on providing targeted support for student who struggle to meet grade level standards? = 96% very high/high/medium priority
- What level of priority do you place on providing targeted support for English Learners? = 81% very high/high/medium priority
- What level of priority do you place on providing GATE programming for qualified students? = 87% very high/high/medium priority
- My child/student's school provides support for students that quality for special education services? = 93% favorable responses
- My child/student's school provides support for students identified as English Learners to help them develop proficiency in the English language? = 93% favorable responses

Goal 3 - Actively Engagement Parents through Communication
- My child/student's school encourages parent involvement. = 91% favorable responses
- My child/student's school effectively communicates with parents regarding their child's progress. = 91% favorable responses
- My child/student's school keeps me well-informed about school activities. = 94% favorable responses
- I feel welcomed to participate in activities at my child/student's school. = 95% favorable responses
- The technology platforms (Parent Square, email, website and social media) used by FVSD are effective in helping me stay informed about school events and activities. = 94% favorable responses

Goal 4 - Positive School Climate and student Connectedness
- My child/student's school focuses on improving student attendance by communicating regularly with parents. = 94% favorable responses
- My child/student's school communicates rules effectively and holds students accountable for their actions in appropriate ways. = 88% favorable responses
- My child/student's school provides support for students that experience bullying. = 88% favorable responses
- I understand types of social-emotional supports are available to students at my child/student's school such as counseling, peer mediation, connection to community resources, etc. = 85% favorable responses
- My child/student's school encourages students to participate in extracurricular activities such as clubs and sports-related activities. = 87% favorable responses
- My child/student feels safe and connected to their school. = 95% favorable responses

Goal 5 - Safe, Clean and Effective 21st Century Learning Environments
- My child/student's school is clean and well maintained. = 93% favorable responses
- My child/student's school has facilities with up-to-date technology. = 93% favorable responses
- My child/student's school school places a high priority on school safety. = 93% favorable responses

In addition to the 705 quantitative data responses reflected in the above statements, the Educational Partner LCAP Input Survey provided space for qualitative open-ended input. The survey received over 130 qualitative responses equating to 20% of the respondents providing open ended comments. Themes of qualitative comments are summarized below:

For Goal 1, Student Achievement, the following themes emerged from the open-ended survey items:
- Focus on the integration of ELA, math and science instruction creating interrelated and thematic curriculum experiences
- Support programs related to Performing and Visual Arts, STEM, and Physical Education at the elementary level
- Continue to support the school library programs providing a wide variety of reading levels and resources

For Goal 2, Special Populations, the following themes emerged from the open-ended survey items:
- Continue to provide academic interventions during the school day and expand access to academic support beyond the bell, including tutoring opportunities
- Continue to provide instructional programming for English Learner students including resources for students and parent education
- Continue to provide instructional resources and experiences for students and families of our special populations

For Goal 3, Parent Involvement, the following themes emerged from the open-ended survey items:
- Expand outreach to parents new to the District to strengthen the connection with school sites and staff
- Increase parent education opportunities, specifically for parents of students with disabilities, parents of English Learners, and parents representing diverse cultures.
- Continue parent education events help parents understand learning strategies to implement at home and create a connection with the FVSD professionals
- Vary the times of parent organization meetings, parent education events and student celebrations to accommodate working parents and/or offer virtual meetings
- Provide translated communication through multi-media platforms as well as translating paper and digital flyers to increase awareness of school events and activities

For Goal 4, Climate & Engagement, the following themes emerged from the open-ended survey items:
- Continue to foster positive campus cultures where students, parents and staff collectively create a multi-cultural environment where students and parents feel welcome, part of a community and thrive
- Increase the understanding of positive intervention strategies and progressive discipline that are used to educate students and decrease disruptive behaviors
- Continue the social-emotional instruction, support, and staff for students at both elementary and middle school sites through school counselors and health staff
- Continue the robust offerings of school connectedness at the middle schools by offering a selection of electives, clubs, during and after school activities and events

For Goal 5, Facilities, the following themes emerged from the open-ended survey items:
- Continue to provide safe, clean learning environments and campuses
- Continuing to provide access to educational technology while balancing traditional classroom learning experiences
- Maintain a robust infrastructure to support technology use on school campuses for all users
- Maintain the well-landscaped neighborhood atmosphere and curb-appeal while continuing to focus on safety measures and training for students and staff

In addition to the LCAP Input Survey, numerous educational partner groups attended meetings to prioritize actions within the goals of the LCAP. These educational partners included the District LCAP Leadership Team, Superintendent's Parent Council, FVSD Certificated and Classified Management Team, FVSD Administrative Team, District English Learner Advisory Committee, a joint committee of FVSD's GATE and English Learner Lead Teachers, School Site Councils and School Site Staff members. The input of these committees validated the actions & services outlined in the FVSD LCAP, and the results echoed responses stated in the LCAP Input Survey. Middle school student input sessions validated responses provided by adult educational partners. Below are priorities identified among the in-person Educational Partner group meetings. In all, 26 educational partner input sessions were conducted in the writing of the 2024-25 FVSD LCAP.

Priorities shared among the In-person FVSD educational partners:
Goal 1 - Academic Achievement for All Students:
- Continue providing specialized professional development deepening strategies FVSD's Signature Practices and educational technology
- Continue providing elementary students with physical education instructed by credentialed PE specialists
- Continue providing students with music education opportunities
- Continue providing students access to a well-supported school libraries
- Continue providing students with technology to support access to digital curriculum and online learning resources

Goal 2 - Support for Student of Special Populations:
- Continue providing bilingual support for English Learner students developing English proficiency
- Continue providing focused interventions for students approaching grade level standards
- Continue providing academic and behavioral supports for all, especially among our special populations of EL, foster youth, homeless and students with disabilities

Priorities collected among FVSD Educational Partners supporting Goal 3 - Actively Engage Parents through Communication include:
- Continue to expand parent education and engagement activities related to instructional programming and social-emotional wellness
- Continue ongoing communication between teachers and parents related to students' academic and social-emotional development needs
- Continue outreach to parents from under-represented populations through translated digital and paper-based communication

Priorities collected among FVSD Educational Partners supporting Goal 4 - Creating and Maintaining a Positive Culture and Climate and Student Connectedness include:
- Ensuring ongoing communication between teachers and parents related to students' academic and social-emotional development
- Continuing to communicate and provide the variety of social-emotional services related to school/student connection including counseling, mental health and wellness, and connections to community-based resources and staff offered to students and families; and how to access theses resources at both elementary and middle schools
- Continue the schoolwide awareness, classroom instructed social-emotional learning lessons for all students across all sites, layered with individual support
- Continue providing activities for students including student outreach and connectivity campaigns, student character recognitions, lunchtime activities, clubs, and student leadership opportunities

Priorities collected among FVSD Educational Partners supporting Goal 5 - Safe, Clean and Effective 21st Century Learning Environments include:
- Continue to maintain clean, safe campuses for students, staff, and the community
- Continue the maintenance of the new playground equipment and providing resources to support recess and physical education activities
- Continue to focus on campus safety through partnerships with parents and community agencies
- Continue staff, student and community training of resources and strategies to support safe schools, campuses and community

FVSD greatly values input from our educational partners and their dedicated time while gathering input as part of the LCAP development process. Input gathered through the LCAP Survey and group activities is directly reflected in the goals, actions, and services associated with the FVSD 2024-25 LCAP.

The following actions were directly impacted by qualitative and/or quantitative data gathered through the educational partner input process:
- Action 1.3 which allocates $238,637.00 to expand elective programs at middle schools
- Action 1.6 which allocates $360,000.00 to ensure 1:1 access to devices for students and technology for classroom instruction
- Action 1.8 which allocates $501,601.00 to ensure all elementary students participate in regularly scheduled music instruction
- Action 1.9 which allocates $391,657.00 to expand access to school libraries and improve collections
- Action 1.10 which allocates $592,523.00 to implement an Itinerant PE Program across the District's elementary sites
- Action 2.1 which allocates $693,823.00 to provide coordinated services for English Learners
- Action 2.3 which allocates $994,500.00 to provide intervention for students performing below grade level
- Action 2.6 which allocates $70,000.00 to provide coordinated services for gifted students
- Action 3.1 which allocates $13,000.00 to provide parent education and training at school sites
- Action 3.2 which allocates $78,000.00 to utilize multiple technology platforms to communicate with parents and families
- Action 3.3 which allocates $91,678.00 to provide a District-level Bilingual Community Liaison to facilitate outreach to families
- Action 4.2 which allocates $60,000.00 to improve student attendance and parent communication related to student attendance
- Action 4.3 which allocates $491,779.00 to provide health services and health education for students
- Action 4.4 which allocates $526,865.00 to provide social-emotional support for elementary students
- Action 4.5 which allocates $354,181.00 to provide a middle school counseling program to support the social-emotional needs of students
- Action 4.6 which allocates $248,951.00 to expand programming that provides positive behavior interventions and supports
- Action 4.7 which allocates $30,000.00 to increase school connectedness
- Action 5.4 which allocates $75,000.00 to provide supplies for school site emergency training for staff and supplies

Of the aforementioned actions, Actions 1.3, 1.5, 1.6, 1.9, 1.10, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 4.1, 4.3, 4.4, 4.5, 4.6 and 4.7 contribute to increased or improved services for unduplicated student populations.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Fountain Valley School District's goal is to support academic success for all students by ensuring students participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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.

The FVSD mission is to "Promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community." FVSD's motto, "Preparing today's youth for tomorrow's future," embodies the commitment of all FVSD employees and the community to support student's comprehensive whole-child success, both within and beyond of the classroom. The FVSD mission and motto drives the five overarching District Priorities of:

1) Increasing academic growth for all students
2) Advancing an inclusive, caring, and collaborative culture
3) Aligning resources to maximize the achievement of all students
4) Increasing communication with staff, families, and community members to enhance engagement, and
5) Providing safe, modernized, and productive learning environments.

