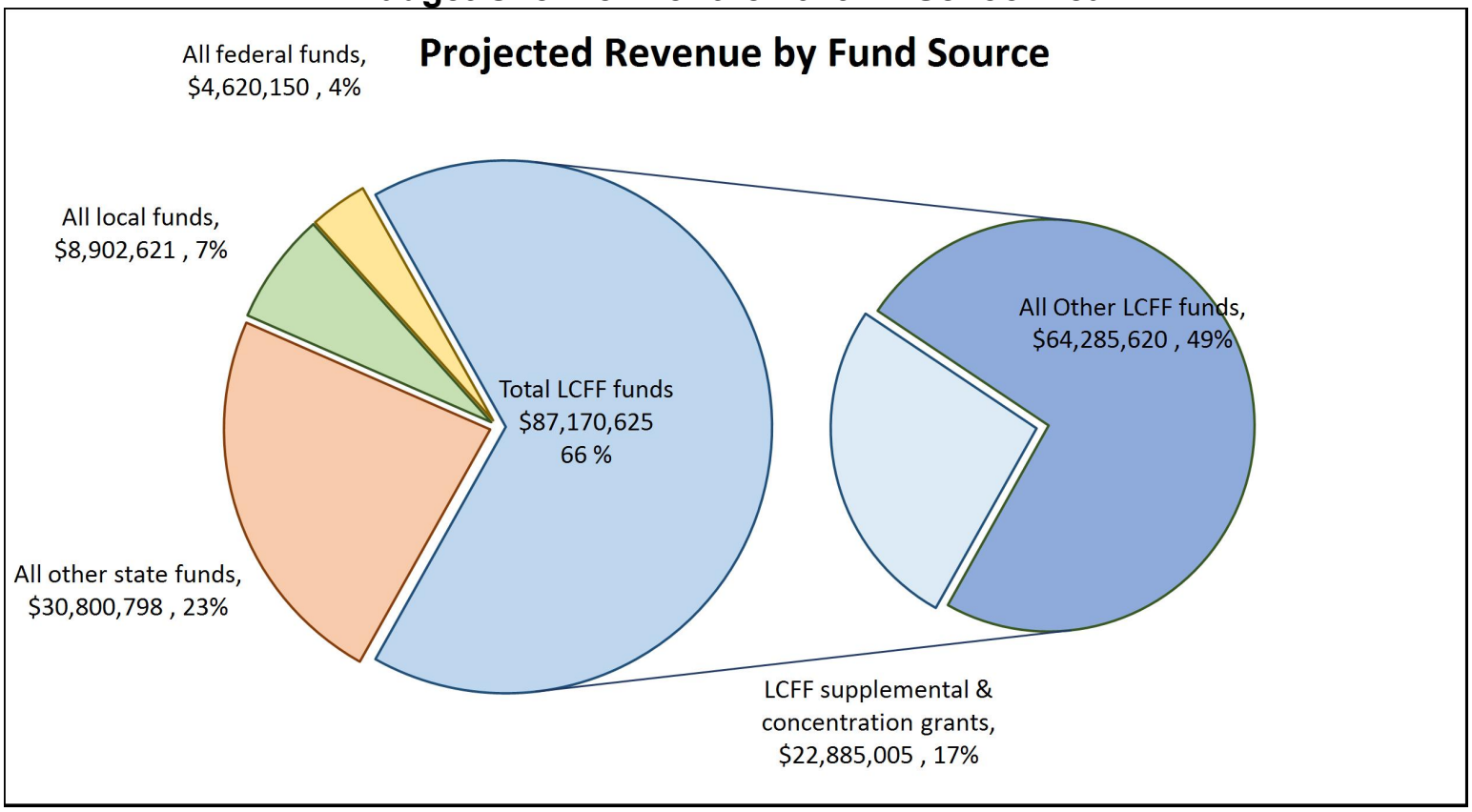
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Franklin-McKinley Elementary School District
CDS Code: 43-69450-0000000
School Year: 2026-27
LEA contact information:
Juan Cruz
Superintendent
juan.cruz@fmsd.org
408.283.6006

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

Budget Overview for the 2026-27 School Year

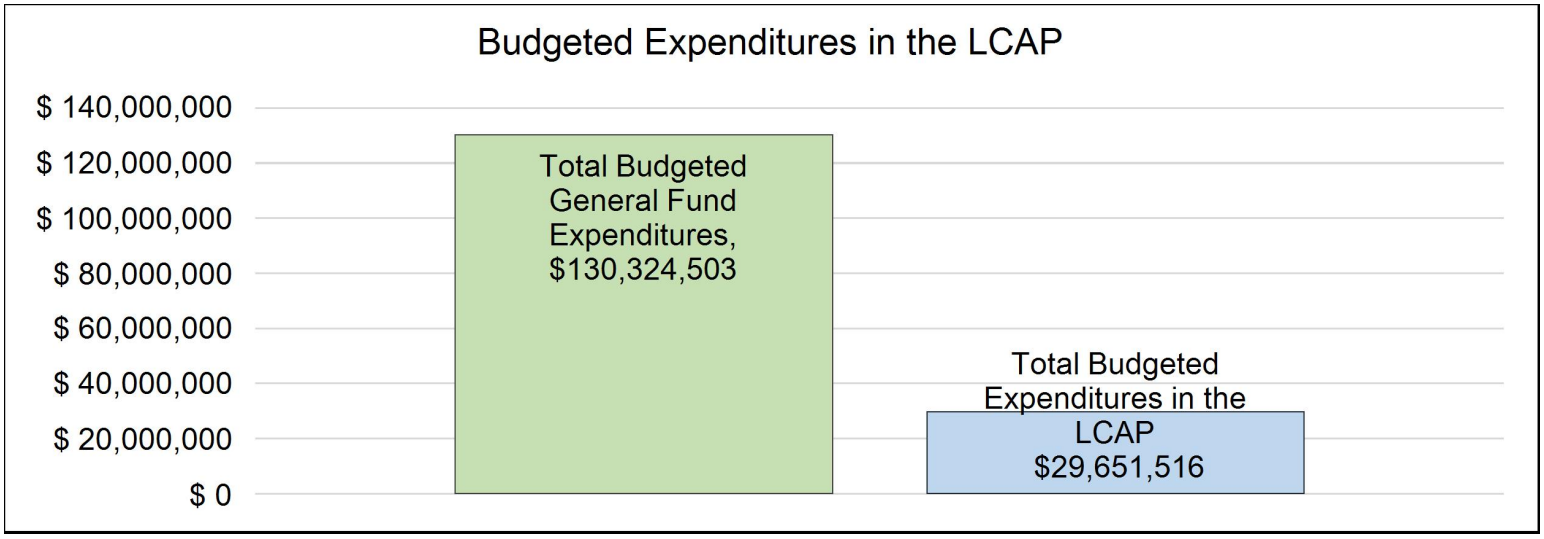


This chart shows the total general purpose revenue Franklin-McKinley Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Franklin-McKinley Elementary School District is $131,494,194, of which $87,170,625 is Local Control Funding Formula (LCFF), $30,800,798 is other state funds, $8,902,621 is local funds, and $4,620,150 is federal funds. Of the $87,170,625 in LCFF Funds, $22,885,005 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Franklin-McKinley Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Franklin-McKinley Elementary School District plans to spend $130,324,503 for the 2026-27 school year. Of that amount, $29,651,516 is tied to actions/services in the LCAP and $100,672,987 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The following is a list of the General Fund Budget expenditures not included in the LCAP:
•Use of Expanded Learning Opportunities Program funds to expand the learning day and year for students to ultimately accelerate learning, provide enrichment opportunities, and provide additional interventions
•The use of other Federal Title I through IV funds to provide additional support services to economically disadvantaged students, generating those funds
•Use of Proposition 28 funds to sustain visual and performing arts offerings at each of our school sites
•Use of California Community Schools Partnership Program funds to support schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.
•Certificated and classified employees' salaries and benefits outside of the funds used to attract and retain staff and implement other 24-25 LCAP actions.
•Information Technology Infrastructure (e.g., servers, data lines) & Educational Technology (student applications, testing software)
•Parcel tax expenditures to maintain class sizes
•Insurance, maintenance & repair expenditures of the District's school sites and the District's Service Center.
•Consulting services, rental fees, lease fees, utility expenditures (e.g., water, sewer, electricity, gas, etc.) & communication services (e.g., telephone, website, Parent Square, etc.)
•Department operating costs such as contracted costs (e.g., legal, auditors, transportation, negotiations, etc.) not already outlined in the LCAP
•Special Education services (staffing, contracted services, transportation, etc.) and other costs, including but not limited to Non-Public Schools
•Purchase of various equipment, supplies, textbooks, and other educational materials to support the academic program not covered by LCAP funds
•Other local grant-funded programs, such as the Packard Grant, that support various services, including Early Learning

•Payments made for Supplemental Employment Retirement Plans (SERPs).

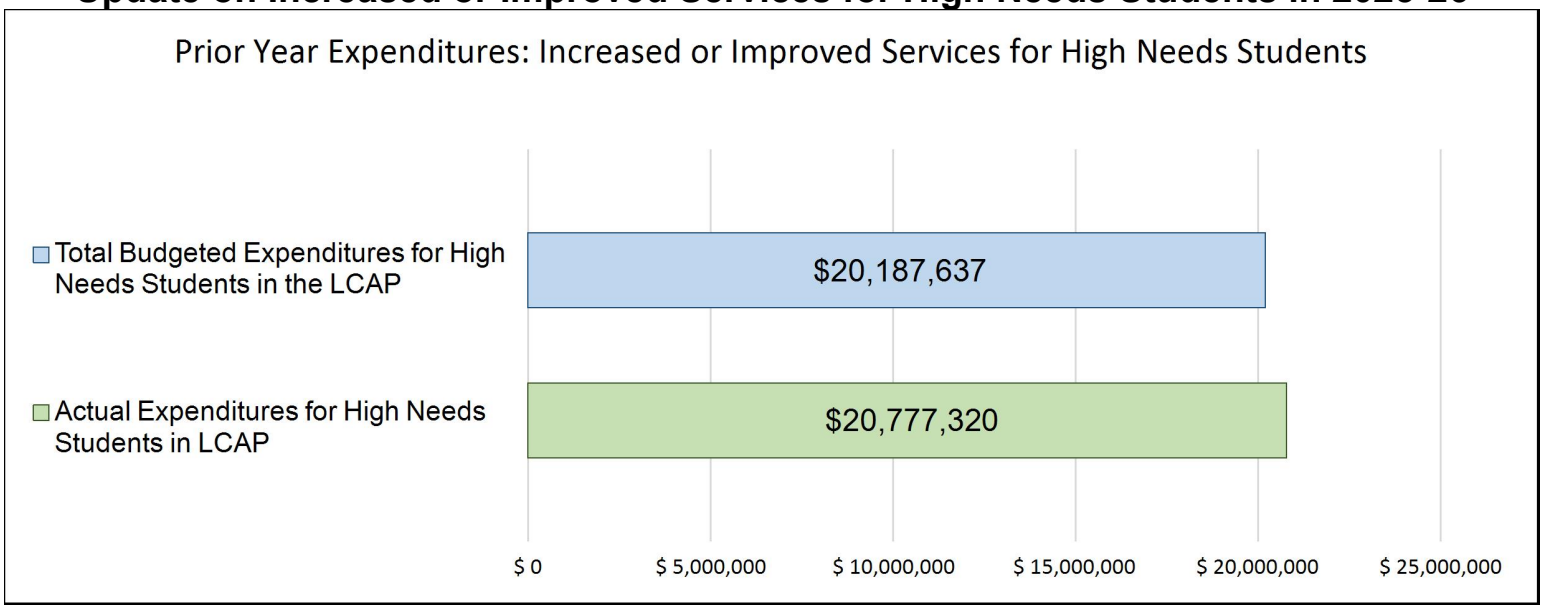
Although not in the General Fund, it is worth noting that the LCAP does not include these activities as well:
>The major facility improvements and modernization projects that are paid for with bond funds
>Costs associated with running our Child Nutrition Services program.
>Developer fee revenue and related expenditures to offset the impact of housing developments within our District.

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

In 2026-27, Franklin-McKinley Elementary School District is projecting it will receive $22,885,005 based on the enrollment of Foster Youth, English learner, and low-income students. Franklin-McKinley Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Franklin-McKinley Elementary School District plans to spend $22,885,005 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Franklin-McKinley Elementary 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 Franklin-McKinley Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Franklin-McKinley Elementary School District's LCAP budgeted $20,187,637 for planned actions to increase or improve services for high needs students. Franklin-McKinley Elementary School District actually spent $20,777,320 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $589,683 had the following impact on Franklin-McKinley Elementary School District’s ability to increase or improve services for high needs students:

Franklin-McKinley Elementary School District projected it will receive $20.2 million based on the enrollment of foster youth, English learner, and low-income students. Franklin-McKinley Elementary School District described how it intends to increase or improve services for high needs students in the LCAP. Franklin-McKinley Elementary School District plans to spend $20.2 million towards meeting this requirement, as described in the LCAP.

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
Franklin-McKinley Elementary School District	Juan Cruz Superintendent	juan.cruz@fmsd.org 408.283.6006

Plan Summary [2026-27]

General Information

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

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

Rich in diversity, the Franklin-McKinley School District is located in San Jose, CA within Santa Clara County. Franklin-McKinley School District comprises thirteen (13) schools, including eight TK-6 elementary schools, three 7-8 middle schools, and two transitional kindergarten through 8th-grade schools. Each school is equipped with modern facilities to support a conducive learning environment. School sizes vary, with efforts made to maintain class sizes that optimize teacher-student interactions. As of May 2026, the district has an enrollment of approximately 5,457 students in grades transitional kindergarten through 8. The student population is diverse, representing a range of ethnicities, languages, and socio-economic backgrounds. Specifically, 84% are socioeconomically disadvantaged and 36% of students are English Learners. Lairon College Preparatory Academy was classified as an Equity Multiplier school during the 25-26 school year.

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

Due to the impacts of declining enrollment throughout the state and in the district, the Franklin-McKinley School District Board made the difficult decision to close three schools and reconfigure others at the end of the 2024-2025 school year. This meant that the Franklin-McKinley School District was highly focused on creating welcoming environments for families, staff, and students of those closed school sites, and calibrating resources and supports offered. Though these challenges have impacted student learning, attendance, and overall well-being, we believe that the LCAP addresses these challenges directly through targeted goals and strategies, and the engagement process has provided the Franklin-McKinley School District with the insight needed to continue supporting staff, students, and families moving forward.

As part of California's updated Comprehensive Integrated Monitoring (CIM) process, the district was again identified during the 2025–2026 school year at the Targeted Level 3 category for disproportionality related to Hispanic/Latino students identified with SLD. This identification demonstrates the continued need to fully implement and monitor the effectiveness of the corrective actions and systemic improvements initiated following the 2023 determination. Building on the earlier work, the district continues to focus on strengthening culturally and linguistically responsive practices, improving intervention fidelity and progress monitoring, increasing staff training related to language development and disability identification, and ensuring data-based decision-making practices are consistently implemented across sites.

The language acquisition program offered for English Learners is Structured English Immersion. FMSD also offers two dual language immersion programs–Vietnamese Dual Language Immersion Program at Windmill Springs Elementary and Spanish Dual Language Immersion Program at Jeanne Meadows Elementary. FMSD reclassified approximately 9.2% of English Learners in 2024-2025, with a celebratory increase in the English Learner Progress, categorizing our district in the "green" for the 2025 California Dashboard.
FMSD participates in the Eastside Alliance, a collaborative formed with support of the Silicon Valley Education Foundation (SVEF). The ultimate goal of the partnership is to increase the number of students of color prepared for college math. Actions within this collaborative translate to professional development opportunities during the school year for staff and administrators. FMSD has taken this model and has built stronger relationships with the primary feeder district (East Side Union High School District) to ensure consistent systems and metrics are developed to support students as they transfer to high school.

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

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

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

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

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

The Franklin-McKinley School District continues to build systems for academics, behavior, socio-emotional well being, and attendance in support of students as reflected in the California Dashboards since COVID-19. FMSD continues to feel a sense of urgency in continuing to address the needs of our student groups. District and site level MTSS and attendance teams worked to develop tiers of support to help reconnect and re-engage students and families back to school. Thus, the LCAP goals are crafted to address the unique needs and challenges faced by the Franklin-McKinley School District. Goals include improving academic achievement, reducing disparities, enhancing school climate, fostering a supportive and inclusive learning environment, and engaging families.

Reflections: Annual Performance

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

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

English Language Arts:

An analysis of the Dashboard data for FMSD's SBAC results in English Language Arts (ELA) and Mathematics reveals areas of success and challenges that warrant thoughtful consideration. In ELA, the overall district score experienced a slight decrease, resulting in an ORANGE indicator on the 2023 CA Dashboard. Notably, three student groups (Asian, Filipino, and Two or More Races) scored in the GREEN indicator, showcasing commendable performance. However, four student groups (English Learner, Hispanic, Socioeconomically Disadvantaged, and White) fell into the ORANGE indicator, and three (African American, Homeless, and Students with Disabilities) were categorized in the RED indicator, indicating a decline. Several schools' data showed a need for support for All Students, as well as specific student groups at specific schools sites. This included Dahl and Santee for All Student scoring Red on the CA Dashboard in ELA. The students groups below, at the following school sites, received the lowest performance level (RED) in ELA SBAC testing on the CA Dashboard:

*Bridges: SWD

*Dahl: EL, Hispanic, SED, and SWD
*Franklin: Hispanic and SWD
*Kennedy: EL, Hispanic, and SED
*McKinley: EL
*Santee: EL, Hispanic, and SED
*Shirakawa: SWD
*Stonegate: SWD
*Sylvandale: SWD

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

Mathematics:
Mathematics results present a similar scenario, with an overall flat district score resulting in an ORANGE indicator. While some student groups maintained or improved their performance (Asian, Filipino, and White in the YELLOW indicator), others faced challenges, particularly English Learners, Socioeconomically Disadvantaged, and Students with Disabilities in the ORANGE indicator, and African American, Homeless, and Hispanic with a RED indicator. Despite these challenges, a comprehensive analysis of student data by site and grade level reveals positive trends in certain schools, such as Hellyer, Meadows, Ramblewood, Shirakawa, Stonegate, and CCA, consistently scoring above the district average in both ELA and Math. Additionally, specific student groups, like Asian students, Filipino students, and students with Two or More Races, demonstrated higher-thanaverage scores, showcasing areas of strength that can be leveraged for improvement. Notability several schools' data showed a need for "All Students," as well as specific student groups at specific schools sites for continuous improvement. This included Lairon, Santee, and Sylvandale for "All Students" scoring Red on the CA Dashboard in Math.

The following students groups below, by school site, received the lowest performance level (RED) in Math SBAC testing on the CA Dashboard:
*Franklin: Hispanic and SWD
*Kennedy: EL
*Lairon: EL, Hispanic
*Santee: EL, Hispanic, and SED
*Shirakawa: SWD
*Stonegate: SWD
*Sylvandale: SED
*Windmill Springs: Hispanic

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

The 2024 CA Dashboard data reflective of the 2022-23 school year demonstrated the need related to several areas.

English Language Arts (ELA):

An analysis of the Dashboard data for FMSD's SBAC results in English Language Arts (ELA) and Mathematics reveals areas of success and challenges that warrant thoughtful consideration. In ELA, the overall district score experienced a slight decrease, resulting in an ORANGE indicator on the 2024 CA Dashboard. Notably, two student groups (Filipino and Two or More Races) scored in the GREEN indicator, showcasing commendable performance. However, three student groups (Homeless, Socioeconomically Disadvantaged, and White) fell into the ORANGE indicator, and five (African American, English Learners, Hispanic, Long-Term English Learners, and Students with Disabilities) were categorized in the RED indicator, indicating a decline.

The following school sites received the lowest performance level (RED) in ELA SBAC testing on the CA Dashboard for the "All Student" group: Dahl, Santee, and Lairon College Preparatory

The following student groups, by school site, received the lowest performance level (RED) in ELA SBAC testing on the CA Dashboard:

*Bridges: EL, SWD
*Dahl: EL, Hispanic, SED, and SWD
*Franklin: SWD
*Lairon: EL, LTEL, SED, and SWD
*Kennedy: EL, and SED
*McKinley: EL
*Ramblewood: SWD
*Santee: EL, Hispanic, SWD, and SED
*Stonegate: SWD and Hispanic
*Sylvandale: EL, LTEL, Hispanic, and SWD
*Windmill Springs: Hispanic

Mathematics:

Mathematics results present a similar scenario, with an overall flat district score resulting in an ORANGE indicator. While some student groups maintained or improved their performance (Asian and Two or more races in the GREEN indicator and Filipino in the YELLOW indicator), others faced challenges. African American, Hispanic, Homless, Long-Term English Learners, and Students with Disabilities all scored in the RED indicator, and English learners, Socioeconomically Disadvantaged, and White students scored in the ORANGE indicator.

The following students groups below, by school site, received the lowest performance level (RED) in Math SBAC testing on the CA Dashboard:
*Dahl: All Students, English learners, Socioeconomically Disadvantaged Students, and Hispanic or Latino
*Franklin: SWD
*Kennedy: EL, Hispanic or Latino, and Socioeconomically Disadvantaged
*Lairon: All Students, English learners, Socioeconomically Disadvantaged Students, and Hispanic or Latino
*Santee: All Students, English learners, Socioeconomically Disadvantaged Students, and Hispanic or Latino
*Sylvandale: All Students, English learners, Socioeconomically Disadvantaged Students, and Hispanic or Latino
*Windmill Springs: Hispanic or Latino, Students with Disabilities
When analyzing trends, this demonstrates increased teaching and learning needs related to Math. Actions targeting specific schools and student groups are described in Goal 1, Actions 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 1.11, and 1.13. The actions include professional development and coaching for staff in programs intended to improve student outcomes in Math, intervention programs, and support for differentiation to accelerate student learning. To address the identified academic needs, FMSD recognizes the importance of providing first best Tier I instruction coupled with immediate supplemental and intervention support. The emphasis on the new mathematical framework ensures a standards-aligned and data-driven approach to instruction, addressing gaps, and replicating successful practices. FMSD plans to continue several actions aimed at improving student academics in Math from the prior LCAP (2023-24) that were effective. FMSD will initiate new actions to address additional needs identified based on the Dashboard and local data analysis (see Goal 1 and specific Actions for details).

***2025 California Dashboard Data
The most current California Dashboard Data, 2025, reflective of the 2024-25 school year, demonstrated the need related to several areas outlined below.

English Language Arts (ELA):

An analysis of the Dashboard data for FMSD's SBAC results in English Language Arts (ELA) and Mathematics reveals areas of success and challenges that warrant thoughtful consideration. In ELA, the overall district score demonstrated “maintenance”, resulting in an ORANGE indicator on the 2025 CA Dashboard. Below is the breakdown by student group and performance level for English/Language Arts:

RED: Hispanic, Students with Disabilities
ORANGE: African American, Homeless, Long-Term English Learners, Two or More Races
YELLOW: English Learners, Socioeconomically Disadvantaged, White
GREEN: Asian, Filipino
BLUE: None

The following schools received the lowest performance level (RED) for all Students: Bridges Academy and Lairon College Preparatory Academy

The following student groups, by school site, received the lowest performance level (RED) in ELA SBAC testing on the CA Dashboard:
*Bridges Academy: Long-Term English Learners, English Learners, Socioeconomically Disadvantaged, Hispanic or Latino, Students with Disabilities, All Students
*Franklin: Hispanic or Latino, Students with Disabilities
*Lairon College Preparatory Academy: All Students
*Kennedy: Hispanic or Latino
*Stonegate: Long Term English Learners, Students with Disabilities
*Windmill Springs: Students with Disabilities, Hispanic or Latino

When analyzing trends and conducting the needs analysis, increased teaching and learning needs related to ELA are necessary. Actions targeting specific schools and student groups are described in Goal 1, Actions 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 1.11, and 1.13. The actions include professional development for staff in programs intended to improve student outcomes in ELA, intervention programs, and support for differentiation with a focus on accelerating student learning. To address the identified academic needs, FMSD recognizes the importance of providing first-best Tier I instruction coupled with immediate supplemental and intervention support. The support of the Literacy Taskforce has allowed FMSD to build targeted focus in the forthcoming years related to the aforementioned areas. The Site and District MTSS teams' focus was on documenting and identifying appropriate interventions to ensure that students' needs are met immediately. This plan will be shared district-wide for the 26-27 school year. With the additional Learning Recovery Block Grant (LRBG) funds received for the 25-26 and 26-27 school years, FMSD will be partially funding Goal 1, Action 1.2 via Teachers on Special Assignment (TOSA), as the need to provide direct interventions in literacy is articulated above. The TOSAs will continue supporting the work of the Literacy Taskforce by providing training for all staff on intervention strategies and best first instruction in literacy. LREBG Funds: Utilized $212,723 during the 25-26 school year. In FY 2026-27, FMSD anticipates $1,037,056 in new LREBG funding. We also anticipate $305,804 in carryover from prior year funding. This results in $1,342,860 in total LREBG funding available in FY 26-27. Of the $1.3M, FMSD plans to use $650,548 to support action 1.2 in FY 26-27. The remaining balance of $692,312 will be used in FY 2027-28.

Mathematics:

Mathematics results present a similar scenario, with an overall “maintenance” district score resulting in an ORANGE indicator. Below is the breakdown by student group and performance level for Mathematics:

RED: Hispanic, Long-Term English Learners, Students with Disabilities
ORANGE: African-American, Homeless, Two or More Races, White
YELLOW: Asian, English Learners, Filipino, Socioeconomically Disadvantaged
GREEN: None
BLUE: None

The following schools received the lowest performance level (RED) for all Students: Bridges Academy, Captain Jason M. Dahl, Lairon College Preparatory Academy, and Santee

The following student groups, by school site, received the lowest performance level (RED) on the California Dashboard in Math:
*Bridges Academy: Long-Term English Learners, English Learners, Socioeconomically Disadvantaged, Hispanic or Latino, Students with Disabilities, All Students
*Captain Jason M. Dahl: English Learners, All Students
*Franklin: Hispanic or Latino
*Lairon College Preparatory Academy: All Students, Socioeconomically Disadvantaged, Students with Disabilities
*Santee: All Students, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic or Latino
*Shirakawa: Students with DisabilitiesStonegate: Long-Term English Learners, Students with Disabilities
*Windmill Springs: Students with Disabilities, Long-Term English Learners, Hispanic or Latino

When analyzing trends, this demonstrates increased teaching and learning needs related to Math. Actions targeting specific schools and student groups are described in Goal 1, Actions 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 1.11, and 1.13. The actions include professional development and coaching for staff in programs intended to improve student outcomes in Math, intervention programs, and support for differentiation to accelerate student learning. To address the identified academic needs, FMSD recognizes the importance of providing first best Tier I instruction coupled with immediate supplemental and intervention support. The emphasis on the new mathematical framework ensures a standards-aligned and data-driven approach to instruction, addressing gaps, and replicating successful practices. Similar to our Literacy Taskforce, FMSD created a Math Task Force which focuses on best practices, and targeted approaches aligned to the framework. With the additional LRBG funds received for the 25-26, and 26-27 school years, FMSD will be partially funding Goal 1, Actions 1.1 and 1.2 via Teachers on Special Assignment (TOSA). The TOSAs will support the work of the Math Taskforce by ensuring alignment within assessments and standards taught, and training on best first instruction.

English Learners:

The 2023 CA Dashboard English Learner Progress Indicator (ELPI) Analysis and Reflections of the 2022-23 school year demonstrated 52.1% of All Students making progress towards English language proficiency. This represented a 4% decline from the previous year of students who in the previous year whose scores either maintained at a Level 4 or increased one ELPI level. This score puts FMSD in the Orange indicator overall. Taking a close look at the school level ELPI data showed most schools scoring in the Medium to Very High progress range. Schools that received the lowest performance level (RED) in ELPI on the CA Dashboard are as follows: Franklin, Hellyer, Meadows, and Ramblewood. When analyzing trends, it revealed continued improvement in overall English language proficiency in our English learner students. Actions targeting specific schools are described in Goal 1, specifically Actions 1.6, 1.7, 1.8, 1.9, and 1.14 targeted supports for school for identified students. These actions include professional development in ELD standards and programs such as SEAL and integrated and designated ELD, Dual Immersion programs (Vietnamese and Spanish) to build literacy in dual languages, targeted support for Hispanic/Latinx students, ensuring hiring practices continue to recruit highly qualified staff to support EL students.

The 2024 CA Dashboard English Learner Progress Indicator (ELPI) Analysis and Reflections of the 2023-24 school year demonstrated 40.9% of "All Students" making progress towards English language proficiency. This represented a significant decline of 11.1% from the previous year of students whose scores either maintained at a Level 4 or increased one ELPI level. This score puts FMSD in the Red indicator overall. Taking a closer look at the school level ELPI data showed most schools scoring in the Medium to Very High progress range.

Schools that received the lowest performance level (RED) in ELPI on the CA Dashboard are as follows: Dahl Elementary and Lairon College Prep

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

***2025 California Dashboard Updates
2025 CA Dashboard English Learner Progress Indicator (ELPI) Analysis and Reflections of the 2024-25 school year demonstrated 49.1% of "All Students" making progress towards English language proficiency. This is an increase of 8.2% from the prior year. This progress resulted in our English Learner Progress Indicator going from RED to GREEN on the 2025 California Dashboard.
There are no current schools that performed in the RED on the 2025 California Dashboard.
When analyzing trends, it revealed improvement in overall English language proficiency in our English learner students. Actions targeting specific schools are described in Goal 1, specifically Actions 1.6, 1.7, 1.8, 1.9, and 1.14 for identified students. These actions include professional development in ELD standards and programs such as SEAL and integrated and designated ELD, Dual Language Immersion programs (Vietnamese and Spanish) to build biliteracy, targeted support for Hispanic/Latinx students, and ensuring hiring practices continue to recruit highly qualified staff to support EL students. For the 2025-26 school year, FMSD also provided additional newcomer support for students with retired certificated staff and paraeducators.

Chronic Absenteeism:

2023 CA Dashboard Chronic Absenteeism and Suspension Rate Analysis and Reflections of the 2022-23 school year demonstrated an improvement in Chronic Absenteeism districtwide, however a continued high level of need related to both Chronic Absenteeism and Suspension. The impact of COVID-19 school closures and high student absenteeism and staff absences during the 2021-22 school year is evident in the FMSD journey and has impacted the 2023 CA Dashboard. The analysis of chronic absenteeism rates in our district for the 2023 academic year provides both encouraging progress and areas of continued concern. The district-wide decrease in chronic absenteeism from 32.5% in 2021-22 to 24.9% in 2022-23 marks a significant improvement, resulting in a shift to a yellow indicator on the 2023 California

School Dashboard. This reduction demonstrates a concerted effort by educators, administrators, and stakeholders to address attendance challenges and ensure student engagement.

Despite this overall improvement, it's essential to acknowledge the disparities that persist among various student groups. While Asian students saw a notable decline in chronic absenteeism, achieving a green indicator status, several other groups, including Filipino, English Learner, Hispanic, Socioeconomically Disadvantaged, Homeless, and Students with Disabilities, remained in the yellow indicator range, albeit with reductions in absenteeism rates. The data also highlights concerning trends for specific student cohorts. The chronic absenteeism rates for African American, Two or More Races, and White students shifted from red to orange indicators, indicating some improvement but still falling short of acceptable levels. Furthermore, Foster Youth experienced an increase in chronic absenteeism, maintaining a red indicator status, signaling the need for targeted interventions and support tailored to their unique circumstances. Notability several schools' data showed a need for All Students, as well as specific student groups at specific schools sites. This included Sylvandale for All Student scoring Red on the CA Dashboard in Chronic Absenteeism. The students groups below, at the following school sites, received the lowest performance level (RED) in Chronic

Absenteeism on the CA Dashboard:

*Dahl: Asian
*Hellyer: SED
*Meadows: EL, Hispanic, SED, SWD
*Ramblewood: SWD
*Shirakawa: SWD
*Sylvandale: SED, EL

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

2024 CA Dashboard Chronic Absenteeism reflections of the 2023-24 school year demonstrated a small decline (-3.9%) in Chronic Absenteeism districtwide, with an overall percentage of 20.9% of students classified as chronically absent.
The analysis of chronic absenteeism rates in our district for the 2024 academic year provides both encouraging progress and areas of continued concern. Since the return from the COVID-19 Pandemic, with a 32.6% chronically absent rate, FMSD has made significant strides in reducing the rate by 11.7%, and for this year, maintaining a YELLOW indicator on the 2024 California School Dashboard. This multi-year decrease demonstrates a concerted effort by educators, administrators, and educational partners to address attendance challenges and ensure student engagement. Despite this overall improvement, it's essential to acknowledge the disparities that persist among various student groups. While Asian students saw a notable decline in chronic absenteeism, achieving a GREEN indicator status, several other groups, including English Learner, Hispanic, Socioeconomically Disadvantaged, Homeless, and Students with Disabilities, and Long-Term English Learners remained in the YELLOW indicator range, albeit with reductions in absenteeism rates.

The data also highlights concerning trends for specific student cohorts. The chronic absenteeism rates for African American and White students continue to be RED on the CA Dashboard in Chronic Absenteeism.

Several schools' data showed a need for "All Students," as well as specific student groups at specific schools sites. This included Dahl Elementary and Lairon College Prep for "All Students" scoring RED on the CA Dashboard in Chronic Absenteeism.

The students groups below, at the following school sites, received the lowest performance level (RED) in Chronic Absenteeism on the CA Dashboard:
*Dahl: EL, SED, SWD, and Hispanic
*Franklin: Hispanic
*Lairon: EL, LTEL, SED, and Hispanic
*McKinley: SWD
*Sylvandale: SWD

***2025 California Dashboard Updates
2025 CA Dashboard Chronic Absenteeism reflections of the 2024-25 school year demonstrated a small decline (1.2%) in Chronic Absenteeism districtwide, with an overall percentage of 19.7% of students classified as chronically absent.
Below is the breakdown by student group and performance level for Suspensions:
RED: African-American, Two or More Races, Long-Term English Learners, Students with Disabilities
ORANGE: Hispanic, Homeless, Socioeconomically Disadvantaged, White
YELLOW: Asian, English Learners, Filipino Foster Youth
GREEN: None
BLUE: None
Several schools' data showed a need for "All Students," as well as specific student groups at specific schools sites. This included Bridges Academy, Santee Elementary, Stonegate Elementary, Shirakawa Elementary, and Sylvandale Middle School.

The students groups below, at the following school sites, received the lowest performance level (RED) in Chronic Absenteeism on the CA Dashboard:
*Bridges Academy: All Students, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic or Latino
*Franklin: Students with Disabilities, Hispanic or Latino
*Hellyer: Students with Disabilities
*Santee: All Students, Hispanic or Latino, Socioeconomically Disadvantaged
*Shirakawa: All Students, Hispanic or Latino
*Stonegate: All Students, Students with Disabilities, Hispanic or Latino
*Sylvandale: All Students, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic or Latino
*Windmill Springs: Students with Disabilities, Hispanic or Latino

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

Suspensions:

The examination of suspension rates in our district for the 2023 academic year presents a complex picture of both successes and challenges. While there have been notable improvements in some schools and for certain student groups, the overall trend indicates a concerning increase in suspensions across the district. The district-wide suspension rate rose to 3.2% in 2022-23, marking a significant 1.5% increase from the previous year. This upward trajectory led to an orange indicator on the 2023 California School Dashboard, signaling the need for targeted interventions and a critical examination of disciplinary practices and policies. Disparities among student groups are evident, with certain cohorts disproportionately affected by suspensions. African American, Foster Youth, Homeless, and Students with Disabilities students experienced substantial increases in suspension rates, landing them in the red indicator category. This alarming trend underscores the urgency of addressing systemic inequities and providing tailored support to vulnerable student populations. Additionally, while some groups, such as Asian and Filipino students, saw modest increases in suspension rates, they remained in the yellow indicator range. English Learner, Hispanic, Socioeconomically Disadvantaged, and Two or More Races students also experienced upticks in suspension rates, resulting in orange indicator status. White students, while still a minority, experienced a notable increase, landing them in the orange indicator category as well. Despite these challenges, there are pockets of success within the district. Schools like Hellyer, Lairon, and Santee demonstrated a decline in suspension rates, showcasing the effectiveness of targeted interventions and supportive disciplinary practices. Meadows, Kennedy, and Windmill maintained exceptionally low suspension rates, indicative of a positive school climate and proactive measures to address behavioral issues.