These overarching District Priorities guide the 2024-25 LCAP goals and are reiterated in the actions generated for the success of all students and families, especially students identified in the special populations of Students with Disabilities, English Language Learner Progress, Socioeconomic Disadvantaged and Foster Youth needing additional opportunities and supports to access equitable learning and ensure the equal success of their peers.

The CA Dashboard Indicator reports FVSD Overall English Language Arts as a Very High/Blue ranking as well as FVSD Overall Math as Very High/Blue ranking. One academic subgroup, Students with Disabilities at Oka Elementary School reported Very Low/Red (decline of 53 points in 2023 compared to 2022). Utilizing the action items and metrics (including 1.9) below a positive change of this subgroup is expected in the out LCAP years.

LCAP Goal #1 to "Support academic success for all students by ensuring students participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving" embodies the mission, vision and priorities of FVSD, as well as, educational partner input and results from the LCAP Input Survey. Goal #1 reflects FVSD's continual commitment to student excellence as demonstrated by FVSD ranking #1 in Orange County with 73% of students meeting or exceeding standards on the 2022-23 SBAC Math assessment, #3 in Orange County with 76% of students meeting or exceeding standards on the 2022-23 SBAC ELA assessment, and #4 in Orange County with 59% of students meeting or exceeding standards on the 2022-23 CA Science Test proficiency.

The results achieved by FVSD related to student achievement are the collective outcome of students having highly qualified staff supporting the academic and comprehensive learning needs of students especially in populations of Students with Disabilities, English Language Learner Progress, Socioeconomically Disadvantaged and Foster Youth, the implementation of "Best" First Instruction in the classroom, access to appropriate standards-aligned instructional materials, access to integrated technology, and access to a broad course of curriculum study.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of staff qualified to support the academic needs of students	100% of staff qualified to support academic needs of students in the 2023-24 school year			100% of staff qualified to support academic needs of students	
1.2	Percentage of students with access to textbooks and standards-aligned instructional materials	100% of students have access to textbooks and standards-aligned instructional materials in the 2023-24 school year			100% of students have access to textbooks and standards-aligned instructional materials	
1.3	Percentage of students Meeting or Exceeding grade level standards as measured on the	76% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the spring 2022-			80% of FVSD students in grades 3-8 "Met or Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Smarter Balance Assessment for English Language Arts	2023 Smarter Balanced Assessment for English Language Arts			Standards" on the 2025-26 Smarter Balanced Assessment for English Language Arts	
1.4	Percentage of students Meeting or Exceeding on the Smarter Balanced Assessment for Mathematics	73% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the spring 2022-2023 Smarter Balanced Assessment for Mathematics			80% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the 2025-26 Smarter Balanced Assessment for Mathematics	
1.5	Percentage of students Meeting or Exceeding standards on the California Science Test (CAST)	59% of FVSD 5th and 8th grade students "Met or Exceeded Standards" on the spring 2022-23 CA Science Test			65% of FVSD 5th and 8th grade students "Met or Exceeded Standards" on the 2025-26 CA Science Test	
1.6	Percentage of 3rd Grade students demonstrating grade level proficiency on the 3rd Grade Literacy Screener (Fountas & Pinnell Assessment)	66% of FVSD 3rd Grade students demonstrated proficiency on the 3rd Grade Literacy Screener at the conclusion of the spring 2022-23 school year			70% of FVSD 3rd Grade students demonstrated proficiency on the 3rd Grade Literacy Screener at the conclusion of the 2025-26 school year	
1.7	Percentage of students grade 6-8 demonstrating grade level proficient or advanced on SRI Literacy Screener	75% of students in grade 6-8 demonstrate proficient or advanced on End of Year Reading			80% of students in grade 6-8 demonstrate proficient or advanced on End	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Lexile Level in the2022-23 school year			of Year Reading Lexile Level	
1.8	Percentage of student with access to "Broad Course of Study"	100% of FVSD students have access to a Broad Course of Study in the 2023-24 school year			100% of FVSD students have access to a Broad Course of Study	
1.9	CA Dashboard Indicator reports for FVSD students and subgroups in the academic indicator areas of ELA and Math	CA Dashboard 2022-23 ELA indicator reports Oka Elementary School subgroup of Students with Disabilities reported "Red/Very Low" (subgroup score decreased 59 points from 2022 to 2023). Oka is the only subgroup in each of the 10 FVSD school sites with a subgroup in the red/very low performance band in the 2022-23 CA Dashboard reporting.			FVSD All Students and Subgroups reporting "Blue/Very High" or "Green/High" on the CA Dashboard Academic Indicators of ELA and Math	

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	Recruit, select, and retain highly qualified staff to support student learning	FVSD will recruit, select, and retain a highly qualified staff with multiple authorizations to support students. The anticipated immediate impact of this action on practices is that students will receive instruction and support from educators and staff who possess the skills and knowledge necessary to deliver curriculum and programming effectively. The anticipated long-term positive impact of this action on student learning and behavior is high-quality classroom instruction delivered by an expert teacher and continued access to a broad course of study to prepare them for college and career. The metric associated with this goal is metric 1.1.	$51,317,115.00	No
1.2	Provide an Induction Program for new teachers	FVSD supports new teachers in obtaining a clear credential by providing an induction program. The anticipated immediate impact of this action on practices is a higher retention rate of educators who are new to the profession, the establishment of a mentor and network of support for participating teachers, and increased levels of preparedness for assuming the responsibilities associated with serving as a classroom teacher. The anticipated long-term positive impact of this action on student achievement is high-quality classroom instruction that supports broader and deeper levels of learning through enhanced classroom management, instructional planning, and classroom teacher effectiveness. The metric associated with this goal is metric 1.1.	$108,450.00	No
1.3	Expand elective options across middle schools	FVSD provides funding to support expanded arts and foreign language elective programming at each middle school, as well as a one-time stipend to support the acquisition of additional District-approved authorizations in order to standardize electives. The anticipated immediate impact of this	$246,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action on practices supports expanded elective programs at the District's three middle schools. The anticipated long-term positive impact of this action on student achievement and behavior is the expanded elective offerings that support and enhance school connectedness for students. The metric associated with this goal is metric 1.8.		
1.4	Provide standards-aligned instructional materials and supplies	FVSD will provide instructional materials and supplies aligned with California State Standards, English Language Development Standards, and Next Generation Science Standards. The anticipated immediate impact of this action on practices is the expansion of access to instructional materials and supplies that promote student engagement, access to resources that serve to elevate the rigor of instruction, and increased programmatic fidelity across classrooms/school sites that emerge from collaboration focused on implementing common instructional resources. The anticipated long-term positive impact of this action on student achievement is high-quality classroom instruction that supports broader and deeper levels of learning through the implementation of rigorous instructional materials. Overall, the impact of this action ensures FVSD's instructional program supports the implementation of California State Standards. The metrics associated with this goal are metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.	$262,500.00	No
1.5	Professional development for certificated and classified staff	FVSD will provide certificated, classified staff, and administrative staff with professional development and time to collaborate on content standards (CA State Standards, CA English Language Development Standards, and Next Generation Science Standards), District-adopted instructional materials, District Signature Practices, GATE, technology, and Multi-Tiered Systems of Support. The anticipated immediate impact of this action is improved classroom instructional practices by teachers and staff participating in professional development activities. The anticipated long-term positive impact of this action on student achievement is increased effective classroom instruction that supports higher levels of learning for all students especially English Learners, Foster Youth and students of Low Income due to increased proficiency related to instructional practices and instructional resources on the part of teachers/staff for these individual sub	$287,175.00	Yes

Action #	Title	Description	Total Funds	Contributing
		group needs. The metrics associated with this goal are metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.		
1.6	Improve access to technology to support student achievement	FVSD will provide and maintain classroom technology in the form of student/staff devices and/or educational software programs in order to increase opportunities for students to utilize technology in the core programs. FVSD ensures that students of special populations including English Learners, Socioeconomically Disadvantaged Students, Homeless, Foster Youth and Students with Disabilities have technology to access and receive highly effective instruction, tightly aligned to the CA State Standards, that effectively closes the Achievement Gap. The immediate impact of this action is a greater access to educational platforms and content that access and support learning, as well as, the production of learning artifacts that are reflective of the technology-driven work environments that students will encounter throughout their lives. In addition, teachers utilize data collected from common assessments to continuously improve "Best" First Instruction and strategically-target differentiated instruction for students. Teachers will be empowered to track the progress of students from special populations in comparison to other student groups, differentiate instruction, provide interventions, and monitor the impact of their instructional practices on student learning. The metrics associated with this goal are metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.	$360,000.00	Yes
1.7	Support and maintain infrastructure, classroom technology and devices	FVSD will support and maintain the District infrastructure and network, classroom technology, and devices by providing District IT staff and Site Technology Coordinators. The anticipated immediate impact of this action on practices is allocating appropriate staffing to support the ongoing expansion and innovation of technology dependency across the District, and improved technology infrastructure to support the additional networking demands associated with the significant increase in the number of devices used by students and staff. The anticipated long-term positive impact on student learning and behavior is increased access to technology, innovative instructional pedagogy and student creativity, enhanced network performance, and timely mitigation to assist when	$914,666.00	No