Several schools' data showed a need for All Students, as well as specific student groups at specific schools sites. This included Dahl, Stonegate, and Sylvandale for All Student scoring Red on the CA Dashboard in Suspension. The students groups below, at the following school sites, received the lowest performance level (RED) in Suspension on the CA Dashboard:

*Dahl: EL, Hispanic, SED
*Franklin: Hispanic
*Los Arboles: SED
*Shirakawa: SWD
*Stonegate: SWD, EL, Hispanic, SED
*Sylvandale: SWD, SED, EL, Hispanic

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

2024 California Dashboard Updates

Suspension rates in our district for the 2024 academic year presents a growth rate of 2.7%, making a decrease from the previous year. This downward trajectory led to an GREEN indicator on the 2024 California School Dashboard, which speaks to the great work taking place throughout FMSD, and the ongoing examination of disciplinary practices and policies. Though we have seen declines in various student groups and schools, certain cohorts continue to be disproportionately affected African American and Homeless students experienced substantial increases in suspension rates, landing them in the RED indicator category. This alarming trend underscores the urgency of addressing systemic inequities and providing tailored support to vulnerable student populations. Additionally, students identified under the “Two or More Races" category and White and category, saw modest increases in suspension rates, and unfortunately moved or remained in the “ORANGE” category. Though LTELS, Foster students were also identified in the ORANGE category, they saw a decline in suspensions. Despite these challenges, there are pockets of success within the district. 13 out of 16 students saw declines in suspensions, showcasing the effectiveness of targeted interventions and supportive disciplinary practices.

Only Dahl’s continued to score RED on the CA Dashboard in Suspension Indicator.

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

*Stonegate: LTEL
*Windmill Springs: Hispanic

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

**2025 California Dashboard:

The examination of suspension rates in our district for the 2025 academic year presents a growth rate of 1.7%, making a decrease from the previous year. This downward trajectory led to an GREEN indicator on the 2025 California School Dashboard, which speaks to the great work taking place throughout FMSD, and the ongoing examination of disciplinary practices and policies.
Below is the breakdown by student group and performance level for Suspensions:

RED: None
ORANGE: African-American, Two or More Races
YELLOW: Asian, Foster Youth, Homeless, Long-Term English Learners, Students with Disabilities, White
GREEN: English Learners, Hispanic, Socioeconomically Disadvantaged
BLUE: Filipino

There were no schools with a RED performance category on the California Dashboard.

The students groups below, at the following school sites, received the lowest performance level (RED) in Suspension on the CA Dashboard:
*Bridges Academy: Students with Disabilities
*Captain Jason M. Dahl: Students with Disabilities

In response to these findings, FMSD is redoubling efforts outlined in Goal 1, Actions 1.1, 1.2, 1.3, 1.5, 1.8; Goal 2, Actions 2.1, 2.2, and 2.3. Actions are targeted to address the underlying causes of increased suspensions and promote restorative practices and alternatives to punitive measures. This includes investing in professional development for staff on culturally responsive discipline strategies, implementing restorative justice programs, and fostering partnerships with community organizations to support at-risk students.
Moving forward, it's imperative to sustain the momentum of improvement while intensifying efforts to close equity gaps and ensure equitable access to educational opportunities for all students. By leveraging data-driven decision-making and fostering collaborative partnerships, we remain committed to fostering a culture of attendance, engagement, and academic success for every student in FMSD.

Reflections: Technical Assistance

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

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

* African American: Academic/Suspensions
* Homeless: Academic/Suspensions
* Students w Disabilities: Academic/Suspensions
* Foster Youth: Chronic Absenteeism/Suspensions

On November 21, 2024, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA) for the following student groups and indicators:

* African American Students: Suspension, Academic, and Chronic Absenteeism
* Homeless: Suspension and Academic

Since January 2024, FMSD has been working with the Santa Clara County Office of Education (SCCOE) Continuous Improvement Team and countywide DA Network. SCCOE support will now encompass a two-year continuous improvement cycle as required by the CDE. The support calendar consists of monthly coaching check-ins, monthly team meetings and three full-day training sessions. FMSD’s current DA Leadership Team includes district administration (assistant superintendent, student services, special education, multiliingual programs), two elementary schools and one K-8 school. The focus of the Technical Assistance sessions has been principally directed to support suspensions of our student groups for FMSD. Through monthly meetings, FMSD determined the need to recalibrate understanding of Tier I behavioral supports in and outside the classroom, create walkthrough tools to monitor progress, create district-wide Tier I strategies, and provide training to staff on trauma informed practices, as this will ensure FMSD provides culturally relevant activities and supports, especially

for our African American and Homeless populations. The behavior work for FMSD will continue for the 25-26 school year, however, will expand to supporting our Academic indicator more in depth.
Actions intended to address academic challenges are included in Goal 1, Actions 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.11, and 1.13. Actions to address attendance and suspension challenges include aforementioned actions in Goal 1 as well as Goal 2. SCCOE will support FMSD with implementation in 2025-26 and provide additional technical assistance as needed.

On December 5, 2025, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA) for the following student groups and indicators:
* African American Students: Suspension, Academic, Chronic Absenteeism, Suspensions
* Homeless: Suspension and Academic

Since December 2025, FMSD has been working with the Santa Clara County Office of Education (SCCOE) Continuous Improvement Team and countywide DA Network. SCCOE support will now encompass a two-year continuous improvement cycle as required by the CDE. The support calendar consists of monthly coaching check-ins, monthly team meetings and three full-day training sessions. FMSD's current DA Leadership Team includes district administration (assistant superintendent, student services, special education, multilingual programs), two elementary schools and one K-8 school. The focus of the Technical Assistance sessions has been principally directed to support suspensions of our student groups for FMSD. Through monthly meetings, FMSD determined the need to recalibrate understanding of Tier I behavioral supports in and outside the classroom, create walkthrough tools to monitor progress, create district-wide Tier I strategies, and provide training to staff on trauma informed practices, as this will ensure FMSD provides culturally relevant activities and supports, especially for our African American and Homeless populations. In addition, the need for calibration was evident by survey data gathered from our MTSS team, and FMSD looks forward to continuing to generate root-cause analyses to ensure student needs are met in a differentiated manner. As the work continues within the MTSS teams, the FMSD DA team is reviewing current intervention supports for students The behavior work for FMSD will continue for the 26-27 school year, however, will expand to supporting our Academic indicator more in depth.

Actions intended to address academic challenges are included in Goal 1, Actions 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.11, and 1.13. Actions to address attendance and suspension challenges include aforementioned actions in Goal 1 as well as Goal 2. SCCOE will support FMSD with implementation in 2026-27 and provide additional technical assistance as needed.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

There are no schools eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Advisory Committee (DAC)	Educational Partners Invited to Participate: Teachers, families, support staff, bargaining units, administrators, students Dates: Sept 24, 2025, Oct. 29, 2025, Jan 14, 2026, April 21, 2026, May 18, 2026 Topics Discussed: LCAP goals and actions and survey data in order to align to the LCAP goals
District English Language Advisory Committee (DELAC)	Educational Partners Invited to Participate: Parents/Community Members of EL students Dates: Sept. 30, 2025, April 21, 2026, May 19, 2026 Topics Discussed: Reclassification criteria, supports for multilingual learners, LCAP alignment
Student Feedback	Educational Partners Invited to Participate: Students in grades 3-8 • Survey Dates: February - April 2026 Topics Discussed: Feedback on draft LCAP goals and actions

Educational Partner(s)	Process for Engagement
	• Student Site Visit Dates: Student Listening Sessions with Superintendent Topics: Feedback on positive learning environments and the cellphone use policy Shirakawa Elementary School - April 14, 2026 College Connection Academy - April 22, 2026 Franklin Elementary School - April 23, 2026 Kennedy Elementary School - April 27, 2026 Sylvandale Middle School - April 28, 2026 Santee Elementary School - April 29, 2026 Hellyer Elementary School - April 30, 2026 Stonegate School - May 4, 2026 Jeanne Meadows Elementary School - May 5, 2026 Captain Jason M. Dahl - May 11, 2026 Lairon College Preparatory Academy I - May 13, 2026 Bridges Academy - May 14, 2026 Windmill Springs - May 18, 2026
Family and Community Feedback	Educational Partners Invited to Participate: Community-at-large Dates: February - April 2026 Topics Discussed: Feedback on draft LCAP goals and actions
Staff Feedback	Educational Partners Invited to Participate: Certificated, Classified, and Management Staff • Survey Topics: Feedback on draft LCAP goals and actions Dates: February - April 2026 • Staff Site Visits Dates: School Site Visits with Superintendent Topic: Work environment and student support Franklin Elementary School - April 13, 2026 Shirakawa Elementary School - April 14, 2026 Kennedy Elementary School - April 15, 2026 College Connection Academy - April 22, 2026 Sylvandale Middle School - April 28, 2026

Educational Partner(s)	Process for Engagement
	Hellyer Elementary School - April 30, 2026 Stonegate School - May 4, 2026 Meadows Elementary School - May 5, 2026 Captain Jasom M. Dahl - May 11, 2026 Santee Elementary School - May 12, 2026 Lairon College Preparatory Academy- May 13, 2026 Bridges Academy - May 14, 2026 Windmill Springs - May 18, 2026 • Curriculum, Instruction, and Professional Development Feedback Curriculum, Instruction Assessment Committee Dates: Nov 12, 2025, Dec 3, 2025, Feb 11, 2026, April 1, 2026, May 13, 2026, Math Task Force Dates:Nov 5, 2025, Dec 19, 2025, Jan 21, 2026, Mar 4, 2026, April 15, 2026 Literacy Task Force Dates:Oct 22, 2025, Jan 14, 2026, May 6, 2026 District MTSS Meeting Dates: Aug 25, 2025, Sept. 2, 2025, Sept. 9, 2025, Sept 10, 2025, Sept.16, 2025, Sept 22, 2025, Sept 30, 2025, Oct 1, 2025, Oct 28, 2025, Dec 1, 2025, Jan 26, 2026, April 28, 2026, April 29, 2026
LCAP and Budget Public Hearing at Regularly Scheduled Board Meeting	Date: June 9, 2026 Board Approval Date: June 16, 2026
Special Education Local Plan Area (SELPA) Consultation	The SELPA Director/team provided resources on May 13th, 2026 related to SWDs, compliance monitoring, and high leverage areas aligned to specific target areas.
Local Indicator Report to the Governing Board	Date: June 16, 2026
Lairon College Preparatory Academy: Equity Multiplier School	Lairon College Preparatory Academy Equity Multiplier Focus Goal: Integrated with their Title I annual needs assessment, Lairon College Preparatory Academy expressed the need to support all content areas. However, their educational partners saw a greater need in supporting math instruction (Goal 1, Action 1) and student transitions from third to fourth grade (Goal 2, Action 2), as many of their students are moving from a co-teaching model to a general education setting. Due to these needs, Laion will be partnering with agencies to assist them in understanding the new math framework and organizing

Educational Partner(s)	Process for Engagement
	supportive interventions aligned to Tier I supports (Goal 1, Action 1 and Goal 2, Action 1).

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

Across all family/community and staff groups, feedback trended on 3 system-wide priorities (in this order):
Student behavioral, social-emotional, and mental health supports (Goal 2, Actions 1-4 and 6)
Staffing, instructional capacity, and academic intervention systems (Goal 1, all Actions)
Family engagement, communication, and school-community partnerships (Goal 3, Actions 1, 2, and 3)

Emerging priorities include technology modernization, enrichment opportunities, and operational concerns (facilities, scheduling, cleanliness) (Goal 2, Action 5)

The emerging trends are aligned to FMSD's current commitment around our LCAP goals and actions. However, targeted feedback received has enhanced the 26-27 LCAP in the following areas:

*Student behavioral, social-emotional, and mental health supports:
Providing additional funds at the site level for MTSS analysis initiatives (Goal 2, Action 6)

*Staffing, instructional capacity, and academic intervention systems:
Ensuring that FMSD provides additional planning time for teachers that is cohesive and collaborative district-wide, with participation from the special education department staff (Goal 1, Actions, 1, 2, and 5); Providing additional opportunities for teachers transitioning to multi-grade-level positions (Goal 1, Action 1); Providing writing training (Goal 1, Action 1); providing paraeducator training (Goal 1, Actions 1 and 5); Providing a district-wide structure of professional development that allows for differentiation and choice for staff (Goal 1, Actions 1-9, 12, and 13); Integration of the new Math Framework with other content areas (Goal 1, Action 1)

*Family engagement, communication, and school-community partnerships:
Families value our communication portal; however, there is a need to streamline our systems so that information is clear, cohesive, and not overwhelming (Goal 3, Actions 1, 2, and 3); Include FMSD's enhanced participation and collaboration with East Side Union High School District and Evergreen Valley College (Goal 3, Actions 2 and 3); Strengthen visibility of professional development opportunities for classified staff members (Goal 3, Action 4)

Lairon College Preparatory Academy Equity Multiplier Focus Goal: Integrated with their Title I annual needs assessment, Lairon College Preparatory Academy expressed the need to support all content areas. However, their educational partners saw a greater need in supporting math instruction (Goal 1, Action 1) and student transitions from third to fourth grade (Goal 2, Action 2), as many of their students are moving from a co-teaching model to a general education setting. Due to these needs, Laion will be partnering with agencies to assist them in understanding the new math framework and organizing supportive interventions aligned to Tier I supports (Goal 1, Action 1 and Goal 2, Action 1).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

- 35% of all students in grades 3-8 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 16% or Homeless, 9% of Students with Disabilities (SWD), 8% of EL students, 16% of African American, 23% of Hispanic/Latinx students and 29% of socioeconomically disadvantaged (SED) students met or exceeded standard.
- 28% of all students in grades 3-8 met or exceeded standard in Mathematics on the Smarter Balanced Assessment. However, only 10% of Homeless students, 8% or AA and SWD students, 10% of EL students, 14% of HIspanic/Latinx and 23% of SED students met or exceeded standard.
- 37.9% of English learner students progressed at least one English Learner Progress Indicator (ELPI) level. With 49% of FMSD's student population identified as English learners, FMSD is committed to supporting language acquisition and academic achievement. While the achievement gap persists between several student groups it is important to note that our EL students lag behind the district average by 25 percentage points in ELA and 16 in Math. This need is also reflected in local benchmark assessments as described in the Measuring and Reporting Results section below. During the LCAP development process, educational partners identified the need for:

-Ongoing instructional support for ELA and ELD
-Increase collaboration times for teachers
-Teacher support and training
-Technology resources and materials

- Enhancement of core and supplemental curriculum

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Achievement: Priority 4.A Percent of students in grades 3-8 who met or exceed standard in ELA Data Source: California Assessment of Student Performance and Progress (CAASPP)	CAASPP 2022-23 A. All: 36% B. SED: 30% C. EL:11% D. Hispanic/Latinx: 24% E. AA/Black: 13% F. SWD: 9% G.Homeless: 3%	CAASPP 2023-24 A. All: 35% B. SED: 29% C. EL: 8% D. Hispanic/Latinx: 23% E. AA/Black: 16% F. SWD: 9% G. Homeless: 16%	CAASPP 2024-25 A. All: 36% B. SED: 33% C. EL: 9% D. Hispanic/Latinx: 24% E. AA/Black: 16% F. SWD: 10% G. Homeless: 20%	CAASPP 2025-26 A. All: 45% B. SED: 39% C. EL: 20% D. Hispanic/Latinx: 33% E. AA/Black: 20% F. SWD: 18% G. Homeless: 12%	A. All: No change from baseline B. SED: +3% C. EL: -2% D. Hispanic/Latinx: No change from baseline E. AA/Black: +3% F. SWD:+1% G. Homeless: +17%
1.2	Student Achievement: Priority 4.A Points Below Standard in ELA Data Source: Dashboard	CA Dashboard 2023 A. All: 38.5 Points B. SED: 50.3 Points C. EL: 62 Points D. Hispanic/Latinx: 67 Points E. AA/Black: 94.4 Points F. SWD: 113.8 Points G. Homeless: 126.5 Points H: White: 33 Points	CA Dashboard 2024 A. All: 43.4 Points B. SED: 59.0 Points C. EL: 71.2 Points D. Hispanic/Latinx: 73.5 Points E. AA/Black: 106.5 Points F. SWD: 120.1 Points G. Homeless: 113.7 Points H: White: 43.2 Points	CA Dashboard 2025 A. All: 41.2 Points B. SED: 48.0 Points C. EL: 61.7 Points D. Hispanic/Latinx: 71.1 Points E. AA/Black: 91.4 Points F. SWD: 122.8 Points G. Homeless: 96.7 Points H: White: 25 Points	CA Dashboard 2026 A. All: 29.5 Points B. SED: 51.3 Points C. EL: 53 Points D. Hispanic/Latinx: 58 Points E. AA/Black: 79.4 Points F. SWD: 98.8 Points G. Homeless: 111.5 Points H: White: 24 Points	A. All: -2.7 Points B. SED: +2.3 Points C. EL: +0.3 Points D. Hispanic/Latinx: -4.1 Points E. AA/Black: +3.0 Points F. SWD: -9.0 Points G. Homeless: +29.8 Points H: White: +8.0 Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Pupil Outcomes: Priority 8.A Percent of student performing at or above standard on ELA local formative assessment Data Source DataZone: RenSTAR ELA Assessment	K-8 Schools Grades 2-6: STAR Reading Tri-2 (Feb 2024): All: 44% EL: 14% SWD: 14% SED: 39% Hispanic/Latinx: 32% K-8 Schools Grades 7-8: STAR Reading Tri-2 (Feb 2024): All: 33% EL: 8% SWD: 11% SED: 31% Hispanic/Latinx: 26% Bridges, CCA, Sylvandale: STAR Reading Semester 1 (Jan 2024): All: 33% EL: 3% SWD: 9% SED: 32% Hispanic/Latinx: 23%	K-8 Schools Grades 2-6: STAR Reading Tri-2 (Feb 2025): All: 49% EL: 20% SWD: 18% SED: 47% Hispanic/Latinx: 39% K-8 Schools Grades 7-8: STAR Reading Tri-2 (Feb 2025): All: 52% EL: 11% SWD: 16% SED: 51% Hispanic/Latinx: 44% Bridges, CCA, Sylvandale: STAR Reading Semester 1 (Jan 2025): All: 55% EL: 8% SWD: 11% SED: 51% Hispanic/Latinx: 44%	K-8 Schools Grades 2-6: STAR Reading MOY (Dec 2025): All: 48% EL: 18% SWD: 15% SED: 46% Hispanic/Latinx: 38% K-8 Schools Grades 7-8: STAR Reading MOY (Dec 2025): All: 52% EL: 6% SWD: 6% SED: 52% Hispanic/Latinx: 44% Bridges, CCA, Sylvandale: STAR Reading MOY (Dec 2025): All: 58% EL: 12% SWD: 17% SED: 55% Hispanic/Latinx: 48%	K-8 Schools: STAR Reading Tri-2 (Feb 2027): All: 54% EL: 24% SWD: 24% SED: 49% Hispanic/Latinx: 42% K-8 Schools Grades 7-8: STAR Reading Tri-2 (Feb 2024): All: 43% EL: 18% SWD: 21% SED: 41% Hispanic/Latinx: 26% Bridges, CCA, Sylvandale: STAR Reading Semester 1 (Jan 2027): All: 43% EL: 13% SWD: 19% SED: 42% Hispanic/Latinx: 33%	K-8 Schools Grades 2-6: STAR Reading Tri-2 (Feb 2025): All: +4% EL: +4 % SWD: +1% SED: +7% Hispanic/Latinx: +6% K-8 Schools Grades 7-8: STAR Reading Tri-2 (Feb 2025): All: +19% EL: -2% SWD: -5% SED: +21% Hispanic/Latinx: +18% Bridges, CCA, Sylvandale: STAR Reading Semester 1 (Jan 2025): All: +25% EL: +9% SWD: +8% SED: +23% Hispanic/Latinx: +25%
1.4	Pupil Outcomes: Priority 8.A	District Writing 2024: All: 35.8%	District Writing 2025: All: 34.9%	District Writing 2026: All: 42.1%	District Writing 2027: All: 45.8%	 All: +6.3% Asian: +41.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students who score proficient on the local writing assessment Data Source: Benchmark K-8 Writing Assessment	Asian: 15.1% Hispanic: 16.7% EL: 7.3% SED: 33.4% SWD: 1.48%	Asian: 51.7% Hispanic: 25.5% EL: 16.7% SED: 33.5 % SWD: 11.2%	Asian: 56.8% Hispanic: 33.5% EL: 19.7% SED: 31.0% SWD: 10.9%	Asian: 25.1% Hispanic: 26.7% EL: 17.3% SED: 43.4% SWD: 11.48%	Hispanic: +16.8% EL: +12.4% SED: -2.4% SWD: +9.42%
1.5	Student Achievement: Priority 4.E Percentage of ELs who: -Decreased at least one ELPI level -Maintained ELPI Levels 1, 2L, 2H, 3L, and 3H -Progressed at least one ELPI level -Maintained ELPI Level 4 Data Source: CA Dashboard Data Source: Dashboard	CA Dashboard 2023 16.5% of ELs decreased at least one ELPI level 31.3% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H 48.3% of ELs progressed at least one ELPI level 3.9% of ELs maintained ELPI Level 4	CA Dashboard 2024 21.9% of ELs decreased at least one ELPI level 37.1% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H 37.9% of ELs progressed at least one ELPI level 3.1% of ELs maintained ELPI Level 4	CA Dashboard 2025 13.4% of ELs decreased at least one ELPI level 37.2% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H 48.4% of ELs progressed at least one ELPI level 1% of ELs maintained ELPI Level 4	CA Dashboard 2026 10.5% of ELs decreased at least one ELPI level 25.3% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H 54.3% of ELs progressed at least one ELPI level 9.9% of ELs maintained ELPI Level 4	-3.1% of ELs decreased at least one ELPI level +5.9% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H +0.1% of ELs progressed at least one ELPI level -2.9% of ELs maintained ELPI Level 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Student Achievement: Priority 4.F Percent of students who meet reclassification criteria Data Source: CA Dataquest Reclassification Rate	Reclass Dataquest 22-23: 10.8%	Reclass Dataquest 23-24: 10.2%	Reclass Dataquest 24-25: 9.2%	Reclass Dataquest 25-26: 13.8%	Reclassification: -1.6%
1.7	Student Achievement: Priority 4.F Decrease the percentage of Long Term English Learners (LTELs) Data Source: CA Dataquest Reclassification Rate	Dataquest: 2022-23 LTEL Total population: 7.4%	Dataquest: 2023-24 LTEL Total population: 7.5%	Dataquest: 2024-25 LTEL Total population: 10.8%	Dataquest: 2025-26 LTEL Total population: 12.8%	LTEL Total population: +3.4%
1.8	Student Achievement: Priority 4.A Percent of students in grades 3-8 who met or exceed standard in MATHEMATICS Data Source: California Assessment of Student Performance and Progress (CAASPP)	CAASPP 2022-23 A. All: 27% B. SED: 22% C. EL: 11% D. Hispanic/Latinx: 14% E. AA/Black: 9% F. SWD: 9% G.Homeless: 6%	CAASPP 2023-24 A. All: 28% B. SED: 23% C. EL: 10% D. Hispanic/Latinx: 14% E. AA/Black: 8% F. SWD: 9% G. Homeless: 10%	CAASPP 2024-25 A. All: 28% B. SED: 26% C. EL: 10% D. Hispanic/Latinx: 16% E. AA/Black: 7% F. SWD: 7% G. Homeless: 11%	CAASPP 2025-26 A. All: 42% B. SED: 37% C. EL: 26% D. Hispanic/Latinx: 29% E. AA/Black: 24% F. SWD: 24% G.Homeless: 21%	A. All: +1% B. SED: +4% C. EL: -1% D. Hispanic/Latinx: +2% E. AA/Black: -2% F. SWD: -2% G. Homeless: +5%
1.9	Student Achievement: Priority 4.A	CA Dashboard 2023 A. All: 63 Points B. SED: 74 Points	CA Dashboard 2024 A. All: 64.5 Points	CA Dashboard 2025 A. All: 64.3 Points	CA Dashboard 2026 A. All: 54 Points	A. All: -1.3 Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Points Below Standard in MATHEMATICS Data Source: CA Dashboard	C. EL: 83 Points D. Hispanic/Latinx: 97.7 Points E. AA/Black: 131.4 Points F. SWD: 124 Points G. Homeless: 127.7 Points H. White: 52 Points I. Two or More: 34 Points	B. SED: 80.5 Points C. EL: 84.3 Points D. Hispanic/Latinx: 100.8 Points E. AA/Black: 140.4 Points F. SWD: 131.4 Points G. Homeless: 130.9 Points H. White: 56.5 Points I. Two or More: 9.9 Points	B. SED: 72.3 Points C. EL: 80 Points D. Hispanic/Latinx: 98.6 Points E. AA/Black: 129.6 Points F. SWD: 146.1 Points G. Homeless: 106.2 Points H. White: 54.2 Points I. Two or More: 38.3 Points	B. SED: 65 Points C. EL: 74 Points D. Hispanic/Latinx: 82.7 Points E. AA/Black: 116.4 Points F. SWD: 109 Points G. Homeless: 112.7 Points H. White: 43 Points I. Two or More: 25 Points	B. SED: +1.7 Points C. EL: +3 Points D. Hispanic/Latinx: -0.9 Points E. AA/Black: +1.8 Points F. SWD: -22.1 Points G. Homeless: +21.5 Points H. White: -2.2 Points I. Two or More: -4.3 Points
1.10	Pupil Outcomes: Priority 8.A Percent of student performing at or above standard on MATHEMATICS local formative assessment Data Source: RenSTAR MATHEMATICS Assessment Grades 2-6 and FASTBridge Grades 7-8	K-8 Schools: STAR Math Grades 1-6 Tri-2 (Feb 2024): All: 53% EL: 34% SWD: 26% SED: 50% Hispanic/Latinx: 34% FastBridge Math Grades 7-8 Tri-2 (Feb 2024): All: 39% EL: 14% SWD: 19% SED: 38% Hispanic/Latinx: 23% Bridges, CCA, Sylvandale:	K-8 Schools: STAR Math Grades 1-6 Tri-2 (Feb 2025): All: 51% EL: 30% SWD: 22% SED: 48% Hispanic/Latinx: 38% FastBridge Math Grades 7-8 Tri-2 (Feb 2025): All: 43% EL: 14% SWD: 11% SED: 41% Hispanic/Latinx: 27%	K-8 Schools: STAR Math Grades 1-6 MOY (Dec 2025): All: 54% EL: 36% SWD: 23% SED: 53% Hispanic/Latinx: 42% FastBridge Math Grades 7-8 MOY (Dec 2025): All: 43% EL: 19% SWD: 0% SED: 41% Hispanic/Latinx: 27%	K-8 Schools: STAR Math Grades 1-6 Tri-2 (Feb 2027): All: 62% EL: 43% SWD: 35% SED: 59% Hispanic/Latinx: 43% FastBridge Math Grades 7-8 Tri-2 (Feb 2027): All: 48% EL: 23% SWD: 28% SED: 47% Hispanic/Latinx: 32%	K-8 Schools: STAR Math Grades 1-6: All: +1% EL: +2% SWD: -3% SED: +3% Hispanic/Latinx: +8% FastBridge Math Grades 7-8: All: +4% EL: +5 SWD: -19% SED: +3% Hispanic/Latinx: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FastBridge Math Semester 1 (Jan 2024): All: 48% EL: 18% SWD: 13% SED: 45% HIspanic/Latinx: 28%	Bridges, CCA, Sylvandale: FastBridge Math Semester 1 (Jan 2025): All: 48% EL: 12% SWD: 9% SED: 43% HIspanic/Latinx: 30%	Bridges, CCA, Sylvandale: FastBridge Math MOY (Dec 2025): All: 44% EL: 16% SWD: 12% SED: 42% HIspanic/Latinx: 32%	Bridges, CCA, Sylvandale: FastBridge Math Semester 1 (Jan 2027): All: 57% EL: 27% SWD: 22% SED: 54% Hispanic/Latinx: 37%	Bridges, CCA, Sylvandale: FastBridge Math All: -4% EL: -2% SWD: -1% SED: -3% HIspanic/Latinx: +4%
1.11	Basics: Local Priority 1 A-B Percentage of teachers who are appropriately assigned. Percentage of students that have access to their own copies of standards-aligned instructional materials for use at school and at home Data Source: CA Dashboard	(2022-23): 88.3% Clear Teaching Credentials 100% Instructional Materials	(2023-24): 78% Clear Teaching Credentials 100% Instructional Materials	(2024-25): 84.5% Clear Teaching Credentials 100% Instructional Materials	(2025-26): 94.3% Clear Teaching Credentials 100% Instructional Materials	-3.8% Clear Teaching Credentials No change to Instructional Materials
1.12	Implementation of State Standards: Local Priority 2.A Number/percentage of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that	(2022-23): 6 of 15: 40%	(2023-24) 8 of 15: 53%	(2024-25) 9 of 15: 60%	(2025-26): 12 of 15 - 80%	+20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability) Data Source: CA Dashboard					
1.13	Broad Course of Study: Local Priority 7.A Percentage of middle school students enrolled in a Visual and Performing Arts Course Data Source: Infinite Campus	(2022-23) All 7-8 Grade Students: 83%	(2023-24) All 7-8 Grade Students: 95%	(2024-25) All 7-8 Grade Students: 49%	(2025-26) All 7-8 Grade Students: 93%	All 7-8 Grade Students: -34%
1.14	Broad Course of Study: Local Priority 7.B Percentage of EL and SED students in advanced math classes in grades 7-8 Data Source: Infinite Campus	(2022-23) ELs 7th grade: 6% 8th grade: 7% SEDs 7th grade: 0% 8th grade: 0%	(2023-24) ELs 7th grade: 6% 8th grade: 7% SEDs 7th grade: 0% 8th grade: 0%	(2024-25) ELs 7th grade: 0.005% 8th grade: 0.004% SEDs 7th grade: 7% 8th grade: 8%	(2025-26) ELs 7th grade: 16% 8th grade: 17% SEDs 7th grade: 10% 8th grade: 10%	ELs 7th grade: -5.995% 8th grade: -6.996% SEDs 7th grade: +7% 8th grade: +8%
1.15	Broad Course of Study: Local Priority 7.C Percentage of students with disabilities that are in general education classes 80% or more of the time Data Source: SEIS	(2023-24) 50%	(2024-2025) 54%	(2025-2026) 51%	(2026-27) 60%	+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Implementation of State Standards: Priority 2.B Percentage of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy Data Source: California Assessment of Student Performance and Progress (CAASPP)	(2022-23) 65.1% ELA 46.7% Math	(2023-24) 62.8% ELA 47.6% Math	(2024-25) % 64.9 ELA % 49.0 Math	(2025-26) 75.1% ELA 56.7% Math	-0.2% ELA +2.3% Math
1.17	Student Achievement: 4.A Percent of students in grades 5th and 8th who met or exceed standard in SCIENCE (CAST) Data Source: California Assessment of Student Performance and Progress (CAASPP)	(2022-23) All: 21% Grade 5: 13.7% Grade 8: 9.4% SWD: 8.8% SED: 17.5% EL: 1.8% Homeless: 2.5% Hispanic/ Latinx: 11.3% AA: 4.8%	(2023-24) All: 22% Grade 5: 21.9% Grade 8: 21.7% SWD: 6.9% SED: 17.3% EL: 2.3% Homeless: 2.6% Hispanic/ Latinx:10.4 % AA: 13.0%	(2024-25) All: 20% Grade 5: 20.8% Grade 8: 19.5% SWD: 5% SED: 17.6% EL: 2.1% Homeless: 16% Hispanic/ Latinx: 10.2% AA: 6.7%	(2025-26) All: 31% Grade 5: 23.7% Grade 8: 19.2% SWD: 18.8% SED: 27.5% EL: 10.8% Homeless: 12.5% Hispanic/ Latinx: 21.3% AA: 14.8%	All: -1% Grade 5: +7.1% Grade 8: +10.1% SWD: -3.8% SED: +0.1% EL: +0.3% Homeless: +13.5% Hispanic/ Latinx: -1.1% AA: +1.9%
1.18	Pupil Outcomes: Priority 8.A Percent of student performing at or above	(Baseline 2024-25) mCLASS DIBELS (MOY) K-3: All: 51% EL: 37%	N/A	2025-26) mCLASS DIBELS (MOY) K-3: All: 45% EL: 27%	mCLASS DIBELS (MOY) K-3: All: 61% EL: 47% SWD: 33%	All: -6% EL: -10% SWD: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard on ELA local formative assessment in K-3 Data Source DataZone: mCLASS DIBELS	SWD: 23% SED: 49% Hispanic/Latinx: 40%		SWD: 17% SED: 43% Hispanic/Latinx: 35%	SED: 59% Hispanic/Latinx: 50%	SED: -6% Hispanic/Latinx: -5%

Goal Analysis [2025-26]

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

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

Overall, FMSD experienced many successes and challenges, and some substantive differences in planned actions and implementation of the actions below:
1.1: Overall, the district was able to continue building on the continuum of core instruction in grades PK-8. With its second year of implementation, the literacy task force continued to focus on Scarborough's Reading Rope. However, this time, the focus was on the "language comprehension strand" and integrating literacy across all genres. FMSD also started a math task force, where all middle school math teachers and a group of elementary teachers learned the new math framework. FMSD continued providing strong EL professional development for teachers. FMSD also met with VAPA staff and created a VAPA continuum that aligns to the overall PK-8 standards.
1.2: FMSD continued to provide supplemental materials as needed for staff throughout the school year in the areas of English language arts and math and also provided staff with assessment platforms to be able to assess student learning. Though we provided this information, instructional usage appeared to be less than anticipated. With the remaining platforms, FMSD will create structures for monitoring to take place. FMSD also had stronger systems to support the supplemental Sonday and SIPPS curriculum to be used at the K-5 levels during Tier one and/or intervention times.
1.3 With support from the MTSS teams throughout the sites, FMSD continues to minimize the usage of multiple data platforms. The usage of Panorama Student Success is creating spaces where teachers have a "one-stop shop" to review data and enter interventions.
1.4: FMSD had a successful implementation of this action; we were able to maintain our technology staff and continue to provide the infrastructure necessary to allow enhancements of our computer systems.
1.5: Though FMSD anticipated that Inclusion support and training would take place at the beginning of the year, we were unable to accomplish this task due to the ever-changing dynamic of our district school system (i.e., School closures, unprecedented number of layoffs). We will support this process at the beginning of next year.
1.6: Staff received training on various language development strategies around data analysis on the four language domains. FMSD looks forward to developing a system that allows for these strategies to build traction for the following school year. The majority of these training opportunities took place during dedicated professional development time.
1.7: FMSD continues to have strong participation in our Vietnamese Dual Language immersion program. We continue to maximize our efforts for recruitment for our Spanish Dual Language immersion program, as this is essential in cultural and literacy development.
1.8: This action was merged with Goal 1, Action 2 during the 2025-2026 school year.

1.9: FMSD has had great success in the new TK classrooms offered within the district. The programs established have rendered positive outcomes for our students, as evidenced by our current participation and ongoing interest.
1.10: FMSD was successful in continuing to support the stipend for special education teachers.
1.11: At Franklin-McKinley, intervention remains a central priority. Our overarching objective is to continually develop and refine systems and structures that support effective interventions. To achieve this, we will reassess our current practices to ensure that interventions are documented promptly and efficiently, making optimal use of our existing resources.
1.12: Central office staff were critical in the development of cohesive and district-wide academic systems specifically designed to support multilingual learners, socioeconomically disadvantaged students, foster youth, and homeless youth.
1.13: Schools were able to utilize their funds to support individualized services at the sites.