Action #	Title	Description	Total Funds	Contributing
		devices or infrastructure are compromised. The metrics associated with this goal are metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.		
1.8	Elementary Music Program for all elementary students	FVSD utilizes itinerant music teachers in elementary schools to ensure all students regularly participate in an engaging and meaningful performing arts program. The anticipated immediate impact of this action on staff is weekly teacher release time for administering assessments, analyzing data from assessments, and planning targeted classroom instruction. The anticipated long-term positive impact of this action on student achievement and behavior is access to a broad course of study that systematically includes the visual and performing arts, opportunities to develop an appreciation for, and interest in, music and performance at an early age. The metric associated with this goal is metric 1.8.	$516,821.00	No
1.9	Improve School Library Programs	FVSD will continue to provide a comprehensive school library program with expanded access to reading-level aligned texts that support teaching, learning, and access to resources for all students. The anticipated immediate impact of this action on staff is the continued provision of part-time Library Media Technicians at all schools to facilitate access to school libraries, as well as, providing ongoing resources to support the expansion of school library collections. The anticipated long-term positive impact of this action on student achievement and behavior is greater access to and variety to appropriate reading materials through regularly scheduled access to the school library which is of particularly great benefit to English learners, students from low-income settings, homeless students, and foster youth. The metrics associated with this goal are metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.	$405,872.00	Yes
1.10	Elementary Physical Education	FVSD employs a group of certificated Physical Education Teachers to provide instruction for students on a weekly basis at all seven elementary schools. The immediate impact of this action on staff is the creation of planning time for elementary classroom teachers. Planning time to develop instruction specific to the needs of students based upon data gathered, directly increasing the success of students identified as English Learners, Foster Youth, Homeless and Low Income. Release time provides	$657,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
		dedicated weekly protected time for teachers to analyze data and construct individualized instructional needs for students. The long-term positive impact of this action on student achievement and behavior is improved quality of classroom instruction as well as improved physical education instruction due to the required single-subject credentialing of elementary PE teachers and the specialized content knowledge they possess. Additional long-term positive impacts of this action on student achievement is increased effective classroom instruction that supports higher levels of learning for all students especially English Learners, Foster Youth, homeless and low income due to increased proficiency related to instructional practices and instructional resources on the part of teachers/staff for these individual subgroup needs. The metric associated with this goal is metric 1.8.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Fountain Valley School District's goal is to support the academic success of English Learners, homeless students, foster youth, socioeconomically disadvantaged students, and students with disabilities in the core program, and to provide additional supports needed to ensure equal access to curriculum and programs, social-emotional supports, learning engagement, and high levels of achievement for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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.

The Fountain Valley School District developed this goal based on input from multiple educational partner groups, all of which consistently communicated that the District should continue to prioritize the practice of providing additional supports for students that face unique challenges on the pathway to academic and comprehensive success such as English learners, socioeconomically disadvantaged students, homeless students, foster youth, and students with disabilities. In addition, the District Priorities hold the increased academic success of all students (including English learners, homeless students, foster youth, socioeconomically disadvantaged students, and students with disabilities) as a District top priority. FVSD has an excellent history of supporting these special populations of student demographics as demonstrated by the fact that English learners, homeless, foster youth, socioeconomically disadvantaged, and students with disabilities in Fountain Valley School District significantly outperform students from these same groups in Orange County and across the State of California on state-wide assessments. The results achieved by FVSD are the collective byproduct of using formative and summative assessment data, student observation, garnering parent and teacher input to improve instruction, providing systematic intervention for students approaching academic targets, and providing all students with access to a broad course of study.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of English Learners Meeting or Exceeding grade level standards on the Smarter Balance Assessment for English Language Arts	37% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for English Language Arts			Increase percentage of 3rd-8th grade English Learners "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for English Language Arts by 2-3% annually	
2.2	Percentage of English Learners Meeting or Exceeding grade level standards on the Smarter Balance Assessment for Mathematics	46% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for Mathematics			Increase percentage of 3rd-8th grade English Learners "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for Mathematics by 2-3% annually	
2.3	Percentage of English Learners Meeting or Exceeding standards on the California Science Test (CAST)	9% of FVSD's 5th and 8th grade English Learners "Met or Exceeded Standards" on the 2022-23 California Science Test (CAST)			Increase percentage of 5th and 8th grade English Learners "Meeting or Exceeding Standards" on the California Science Test (CAST) by 2-3% annually	
2.4	Percentage of English Learners achieving Overall Level 4 on the Summative English Language Proficiency Assessment for	33% of FVSD English Learners achieved at the "Well-Developed" Overall Performance Level on the 2022-23 Summative ELPAC			Maintain 30% or more of English Learners achieving at the "Well-Developed" Overall	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California (Summative ELPAC)				Performance Level on the Summative ELPAC	
2.5	Percentage of English Learner students who meet the criteria to Reclassify as Fluent in English Proficiency (RFEP)	17% of FVSD's English Learner students were reclassified to RFEP in the 2022-23 school year			Maintain a 15% or higher of English Learner students who reclassify as RFEP annually	
2.6	Percentage of Low-Income students Meeting or Exceeding standards on the Smarter Balance Assessment for English Language Arts	65% of FVSD 3rd-8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for English Language Arts			Increase percentage of 3rd - 8th grade Socioeconomically Disadvantaged students "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for English Language Arts by 2-3% annually	
2.7	Percentage of Low-Income students Meeting or Exceeding on the Smarter Balance Assessment for Mathematics	63% of FVSD 3rd-8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for Mathematics			Increase percentage of 3rd - 8th grade Socioeconomically Disadvantaged students "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for Mathematics by 2-3% annually	
2.8	Percentage of Low Income students	52% of FVSD's 5th and 8th grade			Increase percentage of 5th	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Meeting or Exceeding standards on the California Science Test (CAST)	Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2022-23 California Science Test (CAST)			and 8th grade Socioeconomically Disadvantaged students "Meeting or Exceeding Standards" on the California Science Test (CAST) by 2-3% annually	
2.9	Percentage of Students with Special Needs Meeting or Exceeding standards on the Smarter Balance Assessment for English Language Arts	34% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for English Language Arts			Increase percentage of 3rd - 8th grade Students with Disabilities "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for English Language Arts by 2-3% annually	
2.10	Percentage of Students with Special Needs Meeting or Exceeding standards on the Smarter Balance Assessment for Mathematics	29% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for Mathematics			Increase percentage of 3rd - 8th grade Students with Disabilities "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for Mathematics by 2-3% annually	
2.11	Percentage of Students with Special Needs Meeting or Exceeding standards on the	14% of FVSD's 5th and 8th grade students with disabilities "Met or Exceeded Standards" on the 2022-23			Increase percentage of 5th and 8th grade Students with Disabilities	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Science Test (CAST)	California Science Test (CAST)			"Meeting or Exceeding Standards" on the California Science Test (CAST) by 2-3% annually	

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	Provide coordinated services for English Learners at school sites	FVSD will utilize Initial ELPAC data to identify students learning English with "Novice" level English language skills and provide them with primary language support in the classroom to complement core instruction and English Language Development instruction. In addition, FVSD will provide comprehensive ELD instruction for English Learners of all levels including Long Term English Learners (LTELs) through an integrated instructional	$520,234.00	Yes

Action #	Title	Description	Total Funds	Contributing
		delivery model that leverages research-based instructional strategies and instructional resources across all grade levels. Targeted ELD instruction utilizing current researched based approaches is part of FVSD's newly adopted ELA curriculums, Study Sync - McGraw Hill grades 6-8 and Benchmark Workshop Expressions for elementary grades. The anticipated immediate impact on our practices is that novice-level students will receive supplemental instructional support from bi-lingual aides to assist with instructional activities led by the classroom teacher, and all other English learners will benefit from integrated ELD support in the classroom. The anticipated long-term impact of this action on student learning and behavior is an acceleration of the English language development process for student acquiring English. Overall, the impact of this action is to ensure FVSD's instructional program supports the implementation of State Standards and ensure that English Learners benefit from a Broad Course of Study. The metrics associated with this goal are metric 2.1, 2.2, 2.3, 2.4 and 2.5.		
2.2	Provide coordinated support for Students with Disabilities at school sites that maximize opportunities for inclusion in general education settings.	FVSD will provide coordinated support for students with disabilities at school sites that maximize opportunities for meaningful participation in general education settings through appropriate inclusion in the least restrictive environment, as well as full inclusion through the co-teaching instructional model based on the unique needs of students. The District will also provide ongoing professional learning opportunities for educators that work with students with special needs. The anticipated immediate impact on practices is that multiple-subject elementary classroom teachers, single-subject middle school teachers, and educational specialists are provided with additional release time to support collaborative instructional planning. In addition, program specialists provide consultative and coaching support for educators. The anticipated long-term impact of this action on student learning and behavior is greater access to core curriculum alongside general education peers which enhances academic achievement and socialization opportunities for students with disabilities. Overall, the impact of this action is to ensure that FVSD's instructional program supports the implementation of State Standards and CA Core Content Connectors and	$2,574,072.00	No

Action #	Title	Description	Total Funds	Contributing
		ensures that students with disabilities benefit from a Broad Course of Study. The metrics associated with this goal are metric 2.9, 2.10, and 2.11. Special note: Students with Disabilities at Oka Elementary School performed at the "Red" level on the 2023 CA Schools Dashboard for English Language Arts. Through the coordinated supports for Students with Disabilities, FVSD has established a goal of decreasing the Distance From Standard (DFS) for Students with Disabilities at Oka Elementary School by 10% annually from the baseline of 85.8 points below standard on the 2022-23 ELA CAASPP to 77.22 points below the standard on the 2023-24 ELA CAASPP and 69.50 points below the standard on the 2024-25 ELA CAASPP.		
2.3	Provide intervention for students identified as performing below grade level	FVSD will provide intensive interventions to ensure that students from special populations (including English Learners, Socioeconomically Disadvantaged Students, Homeless and Foster Youth) receive the additional academic support needed to close the Achievement Gap. Intervention supports follow a three-tiered model featuring (1) differentiated "Best First" instruction in the classroom, (2) targeted reading and/or math support provided by reading/math intervention teachers, and (3) intensive interventions provided by educational specialists. The anticipated immediate impact on our practices is systematic efforts providing targeted intervention for students performing below grade level during the school day, beyond the school day, and outside of the traditional 180-day school calendar. The anticipated long-term impact of this action on student learning and behavior is higher levels of academic achievement for students from special populations through participating in targeted instructional opportunities during the school day, beyond the school day, and outside of the traditional 180-day school calendar. The metrics associated with this goal are metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, and 2.8.	$1,177,247.00	Yes
2.4	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting	FVSD will identify teachers who possess specific content-area and grade-level expertise to serve as Teachers on Special Assignment (TOSA). The anticipated immediate impact on these practices is providing ongoing professional development and coaching for classroom teachers by their	$699,441.00	Yes