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.

There were significant differences between our budgeted expenditures and estimated actual expenditures throughout Goal 1. These significant differences are attributable to the work revolving around building systemic changes and staff mindsets:
1.1. FMSD utilized more funds than anticipated. This is due to the fact that programmatically, the district was most strategic in providing support to more staff. This means more staff received training than anticipated. This is also true due to our math task force and continuing with all MTSS meetings this school year, along with the dedication of Wednesdays throughout the year to provide training.
1.2 FMSD utilized more funds than anticipated. This was due to the fact that the district identified the need for district-wide curriculum alignment at the TK-6 levels.
1.3 FMSD utilized fewer funds than anticipated due to the emphasis on systemic changes. FMSD will create an assessment teacher mentor program for the following year to ensure that the assessments utilized are aligned district-wide and valid.
1.5: FMSD utilized more funds than anticipated due to FMSD's emphasis on inclusionary practices. Teachers in PK and TK were provided with additional training to ensure school sites set foundational practices.
1.6 FMSD utilized more funds than anticipated. We were able to hire retired staff to support our multilingual learners for continued intervention on reading, writing, listening, and speaking.
1.10 The impact of negotiated pay increases for all staff and the impact of premium increases for all staff drove the cost to attract and retain staff up from the adopted budget for this goal and action.
1.11 FMSD utilized fewer funds than anticipated. Goal 1.11 was merged with 1.2.
1.12 FMSD utilized fewer funds than anticipated. The Curriculum and Instruction Director position was left vacant.
1.13 FMSD spent less on this LCAP goal than anticipated. This was due to the fact that school sites identified the need to spend on other actions and goals (1.2, 1.4, 1.11, 2.1)

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

Our 2025 Dashboard demonstrated growth across the majority of student groups. Whether moving from the "RED" to "ORANGE" category or from "ORANGE" to "YELLOW," these improvements indicate that the district's systems and structures are increasingly meeting the needs of students. This progress reflects FMSD's sustained efforts aligned to Actions 1.1, 1.2, 1.3, 1.4, 1.8, 1.11, and 1.13.

At the same time, CAASPP assessment results have remained relatively stagnant, reinforcing the need for FMSD to continue evaluating best first instruction and strengthening districtwide Tier I instructional practices. While the district remains committed to providing all students with

a guaranteed and viable curriculum, this year's emphasis on intervention during the school day established structures at every school site to ensure timely support for students in need. These systems will remain in place as FMSD continues to invest in effective instructional practices and structured professional development designed to support the diverse student groups represented across the district (Action 1.7).

This work is further aligned with Actions 1.9 and 1.10, which emphasize ongoing collaboration and professional learning around intervention practices, culturally responsive instruction, and high-quality first instruction. Additionally, feedback from educational partners continues to highlight the importance of strengthening early learning services across the district.

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.

Goals 1.1, 1.2, 1.3, 1.4, 1.8, 1.11, and 1.13: After last year's review, these goals were grouped collectively to achieve the following-

- FMSD looks forward to continue building systems to support literacy instruction district-wide via best first instruction and intervention practices
- Bring calibration to math instruction district-wide with a second year of focus via math mentors district-wide. These math mentors will build systems to support math instruction district-wide via best first instruction, alignment of essential standards, and assessments.
- Focus on the integration of various content areas during instruction as referenced in the ELA/Math/Science state-adopted frameworks.
- Implement the recommended training from the technology plan with the feedback gathered from staff
- Continue working with East Side Union High School District to align processes and procedures as students transition to 9th grade
- The continuum for visual and performing arts was created this year. FMSD will utilize the upcoming year to share with the administrative staff and outside organizations

Goal 1.2 and 1.11 were be merged last year as they provide similar services via supplemental services and supports. These supplemental services will continue to add to the systemic shifts made within Goals 1.1, 1.2, 1.3, 1.4, 1.8, 1.11, and 1.13.

For goals 1.6, 1.7, and 1.12:

- Last year, FMSD indicated continued collaboration for students who are dually identified; our data confirmed this goal with surveys indicating a high need in making collaboration an emphasis for othe 26-27 school year.
- Though FMSD provided extensive support for both designated and integrated language development time, the professional development for the 26-27 will be more targeted to ensure strategies remain via literacy mentors.

Metrics supported by LRBG funds include 1.1, 1.2., 1.3, 1.5, 1.8, and 1.10 and actions include 1.1 and 1.2. No metrics were added at this time; FMSD's focus continues to calibrate administration of aforementioned metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teaching and Learning: PK-8 Continuum of Core Instruction	Grade level and department teams will continue to strengthen cross-departmental collaboration and create a coherent Pre-K-8 continuum of core instruction that is developmentally appropriate, culturally relevant, research- and standards-based, and aligned to FMSD's mission. This coherence will be accomplished by ensuring that the continuum of core instruction includes an instructional literacy and mathematics framework, aligned curricular resources, materials and assessments, and professional development for both Tier 1 and Tier 2 instruction. The goals of the literacy and mathematics framework are highlighted below. Within our Literacy Framework, we have the following Goals in alignment with our Multi-Tiered System of Supports: 1. Provide explicit and systematic literacy instruction to include phonics and word study, phonemic awareness, and transference to reading and writing. 2. Differentiate reading instruction through targeted small group instruction to meet the needs of all students. 3. Provide students access to quality and culturally relevant text to access and read independently. 4. Address language structures and vocabulary development (How English Works, CA ELD Standards Part II) with explicit resources to foster simultaneous biliteracy development for multilingual students. 5. Develop an approach towards assessment for learning - analysis of language and literacy learning to observe, adapt, and respond to students individual strengths and needs to inform instruction Within our mathematics framework, we have the following Goals in alignment with our Multi-Tiered System of Supports:	$1,330,152.82	Yes

Action #	Title	Description	Total Funds	Contributing
		1. Provide explicit and systematic instruction to include eight Mathematical Practices and math content standards. 2. Differentiate math instruction through targeted small group instruction to meet the needs of all students. 3. Provide students with quality and culturally relevant problem sets to access and solve independently. 4. Address language structures and vocabulary development (How English Works, CA ELD Standards Part II) with explicit resources to foster simultaneous biliteracy development for multilingual students. 5. Develop an approach towards assessment for learning - analysis of mathematical practices and content to observe, adapt, and respond to students individual strengths and needs to inform instruction To ensure that educators have a deep understanding of the literacy and mathematics framework, professional development for Tier I classroom instruction and Tier II supports will be provided to school staff to meet the needs of all students, with specific emphasis on students with disabilities, socioeconomically disadvantaged, foster youth, and English learner populations. Professional Development will be in the form of seminars, workshops and training, as well as coaching and collaboration/planning time. This action also includes a Teacher on Special Assignment to support with tiered, inclusive practices in general education settings, and para educators who support inclusive practices throughout schools. Specific data disaggregation will include progress monitoring of EL, LI, and Foster Youth students as well as students not meeting standards. (Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For ELA, this includes "All Students" for Dahl and Santee,		

Action #	Title	Description	Total Funds	Contributing
		Students with Disabilities at Bridges, Franklin, Shirakawa, Stonegate, Sylvandale, English Learner (EL) at McKinley, and EL, Hispanic and SED students at Kennedy. For Math, this includes "All Students" for Dahl, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs. Furthermore, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA 2023) for the following student groups and indicators: * African American: Academic * Homeless: Academic * Students w Disabilities: Academic) State Priorities: 2, 4, 7, 8 Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.14, 1.15, 1.16, 1.17		
1.2	Teaching and Learning: Supplemental, Instructional Materials & Resources	FMSD will provide supplemental curriculum and professional development to teachers and students district-wide in the content areas of: English language arts, math, history-social science, science, health growth and development, VAPA, ethnic studies, and Spanish and Vietnamese materials for dual language classrooms. This action also includes funding for the Curricular Technician who supports inventory and distribution needs throughout the district. Doing so ensures equity of access and educational opportunity for all students, with specific emphasis on Students with Disabilities, Socioeconomically Disadvantaged, Foster Youth, and English learner populations. Specific data disaggregation will include progress monitoring of EL, LI, and Foster Youth students as well as students not meeting standards. (Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitor within identified actions. For ELA, this includes "All Students" for Dahl and Santee, Students with Disabilities at Bridges, Franklin, Shirakawa, Stonegate, Sylvandale, English Learner (EL) at McKinley, and EL, Hispanic, and SED	$1,805,049.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students at Kennedy. For Math, this includes "All Students" for Dahl, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs. Furthermore, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA 2023) for the following student groups and indicators: * African American: Academic * Homeless: Academic * Students w Disabilities: Academic) State Priorities: 2, 4, 7, 8 Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.14, 1.15, 1.16, 1.17 LREBG Funds: Utilized $212,723 during the 25-26 school year. In FY 2026-27, FMSD anticipates $1,037,056 in new LREBG funding. We also anticipate $305,804 in carryover from prior year funding. This results in $1,342,860 in total LREBG funding available in FY 26-27. Of the $1.3M, FMSD plans to use $650,548 to support action 1.2 in FY 26-27. The remaining balance of $692,312 will be used in FY 2027-28.		
1.3	Teaching and Learning: Summative and Formative Assessment (SCG)	We will provide additional, targeted academic benchmark assessments, available in Spanish and Vietnamese for our dual language classrooms, to teachers and students district-wide to provide feedback and data on student progress and learning. We will use district-wide, comprehensive data management systems to store, visualize, and share data. This will support data-driven instructional practices and pedagogy so that students with additional needs are identified for intervention, progress monitoring and evaluated for growth and advancement. Specific data disaggregation will include progress monitoring of EL, LI and Foster Youth students as well as students not meeting standards. (Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For ELA, this includes "All Students" for Dahl and Santee,	$138,715.28	Yes

Action #	Title	Description	Total Funds	Contributing
		Students with Disabilities at Bridges, Franklin, Shirakawa, Stonegate, Sylvandale, English Learner (EL) at McKinley, and EL, Hispanic and SED students at Kennedy. For Math, this includes "All Students" for Dahl, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs. Furthermore, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA 2023) for the following student groups and indicators: * African American: Academic * Homeless: Academic * Students w Disabilities: Academic) State Priorities: 2, 4, 7, 8 Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.14, 1.15, 1.16, 1.17 Metrics: 1.3, 1.4, 1.10		
1.4	Teaching and Learning: Technology Access (SCG)	Ensure all students benefit from the investment in technology infrastructure, with increased device access and internet connectivity. FMSD will provide professional learning and district-wide support on Digital Learning as described in the CDE Digital Learning Integration Standards and Guidance and the FMSD Technology Plan. FMSD will continue to build on research and identify high-priority practices in leveraging technology, increasing student agency and digital citizenship, and increasing family partnerships. In addition, 2.0 FTE SCG funded Computer Techs to support services and accessibility for EL, FY, and SED students. Specifically, technicians will ensure EL, FY and SED technology access through device Distribution: Ensuring that foster youth, EL students, and low-income students have access to necessary devices such as laptops or tablets, Connectivity Solutions: Facilitating access to reliable internet connections, which is particularly crucial for remote learning environments. Including providing hotspots or working with community partners to set up Wi-Fi in underserved areas; Technical Assistance: Offering troubleshooting support to students and their families, helping them resolve issues with hardware,	$485,497.40	Yes

Action #	Title	Description	Total Funds	Contributing
		software, or connectivity. and Training Programs: Conducting training sessions for students, parents, and educators on how to use educational technology effectively. This is especially important for EL students and their families who might face language barriers. Specific data disaggregation will included progress monitoring of EL, LI and Foster Youth students as well as students not meeting standards. (Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For ELA, this includes "All Students" for Dahl and Santee, Students with Disabilities at Bridges, Franklin, Shirakawa, Stonegate, Sylvandale, English Learner (EL) at McKinley, and EL, Hispanic and SED students at Kennedy. For Math, this includes "All Students" for Dahl, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs. Furthermore, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA 2023) for the following student groups and indicators: * African American: Academic * Homeless: Academic * Students w Disabilities: Academic) State Priorities: 4, 7, 8 Metrics: 1.3, 1.4, 1.10		
1.5	Teaching and Learning: Special Education Professional Development	Professional development offerings for general and special educators, as well as special education paraprofessionals and support staff, focused on inclusive practices, lesson design, and tiered levels of support for all students and students identified with disabilities. Continue behavioral support training for general education and special education teachers serving students with identified needs (e.g., Inclusive Practices, Ability Awareness, Social Emotional and Behavioral supports,	$988,915.21	Yes

Action #	Title	Description	Total Funds	Contributing
		Sensory Awareness, Literacy, Imagine Learning for ELs with IEPs, etc.) with the support of Program Specialists Reclassification training for SWD including alternative language and inclusion practices with a focus on meeting the needs of English Learners, Foster Youth, and students from low income backgrounds. This action was also set to provide district-wide support for our student groups identified with the greatest need in both English language arts and math. (Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For ELA, this includes Students with Disabilities at Bridges, Franklin, Shirakawa, and Stonegate. For Math, this Students with Disabilities at Franklin, Shirakawa, and Stonegate. Furthermore, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA 2023) for the following student groups and indicators: * African American: Academic * Homeless: Academic * Students w Disabilities: Academic) State Priorities: 1, 2, 4, 7, 8 Metrics: 1.15		
1.6	Teaching and Learning: Newcomers and EL Professional Development and Program Support (SCG)	For English Language learners, FMSD will continue to ensure that students are properly identified and enrolled in effective language pathways and/or specialized programs. We will continue to identify best practices learned within the SEAL model from previous years and ensure that our students have access to systematic supports district-wide. Professional development will be provided to teachers and administrators to consistently and effectively implement California English Language Development (ELD) standards in tandem with content standards.	$346,924.57	Yes

Action #	Title	Description	Total Funds	Contributing
		Invest in resources to provide focused support for Vietnamese and Spanish-speaking ELs to build their home language assets and ensure equitable access to curriculum to increase English language proficiency/reclassification. Invest in resources to provide high quality and engaging after-school tutoring and summer programs for ELs, with a focus on Newcomers and LTELs. In the fall of 2024, FMSD will finalize an updated three year Multilingual Learner Master Plan as a framework to support English language development and acquisition. (Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For ELA, this includes English Learner (EL) at McKinley, and EL students at Kennedy. For Math, this includes ELs at Kennedy and Lairon. As well as school whose EPLI indicator showed the lowest (RED) performance levels: Franklin, Hellyer, Meadows, and Ramblewood. Furthermore, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA 2023) for the following student groups and indicators: * African American: Academic * Homeless: Academic * Students w Disabilities: Academic) State Priorities: 2, 4, 7, 8 Metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 1.16, 1.17		
1.7	Teaching and Learning: Dual Language Immersion Programs	To address academic achievement gaps for English Learners and build literacy in dual languages, FMSD will provide opportunities to build on students' primary languages and develop biliteracy in high quality dual immersion programs. We believe that dual immersion strengthens academic rigor and will result in improved outcomes for ELs.	$166,490.00	No

Action #	Title	Description	Total Funds	Contributing
		FMSD is committed to providing staff with continued coaching, professional development, and planning time. Consultants will be hired to provide resources and guidance on development and expansion. State Priorities: 2, 4, 7, 8 Metrics: 1.5, 1.6, 1.7		
1.8	Teaching and Learning: Ethnic Focal Group	FMSD has improved its over-identification Latinx students with Specific Learning Disability (SLD) from "Significant Disproportionality" to "Disproportionate" of Latinx students with Specific Learning Disability (SLD). Though we are making positive strides, there is still a high need to continue supporting our students at FMSD. In addition, FMSD has been identified for Differentiated Assistance based on data from the CA Dashboard that shows African American students scoring in the Red for the past two years in Academics, Suspensions and/or Chronic Absenteeism. In addition to the supports mentioned in the sections above, FMSD will continue steps to support focal students' learning by focusing on the rigor and relevance of instruction and academic support. This includes reviewing existing curriculum for cultural responsiveness and identify opportunities for alignment and support: Hispanic/Latinx: -Ensure Hispanic/Latinx students receive culturally responsive, rigorous instruction through support with focused support in literacy. -Increase participation in the Newcomers after school and summer programs. -Mentoring and tutoring services, which provide additional support to students beyond the school day. -DELAC/ELAC committees provide feedback and thought partnership on curricular programming and community support as needed.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		African American: -Ensure African American students receive culturally responsive, rigorous instruction through support and growth of BLACK (Building Leaders & Activists with Collective Knowledge) at our upper elementary and middle schools, with focused support in literacy, and establish empathy interviews as a method to determine the root cause of student need. -Mentoring and tutoring services, which provide additional support to students beyond the school day. -Community of Care committee to provide feedback and thought partnership on curricular programming and community support as needed. There are currently no associated costs to this action since the current focus of the year is to continue supporting the systems and structures within the district office and school settings. State Priorities: 2, 4, 7, 8 Metrics: 1.1, 1.2, 1.8, 1.9, 1.17		
1.9	Teaching and Learning: Extension of TK and K instructional program (SCG)	Extend TK and Kindergarten student's instructional day. Para educators support full day Kindergarten, Transitional Kindergarten, and Special Education inclusion programs. A portion of TK/K teachers' contracts will be funded to support unduplicated student populations within these programs. By funding a portion of TK/K teachers' contracts to support unduplicated student populations within these programs ensures that resources are directed towards meeting the specific needs of these students. This involves smaller class sizes, specialized instructional strategies, or targeted interventions to address academic or socio-emotional challenges. The paraeducator work time will be extended to match the students' instructional day. Priorities: 1, 2 and 4	$3,038,282.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics: 1.3, 1.10		
1.10	Talent and Culture: Staff Hiring and Retention (SCG)	FMSD will recruit, train and retain highly qualified teachers and administrators to support all students including unduplicated pupils. Also includes partial allocation of SPED staff signing bonuses. Hiring and retaining highly qualified teachers dedicated to servicing and supporting unduplicated students has been proven to improve the academic success of students and ultimately closing the achievement gap. Prioritizing low class sizes to ensure multiple touch points for differentiated instruction focused on intervention and acceleration for EL, SED and Foster Youth. State Priorities: 1, 2, 4, 7, 8 Metrics: 1.1, 1.2, 1.8, 1.9, 1.17	$10,400,219.59	Yes
1.11	Teaching and Learning: Acceleration and Expanded Learning Opportunities (SCG)	(Merged with LCAP Goal 1.2): Teaching and Learning: Supplemental, Instructional Materials & Resources Personnel and supplemental programs to provide targeted academic support, intervention, and acceleration to increase academic achievement during the day, as well as before and after school. Instructional support for unduplicated pupil population and all students will be provided through in-person, synchronous, and/or asynchronous instruction. For the 2024-25 school year, this includes Lexia during the day and access beyond the school day. Provide opportunities for students to close the opportunity gap and develop the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences by: Partnering with Catholic Charities of Santa Clara County and providing resources to advance learning within the (CORAL) before and after school		