Action #	Title	Description	Total Funds	Contributing
	the needs of students from special populations	colleagues to support the ongoing implementation of FVSDs Signature Practices of Balanced Literacy, Cognitively-Guided Instruction (CGI), and common curriculum components across grade levels, especially for the success of English Learners, Low Income, Foster Youth and Homeless students. The anticipated long-term impact of this action on student learning and behavior is improved academic outcomes for students from special populations (including English Learners, Socioeconomically Disadvantaged Students, Homeless and Foster Youth) due to continuous improvement of "Best" First Instruction in all classrooms. All of the metrics associated with Goal 2 serve as indicators for this action.		
2.5	Provide coordinated services for students identified as Gifted & Talented	FVSD will utilize a standardized aptitude test (such as the Pearson OLSAT 8) and other metrics to identify students for participation in the Gifted & Talented Education Program. The identification criteria will be differentiated to ensure maximized opportunities for students in special population groups (including English Learners, Low-Income Students, and Students with Special Needs). In addition, resources will be designated to ensure coordination of programming at school sites and to provide teachers with training related to the use of integrated Depth & Complexity Prompts. The immediate impact on our practices is that students will participate in rigorous instructional activities that extend learning and engage in content through deeper and broader complex thinking. The long-term impact of this action on student learning is the development of complex thinking strategies and improved preparation for advanced curriculum/advanced placement courses in high school. The metrics associated with this goal are metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, and 2.11.	$70,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Fountain Valley School District's goal is to support the academic success of students by working to ensure that all parents are engaged and play an active role in the school community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Fountain Valley School District developed this goal based on input from multiple educational partner groups that consistently communicated the importance of constantly working to improve opportunities for parents to become engaged in their child's educational process and play an active role in the school community. In addition, the District Priorities provide direction that the staff should work to sustain and enhance the inclusive, caring, and collaborative culture which has been a pillar of the FVSD District since its inception. FVSD has an outstanding reputation within the community, as evidenced by the significant levels of involvement by parents and extended family in school activities, District advisory committees, school-site advisory committees, parent groups (PTA/PTOs), and the Fountain Valley Schools Foundation. The results achieved by FVSD related to parent engagement are the collective byproduct of years of fostering welcoming school environments, parent outreach efforts, and community-building practices implemented through the school district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Engagement Activities/Events (including parent-teacher organization events, student performances, site-level committees, district-level committees, parent trainings, etc.)	Over 350 parent engagement activities/events, student performances, site-level committees, district parent committees, parent trainings, etc., are			Maintain at or above 350 annual calendared parent engagement activities/events, student performances, site-level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		calendared annually offering opportunity for parents to engage in FVSD learning and experiences in the 2023-24 school year			committees, district parent committees, parent trainings, etc aer calendared annually offering opportunity for parents to engage in FVSD learning and experiences.	
3.2	Fall Parent-Teacher Conferences	93% parent participation rate for Fall Parent-Teacher conferences during 2023-24 school year			Parent participation rate of 95% or higher for Fall Parent-Teacher conferences	
3.3	Written Translations of Documents	400+ documents are translated by FVSD staff for distribution to families during the 2023-24 school year			Maintain or increase the 400+ documents translated by FVSD staff into majority languages represented by the FVSD community	
3.4	Oral interpretation support for parent meetings and events	350+ meetings/events with families including school registration, parent conferences, IEPs, parent trainings and social events., were supported by FVSD translators during the 2023-24 school year			Maintain or increase the 350+ meetings/events with interpreter support for families attending these FVSD opportunities	

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	Parent Education and Training to parents of students from special populations	FVSD will provide parent education and training to support involvement in school-sponsored activities including parent organizations (PTA/PTO), campus activities, school advisory councils, and student achievement. The anticipated immediate impact on practices will be enhanced outreach to all parents, especially parents of English learners, low-income students, homeless students, foster youth, and families of students with special needs. The anticipated long-term positive impact of this action will be improved student learning and behavior due to increased parent awareness and education of academic/behavioral expectations for students and instructional pedagogy utilized in FVSD classrooms. In addition, FVSD will engage in ongoing outreach efforts to involve parents of students in special populations (English Learner, Socioeconomically Disadvantaged, Homeless, and Foster Youth) on district-level and school-level committees	$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		such as School Site Council, leadership roles within PTA/PTO groups, membership on English Learner Advisory Committees (district and school), Superintendent's Parent Council, Safe Schools Task Force, and the LCAP Leadership Team. FVSD will gather input from parents of English learners and parents of Low-income students through the annual EL Parent Survey and Title I Parent Survey. The anticipated immediate impact on staff will be to engage in active, ongoing, and targeted recruitment efforts to encourage parents of students from special populations to participate in the aforementioned parent leadership roles. The anticipated long-term positive impact of this action on student learning and behavior will be detail-informed practices by District staff resulting from input gathered through more diverse representation within these important stakeholder groups. The metric associated with this goal is metric 3.1.		
3.2	Use of technology solutions, social media venues and newsletter for outreach to families	FVSD will leverage multiple technology solutions, social media venues, and newsletters to inform parents, promote involvement, and solicit input. The anticipated immediate impact on practices will be the presentation of timely and accurate information for parents on the District website, school websites, technology platforms, and social media platforms. In addition, the Superintendent and school principals will draft and distribute frequent newsletters and updates on a recurring basis during the school year and send frequent communications via various digital platforms. The anticipated long-term positive impact on student achievement and behavior will be a frequently-informed parent community that is well-informed about campus activities and parent involvement opportunities at the District level. The metrics associated with this action are metric 3.1, 3.2, 3.3, and 3.4.	$148,308.00	Yes
3.3	Bi-lingual Community Liaison	FVSD will provide a District Bi-lingual Community Liaison (Vietnamese-fluent) to support oral interpretations and written translations. The anticipated immediate impact on practices is enhanced access and support for non-English speaking parents provided in the form of oral interpretation support for various parent meetings and written translation of documents	$92,648.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(i.e., LCAP, Federal Addendum, School Accountability Report Cards, etc.). The anticipated long-term positive impact on student learning and behavior of this action is a widely-informed parent population that is equipped with more accessible and detailed information about the school district, instructional practices, and programs available to support students from non-English speaking homes. The metrics associated with this action are metric 3.1, 3.2, 3.3, and 3.4.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Fountain Valley School District's goal is to support the academic success of students by ensuring they have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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.

The Fountain Valley School District developed this goal based on input from multiple educational partner groups that consistently communicated that ensuring students have access to safe, supportive, and nurturing environments, where student engagement and school connectedness are emphasized, is a high priority. In addition, the Board Priorities of the Fountain Valley School Board articulate that sustaining an inclusive, caring, and collaborative culture is among FVSD's top priorities. FVSD has an excellent track record of meeting the social-emotional needs of students, promoting outstanding attendance, and encouraging positive behaviors on campus.

In addition, this goal supports the decrease of chronic absenteeism and suspension rates for all students especially those identified at the following sites (listed below) based on reported percentages in the 2022-23 school year. Post pandemic chronic absenteeism rates increased as did suspension rates for some student subgroups. In FVSD the below listed subgroups were identified as needing attention.

Goal #4 addresses specific actions and metrics including developing leadership capacity to promote engagement and school connectedness, increasing parent communication, providing health services and education, providing social emotional support for both elementary and middle school students and providing support for student behaviors for student success as well as to mitigate suspension. Goal #4 addresses the needs of the below identified schools and subgroups and improvement will be measured utilizing the metrics that follow.

- -FVSD district overall suspension rate for overall student subgroups of African American and Foster Youth reporting 1.2% in 2022-23
- -FVSD district chronic absenteeism rate for overall student subgroups of African American (41.9%), Foster Youth (21.7%) and Students with Disabilities (26.1%) in 2022-23

- -Courreges Elementary reported Very Low in one Chronic Absenteeism subgroup reporting 20.3% Chronic Absenteeism among students of Two or More Races in 2022-23
- -Cox Elementary reported Very Low in one Chronic Absenteeism subgroup reporting 26.3% Chronic Absenteeism among with Students with Disabilities in 2022-23
- -Gisler Elementary reported Very Low in one Chronic Absenteeism subgroup reporting 26.7% Chronic Absenteeism among Socioeconomically Disadvantaged students in 2022-23
- -Newland Elementary reported Very Low in one Chronic Absenteeism subgroup reporting 31.1% Chronic Absenteeism among Socially Disadvantaged Students in 2022-23
- -Tamura Elementary reported Very Low in two Chronic Absenteeism subgroups reporting10.7% Chronic Absenteeism among Asian students and 23.7% among Students with Disabilities in the 2022-23
- -Masuda Middle School reported Very Low in two Chronic Absenteeism subgroups reporting 20.2% Chronic Absenteeism among Hispanic and 23.7% among Students with Disabilities in 2022-23
- -Fulton Middle School reported Very Low in two Chronic Absenteeism subgroups reporting 24.8% Chronic Absenteeism among Hispanic and 27.4% among Students with Disabilities in 2022-23
- -Talbert Middle School reported Very Low in one Chronic Absenteeism subgroup reporting 36.6% Chronic Absenteeism among Students with Disabilities in 2022-23