Action #	Title	Description	Total Funds	Contributing
		program. As well as opportunities for students to engage in STEAM and sports activities outside of their regular classroom environment. (Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For ELA, this includes "All Students" for Dahl and Santee, Students with Disabilities at Bridges, Franklin, Shirakawa, Stonegate, Sylvandale, English Learner (EL) at McKinley, and EL, Hispanic and SED students at Kennedy. For Math, this includes "All Students" for Dahl, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs. As well as school whose ELPI indicator showed the lowest (RED) performance levels: Franklin, Hellyer, Meadows, and Ramblewood. Furthermore, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA 2023) for the following student groups and indicators: * African American: Academic * Homeless: Academic * Students w Disabilities: Academic) State Priorities: 1, 2, 4, 8 Metrics: 1.1, 1.2, 1.3, 1.4, 1.6		
1.12	Teaching and Learning: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth (SCG)	District staff to support Title I schools in providing targeted support for unduplicated student groups; EL, Foster Youth and Homeless, and Low Income populations. These positions include partial LCFF, Title III, and ELOP funding. LCFF specific funding includes 0.3 FTE Director, Early and Elementary Education (ensure early learning opportunities to unduplicated students groups and resources for families),1.0 FTE State and Federal Programs secretary, 1.0 FTE secretary in Student Wellness Services (to ensure intervention programs, resources, and services are provided for unduplicated students), and 0.3 Reprographics Specialist (supplemental materials to support EL students).	$503,543.30	Yes

Action #	Title	Description	Total Funds	Contributing
		(Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For ELA, this includes "All Students" for Dahl and Santee, Students with Disabilities at Bridges, Franklin, Shirakawa, Stonegate, Sylvandale, English Learner (EL) at McKinley, and EL, Hispanic and SED students at Kennedy. For Math, this includes "All Students" for Dahl, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs. As well as school whose ELPI indicator showed the lowest (RED) performance levels: Franklin, Hellyer, Meadows, and Ramblewood. Furthermore, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA 2023) for the following student groups and indicators: * African American: Academic * Homeless: Academic * Students w Disabilities: Academic) State Priorities: 1, 2, 4, 8 Metrics: 1.1, 1.2, 1.3, 1.4, 1.6		
1.13	Teaching and Learning: Provide Supplemental Site Level Support for Improved Instruction and Academic Intervention According to Unduplicated Student Needs (SCG)	To provide additional support to students beyond the academic literacy intervention support provided by the district office interventionists, school sites will hire classified and/or certificated staff, purchase research-based, district approved supplemental materials, as well as additional resources to support specific literacy, mathematics, and ELD interventions during the school day. This will occur by both pushing into classrooms and by pull out and will be focused on students who are below grade level in the three areas, specifically English Learners, foster youth, low income students and students with disabilities. Actions and progress will be closely monitored by district staff to ensure aligned with LCAP goals and actions focused on unduplicated populations. (Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified	$875,871.96	Yes

Action #	Title	Description	Total Funds	Contributing
		actions. For ELA, this includes "All Students" for Dahl and Santee, Students with Disabilities at Bridges, Franklin, Shirakawa, Stonegate, Sylvandale, English Learner (EL) at McKinley, and EL, Hispanic and SED students at Kennedy. For Math, this includes "All Students" for Dahl, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs. As well as school whose ELPI indicator showed the lowest (RED) performance levels: Franklin, Hellyer, Meadows, and Ramblewood.Furthermore, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA 2023) for the following student groups and indicators: * African American: Academic * Homeless: Academic * Students w Disabilities: Academic) State Priorities: 1, 2, 4, 8 Metrics: 1.1, 1.2, 1.3, 1.4, 1.6		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

During the 2023 California Dashboard, several schools' data showed a need for All Students, as well as specific student groups at specific schools sites. This included Dahl, Stonegate, and Sylvandale for All Student scoring Red on the CA Dashboard in Suspension. The students groups below, at the following school sites, received the lowest performance level (RED) in Suspension on the CA Dashboard:
Dahl: EL, Hispanic, SED
Franklin: Hispanic
Los Arboles: SED
Shirakawa: SWD
Stonegate: SWD, EL, Hispanic, SED
Sylvandale: SWD, SED, EL, Hispanic

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Engagement: Priority 5.A District average daily attendance rate Data Source: Data Zone	(2023-24) April 2024: All Students: 93.5% African American: 90.94% Asian: 96.54% Hispanic/Latinx: 92.32% White: 91.90% English Learner: 93.52% Socioeconomically Disadvantaged: 93.52% Students with Disabilities: 91.72% TK - 90.91% K- 91.82% 1st - 93.65% 2nd - 93.61% 3rd - 93.74% 4th - 93.92% 5th - 94.38% 6th - 94.48% 7th - 93.92% 8th- 93.56%	May 2025 All Students: 93.7% African American: 89.56% Asian: 96.72% Hispanic/Latinx: 92.40% White: 91.6% English Learner: 93.94% Socioeconomically Disadvantaged: 93.46% Students with Disabilities: 91.31% TK - 92.09% K- 92.50% 1st - 93.60% 2nd - 94.15% 3rd - 94.29% 4th - 94.05% 5th - 94.37% 6th - 93.95% 7th - 93.62% 8th- 93.45%	May 2026 All Students: 93.89% African American: 87.86% Asian: 96.78% Hispanic/Latinx: 92.66% White: 92.59% English Learner: 93.98% Socioeconomically : 93.74 Disadvantaged: Students with Disabilities: 91.62% TK - 92.07% K- 92.7% 1st - 93.77% 2nd - 94.31% 3rd - 94.83% 4th - 94.31% 5th - 94.32% 6th - 94.37% 7th - 94.21% 8th- 93.45%	(2026-27) April 2027: All Students: 96.5% African American: 93.94% Asian: 99.54% Hispanic/Latinx: 95.32% White: 94.90% English Learner: 96.52% Socioeconomically Disadvantaged: 96.52% Students with Disabilities: 94.72% TK - 93.91% K- 94.82% 1st - 96.65% 2nd - 96.61% 3rd - 96.74% 4th - 96.92% 5th - 97.38% 6th - 97.48% 7th - 96.92% 8th- 96.56%	All Students: 0.39% African American: -3.08% Asian: 0.24% Hispanic/Latinx: 0..34% White: 0.69% English Learner: 0.46% Socioeconomically Disadvantaged: 0.22% Students with Disabilities: -0.1% TK: 1.16% K: 0.88% 1st: 0.12% 2nd: 0.7% 3rd: 1.09 % 4th: 0.39% 5th: -0.06% 6th: -0.11% 7th: 0.29% 8th: -0.11%
2.2	Student Engagement: Priority 5.B Percentage of students who were chronically absent: All students,	(2022-23) All: 24.9% SWD: 35.7% Foster Youth: 50% Homeless: 55.3%	(2023-24) All: 20.9% SWD: 29.1% Foster Youth: 38.5%	May 2025 All: 19.7% SWD: 31.5% Foster Youth: 57.1%	(2025-26) All: 18.9% SWD: 29.7% Foster Youth: 44% Homeless: 49.3%	All: -5.2%% SWD: -4.2% Foster Youth: 7.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students with Disabilities (SWD), Foster Youth, and Homeless students Data Source: CA Dashboard	EL: 24.8% SED: 27.9% Hispanic/Latinx: 32.2% Asian: 8.8%	Homeless: 37.7% EL: 20.8% SED: 23.6% Hispanic/Latinx: 27.6% Asian: 5.8%	Homeless: 36% EL: 19.3% SED: 20.8% Hispanic/Latinx: 25.8% Asian: 5.9%	EL: 18.8% SED: 21.9% Hispanic/Latinx: 26.2% Asian: 2.8%	Homeless: -19.3% EL: -5.5% SED: -7.1% Hispanic/Latinx: -6.4% Asian: -2.9%
2.3	Student Engagement: Priority 5.C Middle school dropout rates Data Source: CALPADS	(2022-23) 0.0005% Drop Out Rate	(2023-2024) 0% Drop Out Rate	May 2026 0%.Drop Out Rate	(2025-26) 0% Drop Out Rate	No difference from baseline
2.4	School Climate: Priority 6.A Percentage of students suspended one or more times Data Source: CA Dashboard	(2022-23) All Students: 3.2% African American: 8.4% Foster Youth: 12.5% Homeless: 6.2% Students with Disabilities: 6.2% EL: 2.7% Hispanic/Latinx: 3.9% SED: 3.4%	(2023-24) All Students: 2.7% African American: 15.1% Foster Youth: 6.3% Homeless: 6.7% Students with Disabilities: 5.0% EL: 2.4% Hispanic/Latinx: 3.3% SED: 3.0%	(2024-2025) All Students: 1.7% African American: 8.2% Foster Youth: 3.4% Homeless: 3.8% Students with Disabilities: 3.7% EL: 1.6% Hispanic/Latinx: 1.7% SED: 1.8%	(2025-26) All Students: 2.3% African American: 5.5% Foster Youth: 8.6% Homeless: 3.3% Students with Disabilities: 2.3% EL: 1.7% Hispanic/Latinx: 2.9% SED: 2.4%	All Students: -1.5% African American: -0.2% Foster Youth: -9.1% Homeless: -2.4% Students with Disabilities: -2.5% EL: -1.1% Hispanic/Latinx: -2.2% SED: -1.6%
2.5	School Climate: Priority 6.B Percent of students expelled	(2022-23) 0.0003% Expulsion Rate	(2023-2024) 0% Expulsion Rate	(2024-2025) 0% Expulsion Rate	(2025-26) 0% Expulsion Rate	No difference from baseline
2.6	School Climate: Priority 6.C Percentage of students in grades 3-8 answering	(Winter 2024) Grades 3-8 All Students: 63% Foster Youth: 75%	(Winter 24-2025) Grades 3-8 All Students: 67% Foster Youth: 68%	Winter 25-2026 Grades 3-8 All Students: 68% Foster Youth: 73%	(Winter 2027) Grades 3-8 All Students: 73% Foster Youth: 85%	All Students: +5% Foster Youth: -2% SWD: +3% EL: No difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	favorably to feeling a sense of belonging (School Connectedness). Data Source: Panorama Survey	SWD: 61% EL: 63% SED: 63% Hispanic/Latinx: 62% Asian: 63%	SWD: 66% EL: 63% SED: 68% Hispanic/Latinx: 65% Asian: 67%	SWD: 64% EL: 63% SED: 68% Hispanic/Latinx: 65% Asian: 85%	SWD: 71% EL: 73% SED: 73% HL: 72% Asian: 73%	SED: +5% HL: +3% Asian: +22%
2.7	School Climate: Priority 6.C Percentage of teachers/staff answering favorably to feeling a sense of belonging (School Connectedness). Data Source: Panorama Survey	(Winter 2024) Staff: 91%	(Winter 24-2025) Staff: 95%	Winter 25-26 Staff: 94%	(Winter 2027) Staff: 94%	Staff: +3%
2.8	Basics: Local Priority 1.C Number/percentage of sites passing the Williams Compliance review (i.e., the facilities are in good repair- as measured by the FIT tool) Data Source: CA Dashboard	(2023-24): 100% of sites passing good repair - FIT report	(2024-25): 100% of sites passing good repair - FIT report	(2025-2026) 100% of sties passing good repair -FIT report	(2026-27): 100% of sites passing good repair - FIT report	No difference from baseline

Goal Analysis [2025-26]

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

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

2.1: Due to budget restrictions during the 2025-2026 school year, our LCAP only kept three social workers. However, our emphasis with outside agencies allowed for services and supports to continue for the 2025-26 school year.
2.2: Through the Differentiated Assistance work, a committee of staff was able to develop next steps to begin the calibration of Tier I strategies and ensure that our district-wide model is utilized and supported district-wide. In addition, the focus during district-wide MTSS meetings this year calibrated the definition of SMART goals and best first instruction. FMSD looks forward to creating collective observation tools during the 26-27 school year.
2.3 Data sources purchased through this action have been critical in the continual development at FMSD.
2.4: All staff paid out of this action (Campus monitors, counselors, and nurse) have been critical in the wrap-around services model, which has allowed FMSD to provide a well-rounded education for students.
2.5: Facilities at FMSD remain in “good repair” per our analyses.

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.

There were significant differences between our budgeted expenditures and estimated actual expenditures throughout Goal 1. These significant differences are attributable to the usage of one-time funds and contracts that were highly needed as evident by our data. However, we will provide a more detailed analysis of these material differences below:

2.2: FMSD spent less on this action than anticipated. The targeted professional development funding allocation was not utilized as the emphasis remained on the strengthening systems and processes within system as a whole.

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

As part of the FMSD MTSS framework, it is understood that the majority of the actions do not work in isolation. Goals 2.1-2.4 work in tandem in a concerted effort to support the whole child. This year, FMSD saw slight strides in chronic absenteeism (declined 1.2% per the California Dashboard) and suspensions (declined 1% per the California Dashboard), which is a testament to the work of the staff when implementing systems of support at the sites. In addition, we did not have any students in the “RED” for suspensions, meaning that the team made strides in supporting student groups throughout the distinct. However, the need remains in supporting our student groups classified in the “RED” for chronic absenteeism (African American, Long-Term English learners, Two or more races, Students with disabilities).
In addition, only two-thirds of our students feel a sense of belonging to their school. The continued analysis of our Panorama survey, especially with identifying what school connectedness means to students, families, and staff, will continue to create systems that are intentionally planned and targeted to support students.

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.

There are no changes to the planned goals or associated metrics. The focus remains on strengthening alignment and coherence of systems that involve the goals and actions within Goal 2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supporting the Whole Child: Coordinated Services	FMSD is laying the foundation for the implementation of Community Schools. Community Schools use a whole-child approach, with an integrated focus on student support, family and community engagement, collaborative leadership, and extended learning opportunities. They are asset-based and build on the strengths of communities, schools, and individuals. FMSD will offer a continuum of equitable tiered prevention and intervention services provided by District School Social Workers (SSWs), Board Certified Behavior Analysts, School Psychologists, and other staff to address the trauma of poverty and support students' positive self-perception and engagement in school. When students experience welcoming school environments, engagement, and access to culturally relevant wellness services, they will improve academically. SSWs and FMSD staff are committed to positively responding to the whole child, ensuring they engage with tasks that develop the strategic thinking skills for full participation in their school and local community. Through the Community Schools Framework, School-Linked Services Coordinators will provide support and resources to increase school connectedness and contribute to a school climate that promotes physical and emotional well-being. In addition, School-Linked Services staff work with educational partners to coordinate culturally relevant tiered student and staff support. Support and expand wellness centers to provide safe and supportive environments in school where all students can access social-emotional and wellness services through counseling and pro-social activities	$242,643.97	Yes

Action #	Title	Description	Total Funds	Contributing
		Improve and expand the Collaborative (Collab)Teams across all school sites. Ensure each school has a Collab team to authentically partner with students and their families to increase coordination across the district and with partner agencies and providers. This team will monitor student absences, suspensions, discipline, out-of-class time, and interventions to take action to increase student engagement through a coordinated care approach to intentionally organize student and family support activities and sharing information among all of the participants concerned with a student's success to achieve a safer and more equitable school culture and climate. (Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For Chronic Absenteeism, this includes "All Students" for Sylvandale; Students with Disabilities at Meadows, Ramblewood, and Shirakawa; English Learner (EL) at Meadows and Sylvandale; SED at Hellyer and Sylvandale; Hispanic students at Meadows; and Asian students at Dahl. For Suspensions, "All Students" at Dahl, Stonegate, and Sylvandale; SED students at Dahl, Los Arboles, Stonegate, and Sylvandale; EL students at Dahl, Stonegate, and Sylvandale; Hispanic students at Dahl, Franklin, Stonegate, and Sylvandale; SWD at Shirakawa, Stonegate, and Sylvandale. Furthermore, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA 2023) for the following student groups and indicators: * African American: Suspensions * Homeless: Suspensions * Students w Disabilities: Suspensions * Foster Youth: Chronic Absenteeism/Suspensions) Priorities: 5 & 6 Metric: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6		