The above student groups will remain in the LCAP action and annual progress will be provided in out years of the LCAP cycle. In order to address FVSD's eligibility for Differentiated Assistance due to each of the above mentioned school and district student groups' performances in the designated areas, FVSD has established Actions 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 to focus resources and programming to address the aforementioned areas of concern.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate	Suspension rate for the 2022-23 school year reported on the 2022-23 for All Students was Green/Low Percent = 1.2% for all students. However, FVSD students have one Red/Very Low subgroup of African American students = (9.1%			Maintain suspension rate at or below 1.0%. Achieve or maintain CA Dashboard Indicator of "Blue" or "Green" for FVSD overall subgroups and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suspended at least one day) and Foster Youth = (8% suspended at least one day)			individual school sites subgroups	
4.2	Expulsion Rate	FVSD recorded a 0% Expulsion rate for the 2022-23 school year (this metric not a part of the CA Schools Dashboard)			Maintain expulsion rate at 0.0%	
4.3	Attendance Rate	FVSD recorded a 94.8% Attendance Rate for the 2022-23 school year (this metric not a part of the CA Schools Dashboard)			Maintain attendance rate "at or above" 97.0%	
4.4	Chronic Absenteeism	Chronic Absenteeism rate for the 2022-23 school year based on the 2023 CA Schools Dashboard was 13.1% CA Dashboard Indicator of Red for Overall FVSD subgroups includes: FVSD - African American = 41.9% Foster Youth and Students with Disabilities = 26.1 in 2022-23 Dashboard Indicator of Red for Chronic Absenteeism for			Maintain FVSD overall chronic absenteeism rate "at or below" 3.0% Achieve or maintain CA Dashboard Indicator of "Blue" or "Green" for FVSD overall subgroups and individual school sites subgroups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		specific school site 2022-23 subgroups includes: Courreges - two or more races = 20.3% Cox - Students with Disabilities = 26.3% Gisler - Low Income = 26.7% Newland - Low Income = 31.1% Tamura - Students with Disabilities =10.7% & Asian students = 23.7% Fulton (Students with Disabilities = 24.8% & Hispanic students = 27.4% Masuda Students with Disabilities = 20.2% & Hispanic = 27.4% Talbert - Students with Disabilities = 26%				
4.5	Middle School Drop-out Rate	FVSD recorded a 0% Middle School Dropout Rate for the 2022-23 school year (this metric not a part of the CA Schools Dashboard)			Maintain middle school drop-out rate at 0.0%	
4.6	Percentage of 3rd-5th grade students reporting that they "feel safe when they are at school all or most of the time" on	83.7% of 3rd-5th grade students reported that they "feel safe when they are at school all or most of the time" on FVSDs Core SEL			Increase the percentage of 3rd-5th grade students reporting that they "feel safe when they are at school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	FVSDs Core SEL Survey	Survey administered during the 2023-24 school year			all or most of the time" on FVSDs Core SEL Survey to 90.0% or higher	
4.7	Percentage of 6th-8th grade students reporting that they "feel safe when they are at school all or most of the time" on FVSDs Core SEL Survey	69.0% of 6th-8th grade students reported that they "feel safe when they are at school all or most of the time" on FVSDs Core SEL Survey administered during the 2023-24 school year			Increase the percentage of 6th-8th grade students reporting that they "feel safe when they are at school all or most of the time" on FVSDs Core SEL Survey to 75.0% or higher	

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	Develop leadership capacity needed to promote engagement and school connectedness	Continue to develop the leadership capacity within the District to successfully implement instructional initiatives and build a culture of continuous improvement by providing training and coaching related to school-wide systems of support for staff. Implementation of this action will revolve around ongoing professional growth opportunities for site and district administrators, as well as resources to support the ongoing work of School Leadership Teams. The anticipated immediate impact of this action will be the dedication of time for training of site administrators and opportunities for school leadership teams to collaborate on issues related to school culture and student connectedness. The anticipated long-term positive impact of this action will be improved safety and school climates, where there are ever-expanding opportunities for students to become engaged and connected to their school. The metric associated with this action are metrics 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7.	$30,000.00	Yes
4.2	Communicate with parents regarding student absences and the importance of school attendance	Maintain timely communication with parents, both oral and written, about attendance policies and the impact of absences on learning. Leverage multi-tiered systems of support, including site-level interventions and the School Attendance Review Board process, to address chronic absenteeism and promote re-engagement and school connectedness. The anticipated immediate impact of this action will be a positive impact on parent awareness and education of importance related to student attendance. The anticipated long-term positive impact of this action will be the continued fostering of a community culture that places high value on the importance of school attendance as a direct, contributing component of academic and social-emotional success of students. In addition, this action specifically addresses to improve the areas of chronic absenteeism and suspension rates for all students, especially previously identified groups listed in the above Goal 4 overview, especially FVSD overall chronic absenteeism and suspension rates for African American and foster youth.	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The metrics associated with this action are metric 4.3, 4.4, and 4.5.		
4.3	Health services and health education	Health services and health education will be provided to ensure the physical safety and well-being of students throughout the school day. Implementation of this action will involve the staffing of school nurses and health aides, ongoing training for those team members, and providing resources necessary to administer basic first aid at school sites. The anticipated immediate impact of this action will be ongoing access to health-related support and health education for students, resulting in improved physical safety for students throughout the school day, as well as a broader knowledge base related to healthy lifestyle choices which promote overall wellness. The anticipated long-term positive impact of this action will be a healthier student population that is prepared to make informed decisions regarding lifestyle choices that promote social-emotional and physical wellness. The metrics associated with this action are metric 4.3, 4.4, 4.5, 4.6, and 4.7.	$617,797.00	Yes
4.4	Social-emotional support for elementary students	Provide social-emotional support to help ensure the emotional well-being of students by providing access to mental health professionals and instructional activities related to social-emotional wellness throughout the school year. The anticipated immediate impact of this action will be improved social-emotional learning experiences for all elementary-aged students, as well as access to counseling and support services for students in need of additional support. The anticipated long-term positive impact of this action will be improved social-emotional wellness for all elementary-aged students as they prepare to transition from the elementary school setting to the middle school setting. The metrics associated with this action are metric 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7.	$566,814.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Middle school counseling program	Utilize middle school counselors to provide social-emotional support for students and help to create secondary academic plans focused on college and career goals. The anticipated immediate impact of this action will be improved social-emotional learning experiences for all middle school students, as well as access to counseling and support services to assist students in need of additional support. The anticipated long-term positive impact of this action will be improved social-emotional wellness for all middle school-aged students as they prepare to transition from the middle school setting to the high school setting. The focus on helping students to create secondary academic plans focused on college and career goals will help to expand students' knowledge base related to high school instructional programming opportunities, college admissions requirements, degree options (Associates, Bachelor's, etc.), and help students to engage in the exploration of career goals. The metrics associated with this action are metric 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7.	$353,336.00	Yes
4.6	District-wide support for student behaviors	Implement and communicate to educational partners a consistent, district-wide approach for supporting student behavior including alternatives to suspension and expulsion. The anticipated immediate impact of this action will be ongoing training for teachers, staff, and administrators related to student behavior management and the development of school-wide systems of support to establish and instill an understanding of school-related behavioral expectations. The anticipated long-term positive impact of this action will be reduced suspension and expulsion rates, improved campus climates, and higher levels of positive behaviors by students achieved through education and positive reinforcement of school-appropriate behaviors especially in the subgroups of English Learners, Foster Youth, Low Income and students experiencing homelessness. The metrics associated with this action are metric 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7.	$249,705.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	Promote student engagement and school connectedness	Promote student engagement and school connectedness through ongoing activities such as noon sports leagues, inter-scholastic athletics competitions at the middle school level, and student clubs (e.g., chess clubs, debate clubs, reading clubs, lego clubs, and robotics clubs). The anticipated immediate impact of this action will be the ongoing expansion of elective offerings and student activities to better engage students and improve school connectedness. This will also help students to explore areas of interest to prepare for high school instructional programming, as well as college and career opportunities. The anticipated long-term positive impact of this action will be an expanded repertoire of elective offerings and student activities offered on FVSD campuses that will help broaden students' areas of interest.

The metrics associated with this action are metric 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7. | $33,000.00 | Yes |

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	To support the academic success of students, school facilities will be clean, safe, and effectively support a 21st Century education.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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.

The Fountain Valley School District developed this goal based on input from multiple educational partner groups that consistently communicated that providing students with school facilities that are clean, safe, and effectively support a 21st Century education, is a high priority. In addition, the Board Priorities of the Fountain Valley School Board articulate that modernizing schools to provide safe and productive learning environments is among FVSD's top priorities. FVSD has an excellent track record of maintaining clean and safe facilities, as well as equipping learning environments with advanced technologies to engage students in the learning process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Facilities Inspection Tool (FIT)	Overall "Good" status achieved on the 2023-24 Facilities Inspection Tool			Overall "Good" status: Maintain 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
5.1	Provide clean and well-maintained school campuses	Provide appropriate staffing, supplies, and services to ensure District facilities are clean and well-maintained. The anticipated immediate benefits of this action are improved academic outcomes for students due to the positive impact of clean and well-maintained classrooms on student attendance and improved staff morale. The anticipated long- term positive benefits of this action are reduced costs of maintaining facilities and aesthetically appealing campuses which are great sources of pride within the community. The metric associated with this action is metric 5.1.	$7,942,389.00	No
5.2	Fund and execute the District's Deferred Maintenance Plan	Fund a deferred maintenance plan based on the priorities identified in the FVSD Facilities Master Plan. The anticipated immediate benefit of this action is the availability of resources to ensure FVSD campuses are properly maintained and have properly functioning systems and infrastructure. The anticipated long-term positive benefits of this action are	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		reduced costs of maintaining facilities and aesthetically appealing campuses that are great sources of pride within the community. The metric associated with this action is metric 5.1.		
5.3	Provide and maintain the infrastructure to support instructional technology	Procurement of necessary hardware and software to support the District's technology infrastructure. The anticipated immediate benefits of this action are universal access to individual devices for students across all grade levels and a state-of-the-art network backbone providing infrastructure to ensure uninterrupted access to high-speed internet for staff and students. The anticipated long-term positive benefits of this action are increased levels of student engagement and achievement and greater access to emerging technologies.	$52,000.00	No
5.4	Site safety resources, supplies and training	Support for site safety through the maintenance of emergency supplies and staff training. The anticipated immediate and long-term benefits of this action include school staff members who are better prepared to navigate emergency situations and improved resources available for staff to utilize in the event of an emergency.	$75,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,798,653.00	$0