Action #	Title	Description	Total Funds	Contributing
2.2	Supporting the Whole Child: Professional Development Targeted Strategies (SCG)	Articulate and implement target strategies to address needs of underserved students, including focal student populations, through a multi-tiered system (MTSS) of academic and behavioral supports across and within schools through additional researched-based interventions and supports. (See Goals and Actions 1.1, 1.2, 1.5, 1.6, 1.7, and 1.8.) Provide additional resources for in person, synchronous, and asynchronous professional development opportunities to school staff and Collab team members to provide tiered level of support, including universal supports, as part of creating a safe and supportive school culture and climate and enhanced supports for students that need support beyond the universal supports. Provide professional development and training to staff in order to decrease our suspension and expulsion rate for students disproportionately receiving higher incidents of discipline. Build capacity through professional development that includes implicit bias, trauma-skilled schools, restorative practices, de-escalation, anti-racist practices, authentic family partnership, and cultural humility. We will continue to build staff capacity and measure effectiveness of SEL curriculums and practices. Revise district discipline structures to prioritize restorative practices with a priority on building staff capacity to promote diversity, equity, and inclusion to decrease referral rates and increase student supports. Legal counsel will provide training and guidance on how to legally and ethically work to create a more equitable discipline system. We expect this will result in reduced suspension and more positive support for students experiencing behavioral needs. (Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For Chronic Absenteeism, this includes "All Students" for Sylvandale; Students with Disabilities at Meadows, Ramblewood, and Shirakawa; English Learner (EL) at Meadows and Sylvandale; SED at	$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Hellyer and Sylvandale; Hispanic students at Meadows; and Asian students at Dahl. For Suspensions, "All Students" at Dahl, Stonegate, and Sylvandale; SED students at Dahl, Los Arboles, Stonegate, and Sylvandale; EL students at Dahl, Stonegate, and Sylvandale; Hispanic students at Dahl, Franklin, Stonegate, and Sylvandale; SWD at Shirakawa, Stonegate, and Sylvandale.Furthermore, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA 2023) for the following student groups and indicators: * African American: Suspensions * Homeless: Suspensions * Students w Disabilities: Suspensions * Foster Youth: Chronic Absenteeism/Suspensions) Priorities: 5 & 6 Metric: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6		
2.3	Resource Management: Systems to Monitor Student Achievement (SCG)	Continue systems to track and monitor attendance and student wellness to connect families, students, and staff to resources and supports. A2A data systems allows school site attendance leadership teams to spot trends for tardiness and truancy so action can be taken before absenteeism becomes chronic. A2A Attendance System will support the collection of attendance data, monitor, and analyze critical gaps in student group attendance, i.e., EL, SED, FY and Homeless students; and provide supplemental intervention to mitigate chronic absenteeism (e.g., through mailing of attendance letters at absence 3, 6, and 9 and identification of chronically absent students.) The annual Panorama Survey is administered each Winter which provides student, staff and parent information. The student data collected is aligned to the SEL Framework and provides data for the LCAP on social emotional skills. FMSD will increase the availability of wellness data and analysis of this data through the Welligent Cloud-Based Electronic Health Record for Behavioral Health services and supports. This system is a secure place to manage clinical student care.	$223,877.50	Yes

Action #	Title	Description	Total Funds	Contributing
		(Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For Chronic Absenteeism, this includes "All Students" for Sylvandale; Students with Disabilities at Meadows, Ramblewood, and Shirakawa; English Learner (EL) at Meadows and Sylvandale; SED at Hellyer and Sylvandale; Hispanic students at Meadows; and Asian students at Dahl. For Suspensions, "All Students" at Dahl, Stonegate, and Sylvandale; SED students at Dahl, Los Arboles, Stonegate, and Sylvandale; EL students at Dahl, Stonegate, and Sylvandale; Hispanic students at Dahl, Franklin, Stonegate, and Sylvandale; SWD at Shirakawa, Stonegate, and Sylvandale. Furthermore, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA 2023) for the following student groups and indicators: * African American: Suspensions * Homeless: Suspensions * Students w Disabilities: Suspensions * Foster Youth: Chronic Absenteeism/Suspensions) Priorities: 5 & 6 Metric: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6		
2.4	Safe and Supportive Schools: Students in Foster Care and Students Experiencing Homelessness (SCG)	Continue to support the infrastructure necessary to support and monitor the educational success of students in Foster Care and students experiencing homelessness. Support staff work cross departmentally to provide integrated wrap-around services to increase student success including identifying and addressing any barriers to enrollment and student attendance and overall achievement. Services include: educational partnership coordination, access to extended day opportunities, school supplies, health & wellness services tutoring, basic needs & housing, IEP/504 advocacy and coordination of transportation services. In addition, FMSD staff work with CDE, county child welfare, and probation agencies to obtain, share, and analyze data to	$2,730,704.49	Yes

Action #	Title	Description	Total Funds	Contributing
		accurately identify foster youth and track progress to ensure barriers are eliminated for equal access to academic programs and support services. Review and update the Every Student Succeeds Act (ESSA) transportation plan for youth in foster care to their school of origin, including child welfare and probation agencies, and as appropriate, other school districts and the County Office of Education Foster Youth Services Coordinating Program, to ensure all eligible youth receive a best interest determination (BID) and have access to developmentally appropriate transportation options. Continue to develop and provide training creating clear and consistent criteria related to enrollment, records, services, and supports. Provide relevant, trauma-informed training to all staff (teachers, administrators, front office staff, after school staff, etc.) regarding foster youth and students experiencing homelessness needs. Provide additional site-based support staff through coordinated services, including academic counselors at the middle schools, shared assistant principal at Bridges and Sylvandale, library media aides (LMA) and nurses. Priorities: 5 & 6 Metrics: 2.1, 2.2, 2.4, 2.6		
2.5	Resource Management: Facilities	Respond to school requests for facility improvements and deferred maintenance projects that ensure access to comfortable and welcoming learning environments, including projects required for seismic safety, fire safety, life safety, and Americans with Disabilities Act accessibility. Ensure access to clean facilities, sustainable programming, and schoolyard maintenance. Manage the design of school facilities and enhancements to school sites in service of health and safety. Covered with Base Grant funds [i.e., Routine, Repairs and Maintenance Budget & Custodial Operating Budget] and incorporated into Staff's regular duties.	$3,639,308.00	No

Action #	Title	Description	Total Funds	Contributing
		Priorities: 1 Metrics: 2.8		
2.6	Provide Supplemental Site Level Support for Improved Social Emotional and Behavioral Support According to Unduplicated Student Needs (SCG)	To provide additional support to students beyond the academic literacy intervention support provided by the district office interventionists, school sites will hire classified and/or certificated staff, purchase research-based, district approved supplemental materials, as well as additional resources to support specific literacy, mathematics, and ELD interventions during the school day. This will occur by both pushing into classrooms and by pull out and will be focused on students who are below grade level in the three areas, specifically English Learners, foster youth, low income students and students with disabilities. (Additionally, schools that have reflected either an "All Student" and/or specific student group of RED on the CA Dashboard will receive ongoing targeted support and are required to progress monitoring within identified actions. For Chronic Absenteeism, this includes "All Students" for Sylvandale; Students with Disabilities at Meadows, Ramblewood, and Shirakawa; English Learner (EL) at Meadows and Sylvandale; SED at Hellyer and Sylvandale; Hispanic students at Meadows; and Asian students at Dahl. For Suspensions, "All Students" at Dahl, Stonegate, and Sylvandale; SED students at Dahl, Los Arboles, Stonegate, and Sylvandale; EL students at Dahl, Stonegate, and Sylvandale; Hispanic students at Dahl, Franklin, Stonegate, and Sylvandale; SWD at Shirakawa, Stonegate, and Sylvandale. Furthermore, FMSD was identified as an LEA that required technical assistance within Differentiated Assistance (DA 2023) for the following student groups and indicators: * African American: Suspensions * Homeless: Suspensions * Students w Disabilities: Suspensions * Foster Youth: Chronic Absenteeism/Suspensions) Priorities: 5 & 6 Metrics: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	$562,540.43	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parental Involvement: Priority 3.A Percent of parents who responded Strongly Agree or Agree to the parent survey item: Parents have opportunities to give input into the decision-making process at school. "The school takes parents' opinion into consideration." Data Source: Panorama Survey	(Winter 2023-24) 91%	(Winter 2024-25) 97%	(Winter 2025-26) 96%	(Winter 2026-27) 94%	+5%
3.2	Parental Involvement: Priority 3.B Participation in the Expanded Learning Opportunities Program (ELOP) for Low Income, English Learner and Foster Youth students. Parent satisfaction with the program (yes or neutral responses). Data Source: ELOP survey participation rate	(2023-24) Parent satisfaction: 80% Survey participation: 69 family responses	(2024-25) Parent satisfaction: 85% Survey participation: 88 family responses	2025-2026 Parent satisfaction: 99.31% Survey participation: 290 family responses	(2026-27) Parent satisfaction: 90% Survey participation: 200 family reponses	Parent satisfaction: +19.31% Survey participation: +221 family responses
3.3	Parental Involvement: Priority 3.B	(2023-24) PIQE: 154 Parents	(2024-2025) PIQE: 241 Parents	2025-2026 PIQE: 513 Parents	(2026-27) PIQE: 204 parents	+359 parents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Total parent attendance counts at parent meetings that meet the needs of low income, English Learner and foster youth students. Data Source: PIQE Enrollment Sheets					
3.4	Parental Involvement: Priority 3.C Percent of parents of students receiving special education services who responded Strongly Agree or Agree to the parent survey item: Parents have opportunities to give input into the decision-making process at school. "The school takes parents' opinion into consideration." Data Source: Panorama Survey	(Winter 2023-24) 95%	(Winter 2024-25) 96%	(Winter 2024-25) 95%	(Winter 2026-27) 98%	No difference between baseline
3.5	Dashboard Local Indicator: Priority 3: Parent Engagement Number/percentage of responses on the CA School Dashboard Parent Engagement Self-Reflection Tool that	(2023-24) 2 of 12- 17%	(2024-25) 2 of 12- 17%	2025-2026 3 of 12- 25%	(2026-27) 2 of 12- 17%	+1/8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability) Data Source: CA Dashboard					
3.6	Internal Accountability/Review of Documents Submitted 100% of schools will be compliant with Federal requirements related to Parent Governance Committees. Evidence includes sign in sheets, elections, appropriate membership, agendas and minutes that reflect compliance with required topics.	May 2023-24: 80% School sites evidence of complying with School Site Council and English Learner Advisory Committee requirements.	May 2024-25: 85% School sites evidence of complying with School Site Council and English Learner Advisory Committee requirements.	May 2025-26: 85% School sites evidence of complying with School Site Council and English Learner Advisory Committee requirements.	May 2026-27: 100% School sites evidence of complying with School Site Council and English Learner Advisory Committee requirements.	+5%

Goal Analysis [2025-26]

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

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

3.1: Though we did not expand services with PIQE this year, we modified the sessions in which parents attended. There were sessions solely focused on building leadership. FMSD intends to reach out to families upon the completion of these sessions as a way to debrief and plan a successful 26-27 alongside families. We look forward to expanding these supports and continuing to develop structured supports in our resource centers for us to gather holistic data.
3.2: Not only was FMSD able to continue partnering with Catholic Charities and First 5 of Santa Clara County in enhancing our Family Resource Centers, but FMSD continued to support ESL classes for families. However, there was a challenge in hiring staff for the ESL classes, so the partnership did not start until March 2026.

3.3: The purchase of Parent Square has been instrumental in the ongoing communication efforts the district has taken to support parental involvement in their child's education. FMSD looks forward to continuing in streamlining practices around usage to ensure that families receive timely information.
3.4: FMSD liaison team has been critical in messaging information to families, and have gone above and beyond in providing supports and connecting them to families. In addition, Implicit bias training was provided to all new staff, and FMSD looks forward to expanding the contract to ensure staff who are hired mid-year receive training earlier within the year.
3.5: This action was merged with Goal 3, Action 4 during the 25-26 analysis of the 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.

There were significant differences between our budgeted expenditures and estimated actual expenditures throughout Goal 1. These significant differences are attributable to the usage of one-time funds and contracts that were highly needed as evident by our data. However, we will provide a more detailed analysis of these material differences below:

3.1: FMSD spent more on this action than anticipated. We increased one of our parent contracts this year to enhance participation and engagement at the school sites.
3.4: FMSD spent more on this action than anticipated. The total compensation exceeded the budget, driven by a negotiated compensation increase and an increase in health premiums.
3.3 FMSD spent more on this action than anticipated. To foster greater community engagement, we introduced additional activities. However, we did not anticipate the extra hours that support staff would need to continue assisting FMSD families across the district.
3.6 FMSD spent less on this action than anticipated. School sites determined there was a higher need within Goal 2 and its actions.

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

FMSD made significant progress in supporting families across the district, notably through the PIQE (Parent Institute for Quality Education) sessions. The increase in participation is a testament to parent voice and advocacy of the program . The district also experienced a notable increase in overall parent engagement, as reflected by a substantial rise in survey participation rates. District Liaisons continued to provide essential services to families (3.4), while ongoing partnerships with Catholic Charities and the district's Family Resource Centers (3.1 and 3.2) further strengthened support systems for families. FMSD also strengthened relationships with Evergreen Valley College to ensure that all middle school students have access to college courses during their FMSD experience. FMSD anticipates the efforts made during the 25-26 school year created systems to enhance participation of students throughout the district.

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.

FMSD made significant progress in supporting families across the district, most notably through the expansion of PIQE (Parent Institute for Quality Education) sessions. Increased participation reflects the growing strength of parent voice, advocacy, and engagement within the program. The district also experienced a substantial rise in overall family engagement, as evidenced by increased survey participation rates. District Liaisons continued to provide essential services and supports to families (Action 3.4), while ongoing partnerships with Catholic Charities and the district's Family Resource Centers (Actions 3.1 and 3.2) further strengthened the network of resources available to the

community. In addition, FMSD expanded its partnership with Evergreen Valley College to ensure all middle school students have access to college courses during their educational experience within the district.
FMSD anticipates that the systems and structures established during the 2025–26 school year will continue to enhance student and family participation across the district.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Partnership: Implement Family Engagement Initiatives (SCG)	There is a need to continue to build confidence and provide training to parents to help support their children's education and build capacity in providing input and decision making. We believe that greater engaged parents will result in higher quality, more targeted programs that improve academic outcomes for EL, FY, SWD, and SED students. Design and implement family engagement programs that encourage families to actively participate in student learning and school activities. Host workshops, events, and informational sessions to support families in understanding and navigating educational pathways. Provide Parent Educational opportunities including Parent Leadership Training. Consultant will be hired to provide Parent Institute for Quality Education (PIQE) training in at least three school sites for parent access across the district. Priority: 3 Metrics: 3.2, 3.3	$130,000.00	Yes
3.2	Community Partnerships: Capacity Building & Support (SCG)	Franklin McKinley Children's Initiative & First Five Resource Center- Low income families in our community need access to resources and support to navigate early child care and health. FMSD partners with community programs to strengthen the bond between the school district and our community.	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Franklin-McKinley School District has partnered with Catholic Charities to lead the Franklin-McKinley Children's Initiative (FMCI) in the Santee neighborhood. The Franklin-McKinley Children's Initiative provides support to families and students of the community, offers resources to staff and early Education parent support. ($75,000 district contribution and contract with Catholic Charities). The Family Resource Center at Lairon is funded through First Five of Santa Clara County. FMSD provides supplemental financial support to benefit and support all families regardless of age of the child. Recently Catholic Charities has begun to replicate the FMCI model across the district at the other Family Resource Centers (FRC): Lairon, Dahl and Shirakawa provide resources for families across the district. Support parents and families in developing and expanding English Language Development through ESL Classes in Collaboration with Eastside Union HSD - Support English Learner families in learning English. Funds will support childcare and materials for parents. Eastside Union High School District covers the cost of the instructors. The classes are offered at Franklin, Lairon, and Kennedy. Priority: 3 Metric: 3.5		
3.3	Community Partnerships: Communication (SCG)	Develop the systems to communicate clear expectations, measures, and districtwide accountability, including building capacity to communicate with families through email and/or text message and improve collection of family contact information in the Student Information System (SIS). In addition to the district's core responsibility to keep parents informed via traditional means (bulletin board postings, notes/letters sent home, etc.), digital tools such as Parent Square and targeted US Mailing are implemented to provide two-way communication between school staff and families.	$307,925.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Parent Square provides us the opportunity to send communications electronically to our families in multiple languages, to multiple family members, and multiple times. This service benefits all students, but especially our English learners (personalized translation options) and foster youth (multiple caretakers/educational rights holders can stay informed regardless of whether they are living in the same house as the child). The designated funds support communications delivered by. U.S. Mail by the district office. This may include marketing material for special programs. Parent and Family video library access to training and resources to support student success on FMSD website. These supplemental communication tools offer urgent alerts, direct and group messaging, notifications and digital forms; and meet the specific needs of our community as it offers translation and easy access. Priority: 3 Metrics: 3.1		
3.4	Community Partnerships: Targeted Family Supports for Unduplicated Pupil Population (UPP) and Multilingual Families (SCG)	(Merged with 3.5): Provide additional targeted supports for focal student groups by investing in staff support (such as Bilingual District Liaisons and enrollment center staff), additional professional development for staff, materials, and food for family events focused on serving families of students in underserved communities, additional translation support and software. District Bilingual Parent Liaisons are available to provide interpretation and translation services for district parent committees and community events especially for families of English learner students. Three Spanish bilingual and two Vietnamese bilingual District Parent Liaisons provide interpretation for parent meetings as requested by school sites. These include	$1,175,529.65	Yes

Action #	Title	Description	Total Funds	Contributing
		parent/teacher conferences, parent meetings by request, Student Study Team Meetings (SST), IEP meetings, and community/parent meetings and events. An additional Vietnamese bilingual District Parent Liaison supports the Vietnamese Dual Immersion program and an additional Spanish Bilingual District Parent Liaison supports the Spanish Dual Immersion program by supporting parent outreach, recruitment and translation of curriculum. The liaisons are critical in reaching out to families of English Learners to support ongoing communication and access to essential information. Priority: 3 Metric: 3.5		
3.5	Community Partnerships: Professional Development for Staff	(Merged with 3.4). Schools were able to utilize their funds to support individualized services at the sites. Offer professional development workshops and training sessions for staff members to build capacity in partnership development, collaboration, and community engagement. Encourage staff participation in networking events and conferences focused on strategic partnerships and family-community-school relationships. Offer training on community engagement techniques to help staff build meaningful relationships with families and community partners, with specific emphasis on unduplicated student groups and students with disabilities. Teach staff how to effectively communicate with diverse audiences and involve them in decision-making processes. Facilitate workshops on collaborative planning and implementation of partnership activities within instructional programs and school initiatives.	$0.00	