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
6.098%	0.000%	$0.00	6.098%

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
1.3	**Action:** Expand elective options across middle schools **Need:** Students identified as English Learners, foster youth, homeless and low income may have less access and opportunity to participate in experiences associated with visual and performing Arts, as well as formalized instruction in foreign languages due to systemic barriers and resource gaps that	All students, especially English Learners, foster youth, homeless and students of low income families benefit from the creative expression demonstrated in visual and performing arts by allowing students to explore creativity and express themselves in unique ways (Brouillette, 2019). In this action, middle school visual and performing arts electives allow school connectedness as well as the social emotional expression and alternate forms of communication for students in middle	FVSD will use multiple metrics to monitor the effectiveness of this action including comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), and CAASPP Interim Assessment Blocks as

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
	contribute to these inequities (Woodworth, et al., 2007). This FVSD school wide action for middle schools grades 6-8 offers visual and performing arts electives to create access and opportunity for all students especially the above mentioned subgroups to benefit from the arts. **Scope:** Schoolwide	school grades 6-8, especially the above named subgroups. Exposure to middle school foreign language electives, provides tribute to the diverse cultural background of students, as well as bridging the communication gap with peers and staff communicating in the primary language of some EL Learners. Hollie (2018) reiterates that the above support of the arts and foreign language results in significant improvement among students' confidence, self-esteem and academic scores, including English Learners.	well as metrics of school attendance and school connectedness student feedback surveys
1.5	**Action:** Professional development for certificated and classified staff **Need:** FVSD, LEA-wide, all students and especially students identified as English Learners, foster youth and from low income settings bring diverse academic, social-emotional and other needs to the classroom setting (Hollie, 2018). Strategic professional development provides educators with research, understanding, pedagogical strategies, and the use of technology tools to support teaching practices that provide targeted engagement, inclusive settings and cultural relevance that lead to improved academic outcomes for all students, and specifically these sub groups.	This specific action is designed to increase effective classroom instruction that supports higher levels of student engagement, school connectivity, and learning for all students especially English Learners, foster youth and students of low income due to an increased teacher proficiency related to instructional practices and instructional resources to support these individual sub group needs.	FVSD will use multiple assessments to monitor the effectiveness of this action including comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), and CAASPP Interim Assessment Blocks.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.6	**Action:** Improve access to technology to support student achievement **Need:** FVSD vulnerable populations including English Learners, low income, foster youth and homeless can encounter significant challenges in obtaining the necessary devices and resources to access digital curriculum and digital tools to complete work in a 21st century classroom (Castaneda C. and Selix N., 2020). In addition, teachers utilize technology devices to run reports and monitor data to plan instruction and provide Tier 1 and Tier 2 interventions for students, particularly the above subgroups. In a 21st century classroom, technology plays a crucial and pivotal role for students and teachers to access digital curriculum. **Scope:** LEA-wide	FVSD, LEA wide, this goal provides access to technology devices and educational content platforms that support learning, as well as, the production of learning artifacts that are reflective of the technology-driven work environments that students will encounter in their future both educational and professional. In addition, teachers utilize technology to manage classroom digital classroom ecosystems, assign assignments, provide feedback, communicate with students and families and analyze data collected from common assessments to continuously improve "Best" First Instruction and strategically-targeted instruction for students, as well as monitor intervention progress. Explicitly for subgroups, technology allows teachers to translate information into multiple languages of our EL families as well as translate responses form our families in order to support communication and improve school/home connectedness. Teachers will be empowered to achieve each of the above tasks, especially track the progress of students from special populations in comparison to other student groups and monitor the impact of their instructional practices on student learning.	FVSD will use multiple metrics to monitor the effectiveness of this action including comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), and CAASPP Interim Assessment Blocks
1.9	**Action:** Improve School Library Programs	LEA-wide, classroom and school libraries provide a wide range of books in different genres, reading levels and languages allowing all students,	FVSD will use multiple metrics to monitor the effectiveness of this action

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
	Need: Research concludes that students identified as English Learners, foster youth and homeless have limited opportunity to visit community libraries or visit less frequently than their affluent peers, thus having a greater need for access to reading materials in the classroom and the home (Rojas, 2011). In addition, expanding access to reading materials, technology and school libraries promotes improved educational outcomes (Lance & Kachel, 2018; Gretes, 2013) **Scope:** LEA-wide	especially these sub groups, to practice their language skills and improve vocabulary. Homeless and foster youth may not have access to books at home and school libraries provide the opportunity to explore a variety of genres and discover new interests. School libraries provide resources for all students, especially these sub groups, to improve reading and writing skills, in addition to a welcoming and inviting place where the staff may offer expertise, guidance, support and positive encouragement of developing reading literacy skills.	including comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), and CAASPP Interim Assessment Blocks
1.10	**Action:** Elementary Physical Education **Need:** EL Learners, Foster Youth, low Income and students experiencing homelessness benefit from teacher planning time allotting strategic instruction that targets specific instructional gaps, SEL needs, motivation and school connectivity, as well as, these subgoups benefitting from specialized PE instruction from credentialed PE specialists who can support instruction in whole-child wellness and physical health. **Scope:** Schoolwide	The employment of Elementary PE teachers provides students with structured physical education activities benefiting students health and well-being (Ogden, et al., 2020), as well as, routine, embedded release time for teachers to collaborate and develop effective instructional strategies tailored to meet the needs of the English Learner, Homeless, Low-Income, and Foster Youth populations, resulting in improved academic outcomes.(Gandara, P., & Santibanez, L., 2020).	Metrics to monitor the effectiveness of this action include student attendance and multiple assessments to monitor the effectiveness of this action including comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), and CAASPP Interim Assessment Blocks and the Physical Fitness Test (PFT) for 5th grade.

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
2.1	**Action:** Provide coordinated services for English Learners at school sites **Need:** LEA-wide English learners have been identified as a student group that performs at levels lower than the District average in English Language Arts, Mathematics, and Science on SBAC tests. **Scope:** 　LEA-wide	Students identified as English learners at each FVSD school site will receive targeted support in the forms of differentiated classroom instruction, designated and integrated ELD instruction, and frequent assessment of academic progress.	FVSD will use multiple assessments to monitor the effectiveness of this action including comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), and CAASPP Interim Assessment Blocks
2.3	**Action:** Provide intervention for students identified as performing below grade level **Need:** English learners, Foster Youth, and Low Income students have been identified as a student group that performs at levels lower than the District average in English Language Arts, Mathematics, and Science on SBAC testing. **Scope:** 　LEA-wide	Students identified as English learners, Foster Youth, and Low-Income students will receive targeted supports including academic interventions and social emotional supports.	FVSD will use multiple assessments to monitor the effectiveness of this action including comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), CAASPP Interim Assessment Blocks, and results from the District's CORE SEL Survey.
2.4	**Action:** Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations **Need:**	This action addresses the needs of students by broadening the repertoire of instructional strategies that teachers can implement to support the unique learning needs of students from the designated student groups. This action is provided on an LEA-wide basis because students from the	FVSD will use multiple assessments to monitor the effectiveness of this action including comprehensive reading and math assessments

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
	Teachers of English Learners, Homeless, Foster Youth and Low Income benefit from focused instructional support provided by expert instructional TOSAs who collaborate, model effective instructional strategies and provide ongoing professional development and support throughout and beyond the school year to teachers, especially in the areas of success for EL, Foster Youth, homeless and Low Income populations. **Scope:** LEA-wide	designated groups attend school at each of the District's ten campuses.	(F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), CAASPP Interim Assessment Blocks, and results from the District's CORE SEL Survey.
3.1	**Action:** Parent Education and Training to parents of students from special populations **Need:** LEA-wide, all families, especially the families of English learners, Foster Youth and students of low income families are in need of opportunities to understand and provide instructional support at home. This is evidenced with these subgroups performing at levels lower than the District average in English Language Arts, Mathematics, and Science. **Scope:** LEA-wide	Parents and families of the identified subgroups will be a focus to receive outreach and opportunity to attend parent education and training in a variety of matters from informational to instructional strategies to support students outside of the school day increasing awareness of educational pedagogy, increasing school/home connectivity and increasing the academic and social emotional outcomes of students especially those mentioned in the above subgroups.	FVSD will use multiple assessments to monitor the effectiveness of this action including records of attendance at training and activities, as well as, comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), and CAASPP Interim Assessment Blocks
3.2	**Action:** Use of technology solutions, social media venues and newsletter for outreach to families	This action focuses on communication of important information as well as outreach to specific parent groups and recruitment of representatives from	Metrics of effectiveness are the number of digital followers, outreach for oral

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
	Need: Within FVSD, LEA-wide, families of the above EL, Foster Youth, homeless and low income subgroups benefit from multiple methods of communication to ensure the delivery of communication, activities and events from the school and district delivered in their preferred language with the tools embedded in digital resource platforms resulting in countering challenges of a language barrier. Evidence of this is the increasing attendance of parents at FVSD district and events of which invitations are translated into multiple languages, as well as LCAP input survey stating 84% of responses "Use the technology platforms (ParentSquare, email, website, and social media) used by FVSD to communicate with families are effective in helping me stay informed about school events and activities." **Scope:** LEA-wide	these EL, low income, foster Youth and homeless, groups to participate on committees, panels, organizations, etc where their voice can share specific needs of these subgroups. This action focuses on increased information and successful methods of communication that will be received in ordered to serve the families and students of the identified special populations within our diverse community.	translator requests, number of documents translated into community languages and feedback from parents sharing the use and success of community liaisons.
3.3	**Action:** Bi-lingual Community Liaison **Need:** LEA-wide English learners are identified as a student group that performs at levels lower than the District average in attendance, and academic performance of English Language Arts, Mathematics, and Science. **Scope:**	The use of bilingual community liaison has a positive impact on student learning and behavior of this action is a widely-informed parent population that is equipped with more accessible and detailed information about the school district, instructional practices, and programs available to support students from non-English speaking homes.	FVSD will use multiple metrics to measure this goal including quantitative analysis of communication reports from our digital communication platforms, quantity of translated documents, report of website and social media access as well as student assessments to monitor the effectiveness of this

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		action including comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), and CAASPP Interim Assessment Blocks
4.1	**Action:** Develop leadership capacity needed to promote engagement and school connectedness **Need:** LEA-wide, English Learners, Foster Youth and students from families of low income can feel isolated, disconnected from school, and lack meaningful and positive relationships with staff and peers. This is evidenced in the grade 3-8 SEL survey conducted in 2023 with responses to "84% of elementary students feeling connected to school", disaggregated subgroups reported a -5% difference from EL student responses and an -8% difference in students with disabilities. Similar, with the response of "77% of middle school students feeling connected to school", disaggregated data reported -8% difference among African American, -6% difference among students with disabilities and -3% difference among EL students in middle school. **Scope:** LEA-wide	LEA-wide English Learners, Foster Youth and students of Low Income families will benefit academically and social-emotionally from the dedication of time for training of site administrators and opportunities for school leadership teams to collaborate on issues related to school culture and student connectedness. The anticipated long-term positive impact of this action will be improved safety and school climates, where there are ever-expanding opportunities for students to become engaged and connected to their school.	FVSD will use above metrics 4.1- 4.7 including student positive attendance, Chronic Absenteeism, suspension rates, expulsion rates in addition to School Climate SEL Survey data, as well as, academic assessments to demonstrate the effectiveness of this action.

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
4.3	**Action:** Health services and health education **Need:** LEA-wide English Learners, Foster Youth and students from low income families often lack access to health-related supports and health education for students. **Scope:** LEA-wide	This action addresses the needs of all students, especially English Learners, Foster Youth and students from low income homes providing access to immediate health and SEL resources and education. Benefits of access to health staff and resources promotes a the health and wellness of children, families.	FVSD will use above metrics 4.1- 4.7 including student positive attendance, Chronic Absenteeism, suspension rates, expulsion rates in addition to School Climate SEL Survey data, as well as, academic assessments to demonstrate the effectiveness of this action.
4.4	**Action:** Social-emotional support for elementary students **Need:** Within the FVSD Elementary schools, English Learners, Foster Youth and students from low income families often lack access to mental health professionals and instructional activities related to social-emotional wellness. **Scope:** Schoolwide	School wide this action addresses the needs of English Learners, Foster Youth and students of Low Income families by improving social-emotional learning experiences for all elementary-aged students, as well as access to counseling and support services for students in need of additional support. This action also creates a long-term positive impact of improved social-emotional wellness for all elementary-aged students as they prepare to transition from the elementary school setting to the middle school setting and beyond.	FVSD will use above of metrics 4.1-suspension, 4.3 - attendance, 4.4 - chronic absenteeism, 4.6 - elementary SEL survey, as well as, academic assessments to demonstrate the effectiveness of this action.
4.5	**Action:** Middle school counseling program **Need:** Within FVSD Middle Schools, English Learners, Foster Youth and students from low income families can lack access to social-emotional support for students and families in	This action addresses the needs of English Learners, Foster Youth and students of low income households by improved social-emotional learning experiences for all middle school students, as well as access to counseling and support services to assist students. In addition, this goal improves the social-emotional wellness for all middle school-aged students as they	FVSD will use above metics 4.1 suspension, 4.2 - expulsion, 4.3 - attendance, 4.4 - chronic absenteeism, 4.5 - drop out rates and 4.6 - SEL middle school survey as well as, academic

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
	a secondary educational setting that supports social-emotional well-being as well as knowledge of secondary academic course access and pathways focused on high school, college, and career goals. **Scope:** Schoolwide	prepare to transition from the middle school setting to the high school setting and helps students create secondary academic plans focused on college and career goals to expand students' knowledge base related to high school instructional programming opportunities, college admissions requirements, degree or certificate options and help students to engage in the exploration of career goals.	assessments to demonstrate the effectiveness of this action.
4.6	**Action:** District-wide support for student behaviors **Need:** Student and families of English Learners, Foster Youth, Homeless and students of low income settings may lack access to the resources to educate and support the management of student behaviors that interfere with accessing education during the school day (McLeod, S., Uemura, M., & Rohrman, S., 2022). This manifests itself in FVSD as demonstrated by suspension rate data for African-American students and Foster Youth during the 2022-23 school year. The suspension rate for African-American students in FVSD for 2022-23 was 9.1% which represents 3 of 33 African-American students in the entire school district. The suspension rate for Foster Youth students in FVSD for 2022-23 was 8% which represents 2 of 25 Foster Youth in the entire school district.	This action addresses the needs of English Learners, Foster Youth, and students of low income settings by providing ongoing training for teachers, staff, and administrators related to student behavior management and the development of school-wide systems of support to establish and instill an understanding of school-related behavioral expectations. In addition, this action will reduce suspension and expulsion rates, improve campus climates, and higher levels of positive behavior for all students, especially the subgroups mentioned through education and positive reinforcement of school-appropriate behaviors.	FVSD will use the above 4.1 - 4.7 metrics, as well as, academic assessments to demonstrate the effectiveness of this action.

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		
4.7	**Action:** Promote student engagement and school connectedness **Need:** LEA-wide English Learners, Foster Youth and students from low income families often lack access to engagement and school connectedness. This is evidenced in the grade 3-8 SEL survey conducted in 2023 with responses to "84% of elementary students feeling connected to school", disaggregated subgroups reported a -5% difference from EL student responses and an -8% difference in students with disabilities. Similar, with the response of "77% of middle school students feeling connected to school", disaggregated data reported -8% difference among African American, -6% difference among students with disabilities and -3% difference among EL students in middle school. **Scope:** LEA-wide	This action addresses the needs of English Learners, Foster Youth and students from low income households by providing access and support to engage in school connectedness through school activities including noon sports leagues, inter-scholastic athletics competitions at the middle school level, and student clubs (e.g., chess clubs, debate clubs, reading clubs, lego clubs, and robotics clubs). Additional outcomes include ongoing expansion of elective offerings and student activities to better engage students and improve school connectedness. Also, students will explore areas of interest to prepare for high school instructional programming, as well as college and career opportunities.	FVSD will use the above 4.1 - 4.7 metrics, as well as, academic assessments to demonstrate the effectiveness of this action.

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
2.1	**Action:** Provide coordinated services for English Learners at school sites **Need:** English learners have been identified as a student group that performs at levels lower than the District average in English Language Arts, Mathematics, and Science on SBAC tests. **Scope:** Limited to Unduplicated Student Group(s)	Students identified as English learners at each FVSD school site will receive targeted support in the forms of differentiated classroom instruction, designated and integrated ELD instruction, and frequent assessment of academic progress.	FVSD will use multiple assessments to monitor the effectiveness of this action including comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), and CAASPP Interim Assessment Blocks

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.

FVSD does not receive Concentration Grant Funding, therefore this section of the LCAP is not applicable to the school district.

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

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	62,294,341.00	3,798,653.00	6.098%	0.000%	6.098%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$53,951,797.00	$7,959,547.00	$7,348,972.00	$1,591,219.00	$70,851,535.00	$65,989,249.00	$4,862,286.00

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	Recruit, select, and retain highly qualified staff to support student learning	All	No			All Schools	July 1, 2024 through June 30, 2025	$51,317,115.00	$0.00	$42,621,273.00	$6,186,762.00	$1,141,344.00	$1,367,736.00	$51,317,115.00	
1	1.2	Provide an Induction Program for new teachers	All	No			All Schools	July 1, 2024 through June 30, 2025	$0.00	$108,450.00		$108,450.00			$108,450.00	
1	1.3	Expand elective options across middle schools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Fulton Middle School, Masuda Middle School and Talbert Middle School Grades 6-8	July 1, 2024 through June 30, 2025	$246,300.00	$0.00	$246,300.00				$246,300.00	
1	1.4	Provide standards-aligned instructional materials and supplies	All	No			All Schools	July 1, 2024 through June 30, 2025	$0.00	$262,500.00	$40,000.00	$222,500.00			$262,500.00	
1	1.5	Professional development for certificated and classified staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 through June 30, 2025	$287,175.00	$0.00		$287,175.00			$287,175.00	
1	1.6	Improve access to technology to support student achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 through June 30, 2025	$0.00	$360,000.00	$360,000.00				$360,000.00	

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	1.7	Support and maintain infrastructure, classroom technology and devices	All	No			All Schools	July 1, 2024 through June 30, 2025	$914,666.00	$0.00	$914,666.00				$914,666.00	
1	1.8	Elementary Music Program for all elementary students	All	No			All Schools Specific Schools: Courreges Elementary, Cox Elementary, Gisler Elementary, Newland Elementary, Oka Elementary, Plavan Elementary, and Tamura Elementary Transitional Kindergarten - 5th Grade	July 1, 2024 through June 30, 2025	$516,821.00	$0.00	$516,821.00				$516,821.00	
1	1.9	Improve School Library Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 through June 30, 2025	$380,872.00	$25,000.00	$405,872.00				$405,872.00	
1	1.10	Elementary Physical Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Courreges Elementary, Cox Elementary, Gisler Elementary, Newland Elementary, Oka Elementary, Plavan Elementary, and	July 1, 2024 through June 30, 2025	$657,645.00	$0.00	$657,645.00				$657,645.00	

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
							Tamura Elementary Transitional Kindergarten - 5th Grade									
2	2.1	Provide coordinated services for English Learners at school sites	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2024 through June 30, 2025	$467,734.00	$52,500.00	$520,234.00				$520,234.00	
2	2.2	Provide coordinated support for Students with Disabilities at school sites that maximize opportunities for inclusion in general education settings.	Students with Disabilities	No			All Schools	July 1, 2024 through June 30, 2025	$2,574,072.00	$0.00			$2,574,072.00		$2,574,072.00	
2	2.3	Provide intervention for students identified as performing below grade level	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 through June 30, 2025	$1,132,247.00	$45,000.00	$802,289.00	$374,958.00			$1,177,247.00	
2	2.4	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 through June 30, 2025	$699,441.00	$0.00	$446,945.00	$252,496.00			$699,441.00	
2	2.5	Provide coordinated services for students identified as Gifted & Talented	All	No			All Schools	July 1, 2024 through June 30, 2025	$52,875.00	$17,125.00	$70,000.00				$70,000.00	
3	3.1	Parent Education and Training to parents of students from special populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 through June 30, 2025	$0.00	$13,000.00	$13,000.00				$13,000.00	
3	3.2	Use of technology solutions, social media venues and newsletter for outreach to families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 through June 30, 2025	$0.00	$148,308.00	$148,308.00				$148,308.00	
3	3.3	Bi-lingual Community Liaison	English Learners	Yes	LEA-wide	English Learners	All Schools	July 1, 2024 through	$92,648.00	$0.00				$92,648.00	$92,648.00	

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
								June 30, 2025								
4	4.1	Develop leadership capacity needed to promote engagement and school connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 through June 30, 2025	$30,000.00	$0.00	$30,000.00				$30,000.00	
4	4.2	Communicate with parents regarding student absences and the importance of school attendance	All	No			All Schools	July 1, 2024 - June 30, 2025	$0.00	$60,000.00	$60,000.00				$60,000.00	
4	4.3	Health services and health education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 through June 30, 2025	$617,797.00	$0.00	$358,892.00	$49,102.00	$209,803.00		$617,797.00	
4	4.4	Social-emotional support for elementary students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Courreges Elementary, Cox Elementary, Gisler Elementary, Newland Elementary, Oka Elementary, Plavan Elementary, Tamura Elementary Transitional Kindergarten - 5th Grade		$566,814.00	$0.00	$52,520.00	$408,459.00		$105,835.00	$566,814.00	
4	4.5	Middle school counseling program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Fulton Middle School, Masuda Middle School, Talbert Middle School Grades:	July 1, 2024 through June 30, 2025	$353,336.00	$0.00	$353,336.00				$353,336.00	

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
							6th-8th									
4	4.6	District-wide support for student behaviors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$236,705.00	$13,000.00	$224,705.00			$25,000.00	$249,705.00	
4	4.7	Promote student engagement and school connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$33,000.00	$0.00	$33,000.00				$33,000.00	
5	5.1	Provide clean and well-maintained school campuses	All	No			All Schools	July 1, 2024 through June 30, 2025	$4,811,986.00	$3,130,403.00	$4,448,991.00	$69,645.00	$3,423,753.00		$7,942,389.00	
5	5.2	Fund and execute the District's Deferred Maintenance Plan	All	No			All Schools	July 1, 2024 through June 30, 2025	$0.00	$500,000.00	$500,000.00				$500,000.00	
5	5.3	Provide and maintain the infrastructure to support instructional technology	All	No			All Schools	July 1, 2024 through June 30, 2025	$0.00	$52,000.00	$52,000.00				$52,000.00	
5	5.4	Site safety resources, supplies and training	All	No			All Schools	July 1, 2024 through June 30, 2025	$0.00	$75,000.00	$75,000.00				$75,000.00	

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
62,294,341.00	3,798,653.00	6.098%	0.000%	6.098%	$4,653,046.00	0.000%	7.469 %	Total:	$4,653,046.00
								LEA-wide Total:	$3,343,245.00
								Limited Total:	$520,234.00
								Schoolwide Total:	$1,309,801.00

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	1.3	Expand elective options across middle schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fulton Middle School, Masuda Middle School and Talbert Middle School Grades 6-8	$246,300.00	
1	1.5	Professional development for certificated and classified staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.6	Improve access to technology to support student achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,000.00	
1	1.9	Improve School Library Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$405,872.00	
1	1.10	Elementary Physical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Courreges Elementary, Cox Elementary, Gisler Elementary,	$657,645.00	

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 (%)
						Newland Elementary, Oka Elementary, Plavan Elementary, and Tamura Elementary Transitional Kindergarten - 5th Grade		
2	2.1	Provide coordinated services for English Learners at school sites	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$520,234.00	
2	2.3	Provide intervention for students identified as performing below grade level	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$802,289.00	
2	2.4	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$446,945.00	
3	3.1	Parent Education and Training to parents of students from special populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,000.00	
3	3.2	Use of technology solutions, social media venues and newsletter for outreach to families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$148,308.00	
3	3.3	Bi-lingual Community Liaison	Yes	LEA-wide	English Learners	All Schools		
4	4.1	Develop leadership capacity needed to promote engagement and school connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
4	4.3	Health services and health education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$358,892.00	

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 (%)
4	4.4	Social-emotional support for elementary students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Courreges Elementary, Cox Elementary, Gisler Elementary, Newland Elementary, Oka Elementary, Plavan Elementary, Tamura Elementary Transitional Kindergarten - 5th Grade	$52,520.00	
4	4.5	Middle school counseling program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fulton Middle School, Masuda Middle School, Talbert Middle School Grades: 6th-8th	$353,336.00	
4	4.6	District-wide support for student behaviors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$224,705.00	
4	4.7	Promote student engagement and school connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$68,215,839.00	$70,692,672.00

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	Recruit, select, and retain highly qualified staff to support student learning	No	$50,219,649.00	$53,533,364.00
1	1.2	Provide an Induction Program for new teachers	No	$75,000.00	$108,450.00
1	1.3	Expand elective options across middle schools	No	$225,905.00	$238,637.00
1	1.4	Provide standards-aligned instructional materials and supplies	No	$757,753.00	$664,753.00
1	1.5	Professional development for certificated and classified staff	Yes	$125,000.00	$125,000.00
1	1.6	Improve access to technology to support student achievement	No	$369,980.00	$335,495.00
1	1.7	Support and maintain infrastructure, classroom technology, and devices	No	$918,417.00	$890,791.00
1	1.8	Elementary Music Program for all elementary students	No	$467,990.00	$501,601.00
1	1.9	Improve School Library Program	Yes	$399,763.00	$417,301.00
1	1.10	Elementary Physical Education	Yes	$572,762.00	$582,458.00
2	2.1	Provide coordinated services for English Learners at school sites	Yes	$535,891.00	$573,678.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Provide coordinated support for students with special needs at school sites that maximize opportunities for inclusion in general education settings.	No	$287,878.00	$172,602.00
2	2.3	Utilize common assessments to monitor progress of students in special populations	No	$118,477.00	$96,171.00
2	2.4	Provide intervention for students identified as performing below grade level	Yes	$852,554.00	$873,067.00
2	2.5	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	Yes	$691,443.00	$731,279.00
2	2.6	Provide coordinated services for students identified as Gifted & Talented	No	$72,350.00	$66,800.00
3	3.1	Parent and volunteer training	Yes	$13,000.00	$13,155.00
3	3.2	Use of technology solutions, social media venues, and newsletters	No	$107,551.00	$17,915.00
3	3.3	Bi-lingual Community Liaison	Yes	$87,695.00	$91,678.00
3	3.4	Outreach to parents of students from special populations	Yes	$32,000.00	$35,569.00
3	3.5	Targeted support for students promoting from middle school to high school	No	$3,000.00	$9,000.00
4	4.1	Develop leadership capacity needed to promote engagement and school connectedness	Yes	$30,000.00	$30,000.00
4	4.2	Communicate with parents regarding student absences and the importance of school attendance	No	$50,000.00	$57,778.00

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	4.3	Health services and health education	Yes	$489,060.00	$483,055.00
4	4.4	Social-emotional support for elementary students	Yes	$510,289.00	$526,865.00
4	4.5	Middle school counseling program	Yes	$468,194.00	$354,181.00
4	4.6	District-wide support for student behaviors	No	$238,228.00	$248,951.00
4	4.7	Promote student engagement and school connectedness	Yes	$30,000.00	$30,000.00
5	5.1	Provide clean and well-maintained school campuses	No	$8,839,010.00	$8,222,397.00
5	5.2	Fund and execute the District's Deferred Maintenance Plan	No	$500,000.00	$500,000.00
5	5.3	Provide and maintain the infrastructure to support instructional technology	No	$52,000.00	$52,000.00
5	5.4	Site safety resources, supplies and training	No	$75,000.00	$108,681.00
5	5.5	Execute the District's Facilities Master Plan	No	$0.00	$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$3,746,903.00	$4,277,881.00	$4,303,065.00	($25,184.00)	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	1.5	Professional development for certificated and classified staff	Yes	$125,000.00	$125,000.00		
1	1.9	Improve School Library Program	Yes	$399,763.00	$417,301.00		
1	1.10	Elementary Physical Education	Yes	$572,762.00	$582,458.00		
2	2.1	Provide coordinated services for English Learners at school sites	Yes	$535,891.00	$573,678.00		
2	2.4	Provide intervention for students identified as performing below grade level	Yes	$752,554.00	$773,067.00		
2	2.5	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	Yes	$691,443.00	$731,279.00		
3	3.1	Parent and volunteer training	Yes	$13,000.00	$13,155.00		
3	3.3	Bi-lingual Community Liaison	Yes	$87,695.00	$91,678.00		
3	3.4	Outreach to parents of students from special populations	Yes	$32,000.00	$35,569.00		
4	4.1	Develop leadership capacity needed to promote engagement and school connectedness	Yes	$30,000.00	$30,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	Health services and health education	Yes	$489,060.00	$483,055.00		
4	4.4	Social-emotional support for elementary students	Yes	$50,519.00	$62,644.00		
4	4.5	Middle school counseling program	Yes	$468,194.00	$354,181.00		
4	4.7	Promote student engagement and school connectedness	Yes	$30,000.00	$30,000.00		

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)
$61,870,935.00	$3,746,903.00	0.00	6.056%	$4,303,065.00	0.000%	6.955%	$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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

    o 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,

    o 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.

    o 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:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o 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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

- o 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.

   - o 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.

   - o 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.

   - o 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.

   - o 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.

   o Include a discussion of relevant challenges and successes experienced with the implementation process.

   o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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:

    o 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.

    o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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.

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

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

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