Action #	Title	Description	Total Funds	Contributing
		Teach staff how to integrate partnership goals into curriculum development and school improvement plans. Provide cultural competency and equity training to ensure staff understand and respect the diverse backgrounds and perspectives of community partners. Equip staff with skills to address equity issues and promote inclusive practices in partnership development. Priority: 3.5		
3.6	Community Partnerships: Provide Supplemental Site Level Support to Build Strategic Partnerships According Unduplicated Student Needs (SCG)	There is a need to continue to build confidence and provide training to parents to help support their children's education and build capacity in providing input and decision making. We believe that greater engaged parents will result in higher quality, more targeted programs that improve academic outcomes for EL, FY, SWD, and SED students. Sites will design and implement family engagement programs that encourage families to actively participate in student learning and school activities. Sites will host workshops, events, and informational sessions to support families in understanding and navigating educational pathways. Schools will continue to provide training in governance committees so parents understand their role and how they influence school and district level decisions. Priority: 3 Metrics: 3.2, 3.3	$106,137.28	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier Focus Goal: Lairon College Preparatory Academy	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The 2025 CA Dashboard data reflective of the 2024-25 school year demonstrated the need related to several areas outlined below for Lairon College Preparatory Academy -

"All students" received the lowest performing score (Red) in English/language arts and mathematics. More specifically for math, socioeconomically disadvantaged students, and students with disabilities were also in the lowest performance category of "red". Lairon College Preparatory Academy expressed the need to support all content areas. However, their educational partners saw a greater need in supporting math instruction and student transitions from third to fourth grade, as many of their students are moving from a co-teaching model to a general education setting. Due to these needs, Lairon will be partnering with agencies to assist them in understanding the new math framework and organizing supportive interventions aligned to Tier I supports. Their actions demonstrate alignment with the following LCAP Goals and Actions:
Goal 1, Action 1
Goal 2, Action 1
Goal 2, Action 2

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Middle of Year (MOY) STAR Renaissance Benchmark	25-26 MOY: STAR Reading All (1-6): 30.4% EL: 14.0% SWD: 8.7% SED: 30.3%	N/A - Received Funding 205-26 School Year	Pending End of Year Data	STAR Reading All (1-6): 35.4% EL: 19.0% SWD: 13.7% SED: 35.3% Hispanic: 31.9%	Pending End of Year Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 26.9% STAR Math: All (K-6): 29.7% EL: 22.4% SWD:13.5% SED: 31.7% Hispanic: 26.6%			STAR Math: All (K-6): 34.7% EL: 27.4% SWD:18.5% SED: 36.7% Hispanic: 31.6%	
4.2	2025 California Dashboard: Mathematics	2025 Dashboard Math (DFS): All: -134.6 points EL: -136.5 points SWD: -171.2 points SED: -139.6 points Hispanic: -139.9 points	N/A - Received Funding 205-26 School Year	Pending 2026 Dashboard	All: -129.6 points EL: -131.5 points SWD: -166.2 points SED: -134.6 points Hispanic: -134.9 points	Pending 2026 Dashboard
4.3	2025 CAASPP Results: Mathematics	2024-25 CAASPP Math: All: 10.1% EL: 4.8% SWD: 2.3% SED: 9.0% Hispanic: 6.5%	N/A - Received Funding 205-26 School Year	Pending End of Year Data	All: 15.1% EL: 9.8% SWD: 7.3% SED: 14.0% Hispanic: 11.5%	Pending End of Year Data
4.4	2025 California Dashboard: English/language Arts	2025 Dashboard ELA (DFS): All: -91.5 points EL: -93.7 points SWD: -142.4 points SED: -92.5 points Hispanic: -97.1 points	N/A - Received Funding 205-26 School Year	Pending 2026 Dashboard	All: -86.5 points EL: -88.7 points SWD: -137.4 points SED: -87.5 points Hispanic: -92.1 points	Pending 2026 Dashboard
4.5	Middle of the Year DIBELS Assessment K-3	25-26 DIBELS K-3 (MOY): All: 27% EL: 13.9% SWD: 9.0% SED: 26.0% Hispanic: 23.0%	N/A - Received Funding 205-26 School Year	Pending End of Year Data	All: 32% EL: 18.9% SWD: 14.0% SED: 31.0% Hispanic: 28.0%	Pending End of Year Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	2025 California Dashboard: Chronic Absenteeism	2025 Dashboard Chronic Absenteeism: SWD: 45.6%	N/A - Received Funding 205-26 School Year	Pending 2026 Dashboard	SWD: 40.6%	Pending 2026 Dashboard
4.7	2025 California Dashboard: English Learner Progress Indicator (ELPI)	2025 Dashboard ELPI: LTEL: 36.6% making progress	N/A - Received Funding 205-26 School Year	Pending 2026 Dashboard	LTEL: 46.6% making progress	Pending 2026 Dashboard

Goal Analysis [2025-26]

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

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

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Ensuring Best, First Instruction	The Lairon College Preparatory team will continue to strengthen cross departmental collaboration and create a coherent Pre-K-8 continuum of core instruction that is developmentally appropriate, culturally relevant, research and standards based and aligned to FMSD's mission. This coherence will be accomplished by ensuring that the continuum of core instruction includes an instructional literacy and mathematics framework, aligned curricular resources, materials and assessments and professional development in best, first instruction. Concrete steps are delineated below: • Professional development for both certificated and classified staff • Supplemental curriculum to enhance instruction • Contracted services to assist in developing strong structures that are collaborative and supportive of staff and student need • Materials and supplies to support the professional development and instruction	$240,000.00	No
4.2	School-Wide Interventions	With an emphasis on cross-departmental collaboration and data analysis, the Lairon College Preparatory team will create systems of intervention during and after school. Concrete steps are delineated below: • Hiring of a Teacher on Special Assignment via the Literacy Coaches and Reading Specialists (LCRS) Grant Program to provide an "additional dose" of intervention during the school day. • Training for teachers on providing appropriate interventions during the school day • Collaboration with the TOSA, classroom teachers, and special education teams to ensure all student needs are concentrated and aligned • Contracted services to assist in developing strong structures that are collaborative and supportive of staff and student need • Materials and supplies to support the professional development and instruction	$119,189.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$22,885,005	$2,875,861

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
37.396%	0.000%	$0.00	37.396%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Teaching and Learning: PK-8 Continuum of Core Instruction **Need:** 35.87% of all students in grades 3-8 met or exceeded standards in English Language Arts on the Smarter Balanced assessments. However, 8.59% of EL students, 33.09% of socioeconomically disadvantaged (SED), 9.58% of students identified with a disability,	We will provide supplemental instructional materials and professional development on differentiated instruction, with a focus on SED and EL students. This action will create an opportunity to increase academic rates SED and EL students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic rates for all students.	We will monitor progress in ELA, Math, and Science of our low-income, EL and FY students as well as all students. We will also seek feedback from students, parents, and staff about supplemental programs and professional

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
	and 19.72% of students identified as homeless students met or exceeded standards. 28.49% of all students in grades 3-8 met or exceeded standards in Mathematics on the Smarter Balanced Assessment. However, 10.33% of EL students, 25.75% of socioeconomically disadvantaged (SED), 7.19% of students identified with a disability, and 11.11% of students identified as homeless students met or exceeded standards. 32.66% of all 5th and 8th grade students met or exceeded standards in Science on the CAST. However, only 2.81% of EL students, 22.34% of socioeconomically disadvantaged (SED), 9.895 of students identified with a disability, and 14.88% of homeless students met or exceeded standards. **Scope:** LEA-wide		development focused on unduplicated student support. Metrics: 1.1, 1.2, 1.8, 1.9 and 1.17
1.2	**Action:** Teaching and Learning: Supplemental, Instructional Materials & Resources **Need:** 35.87% of all students in grades 3-8 met or exceeded standards in English Language Arts on the Smarter Balanced assessments. However, 8.59% of EL students, 33.09% of socioeconomically disadvantaged (SED), 9.58% of students identified with a disability,	We will provide supplemental instructional materials and professional development on differentiated instruction, with a focus on low-income and EL students. This action will create an opportunity to increase academic rates for low-income and EL students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic rates for all students.	We will monitor progress in ELA, Math, and Science of our low-income, EL and FY students as well as all students. We will also seek feedback from students, parents, and staff about supplemental programs and professional development focused on

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
	and 19.72% of students identified as homeless students met or exceeded standards. 28.49% of all students in grades 3-8 met or exceeded standards in Mathematics on the Smarter Balanced Assessment. However, 10.33% of EL students, 25.75% of socioeconomically disadvantaged (SED), 7.19% of students identified with a disability, and 11.11% of students identified as homeless students met or exceeded standards. 32.66% of all 5th and 8th grade students met or exceeded standards in Science on the CAST. However, only 2.81% of EL students, 22.34% of socioeconomically disadvantaged (SED), 9.895 of students identified with a disability, and 14.88% of homeless students met or exceeded standards. **Scope:** LEA-wide		unduplicated student support. Metrics: 1.1, 1.2, 1.8, 1.9 and 1.17
1.3	**Action:** Teaching and Learning: Summative and Formative Assessment (SCG) **Need:** 35.87% of all students in grades 3-8 met or exceeded standards in English Language Arts on the Smarter Balanced assessments. However, 8.59% of EL students, 33.09% of socioeconomically disadvantaged (SED), 9.58% of students identified with a disability, and 19.72% of students identified as homeless students met or exceeded standards.	Through our MTSS collaboration, District-Wide SST supports, site administrator data chats, and site level data chats during specific periods of time, we will be able to identify student and staff needs (i.e. intervention, curricular resources, planning time, etc.)	We will monitor progress in ELA, Math, and Science of our low-income and EL students as well as all students. We will also seek feedback from students, parents, and staff about tech support focused on unduplicated students.

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
	28.49% of all students in grades 3-8 met or exceeded standards in Mathematics on the Smarter Balanced Assessment. However, 10.33% of EL students, 25.75% of socioeconomically disadvantaged (SED), 7.19% of students identified with a disability, and 11.11% of students identified as homeless students met or exceeded standards. 32.66% of all 5th and 8th grade students met or exceeded standards in Science on the CAST. However, only 2.81% of EL students, 22.34% of socioeconomically disadvantaged (SED), 9.895 of students identified with a disability, and 14.88% of homeless students met or exceeded standards. **Scope:** LEA-wide		Metrics: 1.1, 1.2, 1.3, 1.4, 1.8, 1.9, 1.10
1.4	**Action:** Teaching and Learning: Technology Access (SCG) **Need:** Educational partner surveys and feedback expressed inconsistent access to technology due to limited devices in the home and/or WiFi access. The need for universal access to technology and online programs for low income, FY, and EL students. **Scope:**	Having dedicated personnel to ensure Unduplicated students have the tools needed to access their educational program is a priority. This position monitors and provides tech tools (such as devices, software, and educational apps) and support personnel (such as IT staff or instructional technology specialists) ensures equitable access to technology for EL, FY, and LI students.	We will monitor progress in STAR reading, STAR Math and Fastbridge of our low-income and EL students as well as all students. Metrics: 1.1, 1.2, 1.3, 1.4, 1.8, 1.9, 1.10

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		
1.5	**Action:** Teaching and Learning: Special Education Professional Development **Need:** FMSD was determinedTargeted Level 3 category for disproportionality related to Hispanic/Latino students identified with SLD. **Scope:** LEA-wide	Action is principally directed for low-income, Hispanic students, and will continue supporting students identified under a Specific Learning Disability.	Quarterly reporting for CIM includes DIBELS benchmark assessments and suspension data, parent participation/engagement, chronic absenteeism, and suspension rates are submitted. To prepare for this submission, monthly meetings with principals take place where we discuss best practices and create consistency district-wide.
1.9	**Action:** Teaching and Learning: Extension of TK and K instructional program (SCG) **Need:** 48% of students in K-8 are meeting benchmarks on local STAR reading assessments. However 22% of EL, and 46% of SED students are meeting benchmarks. 53% of students in K-8 are meeting benchmarks on local STAR Math assessments. However 37% of EL and 24% of SED students are meeting benchmarks. **Scope:** LEA-wide	By providing a full-day instructional program, students in these critical early education stages can benefit from more comprehensive learning opportunities. Extending the instructional day allows for more time to focus on foundational skills, language development, social-emotional learning, and specialized support for students with disabilities or unique learning requirements. Moreover, allocating paraeducator support specifically for these programs ensures that students receive the individualized attention and assistance they need throughout the extended day. Additionally, funding a portion of TK/K teachers' contracts to support unduplicated student populations within these programs ensures that resources are directed towards meeting the specific needs of these students. This involves	We will monitor progress on local STAR Reading and Math benchmarks of our EL and SED students as well as all students. We will also seek feedback from students, parents, and staff about extended day and para support for unduplicated students. Metrics: 1.3, 1.10

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
		smaller class sizes, specialized instructional strategies, or targeted interventions to address academic or socio-emotional challenges.	
1.10	**Action:** Talent and Culture: Staff Hiring and Retention (SCG) **Need:** 35.87% of all students in grades 3-8 met or exceeded standards in English Language Arts on the Smarter Balanced assessments. However, 8.59% of EL students, 33.09% of socioeconomically disadvantaged (SED), 9.58% of students identified with a disability, and 19.72% of students identified as homeless students met or exceeded standards. 28.49% of all students in grades 3-8 met or exceeded standards in Mathematics on the Smarter Balanced Assessment. However, 10.33% of EL students, 25.75% of socioeconomically disadvantaged (SED), 7.19% of students identified with a disability, and 11.11% of students identified as homeless students met or exceeded standards. 32.66% of all 5th and 8th grade students met or exceeded standards in Science on the CAST. However, only 2.81% of EL students, 22.34% of socioeconomically disadvantaged (SED), 9.895 of students identified with a disability, and 14.88% of homeless students met or exceeded standards. **Scope:**	Providing high salaries and signing bonuses FMSD ensures it is competitive in a difficult job hiring and retention market. This allows for FMSD, a district with a traditionally underserved population of students and families, to attract and retain experienced and capable educators to ensure support for unduplicated students. Salary will not be a barrier to attracting highly qualified staff to serve EL, SED and FY students.	We will monitor progress in ELA, Math, and Science of our low-income and EL students as well as all students. Metrics: 1.1, 1.2, 1.8, 1.9, 1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.12	**Action:** Teaching and Learning: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth (SCG) **Need:** 35.87% of all students in grades 3-8 met or exceeded standards in English Language Arts on the Smarter Balanced assessments. However, 8.59% of EL students, 33.09% of socioeconomically disadvantaged (SED), 9.58% of students identified with a disability, and 19.72% of students identified as homeless students met or exceeded standards. 28.49% of all students in grades 3-8 met or exceeded standards in Mathematics on the Smarter Balanced Assessment. However, 10.33% of EL students, 25.75% of socioeconomically disadvantaged (SED), 7.19% of students identified with a disability, and 11.11% of students identified as homeless students met or exceeded standards. 32.66% of all 5th and 8th grade students met or exceeded standards in Science on the CAST. However, only 2.81% of EL students, 22.34% of socioeconomically disadvantaged (SED), 9.895 of students identified with a disability, and 14.88% of homeless students met or exceeded standards.	By providing staff dedicated to coordinating and managing supports, the district can effectively respond to the diverse needs of EL, FY, and LI students. These staff members can coordinate interventions, resources, and services to address academic, behavioral, and social-emotional challenges faced by high-needs students. Providing increased staff support district-wide ensures equitable access to coordinated services and supports for all high-needs students across various school sites. This approach facilitates efficient management of resources and interventions to meet the complex needs of the student population.	We will monitor progress in ELA, Math, and Science of our low-income, EL and FY students as well as all students. We will also seek feedback from students, parents, and staff about district support focused on unduplicated student support. Metics: 1.1, 1.2, 1.8, 1.9, 1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.13	**Action:** Teaching and Learning: Provide Supplemental Site Level Support for Improved Instruction and Academic Intervention According to Unduplicated Student Needs (SCG) **Need:** 35.87% of all students in grades 3-8 met or exceeded standards in English Language Arts on the Smarter Balanced assessments. However, 8.59% of EL students, 33.09% of socioeconomically disadvantaged (SED), 9.58% of students identified with a disability, and 19.72% of students identified as homeless students met or exceeded standards. 28.49% of all students in grades 3-8 met or exceeded standards in Mathematics on the Smarter Balanced Assessment. However, 10.33% of EL students, 25.75% of socioeconomically disadvantaged (SED), 7.19% of students identified with a disability, and 11.11% of students identified as homeless students met or exceeded standards. 32.66% of all 5th and 8th grade students met or exceeded standards in Science on the CAST. However, only 2.81% of EL students, 22.34% of socioeconomically disadvantaged (SED), 9.895 of students identified with a disability, and 14.88% of homeless students met or exceeded standards.	By allocating specific funding streams (LCFF Concentration, Supplemental, and Title I) directly to schools, a school can target resources and support services to meet the unique needs of EL, Low-Income, and Foster Youth students at their respective campuses. These funds can be used to provide additional academic interventions, counseling services, language acquisition programs, and other support tailored to support student success.	We will monitor progress in ELA, Math, and Science of our low-income, EL and FY students as well as all students. We will also seek feedback from students, parents, and staff about supplemental programs and professional development focused on unduplicated student support. Metrics:1.1, 1.2, 1.8, 1.9, 1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	**Action:** Supporting the Whole Child: Coordinated Services **Need:** 19.7% of all students in grades K-8 were chronically absent in the 2024-25 school year. Comparatively, 31.5% of students with disabilities, 36.5% of African American students, 25.7% of Long-term English learners, and 36% Homeless students were chronically absent-higher than the district average. Additionally, 1.7% of all students in K-8 were suspended at least one day for the 2024-2025 school year. Comparatively, 8.2% of African American students, 3.4% of Foster Youth, 3.8% of Homeless, and 3.7% of Student with Disabilities were suspended at least one day-higher than the district average. **Scope:** LEA-wide	By providing a systemic approach for support, FMSD will be able to leverage current staff, monitor progress, and provide recommendations for next steps district and site wide through targeted data data cycles. Revising district Tier I behavior structures to prioritize restorative practices emphasizes a shift towards addressing behavioral issues through relationship-building, conflict resolution, and community-building approaches rather than punitive measures. This approach aligns with the goal of reducing suspension rates and increasing positive supports for students experiencing behavioral challenges.	We will monitor progress in increasing the attendance rate of our low-income students, FY and EL as well as all students. We will also seek feedback from students, parents, and staff about the wellness supports. Metrics: 2.1, 2.2, 2.4
2.2	**Action:** Supporting the Whole Child: Professional Development Targeted Strategies (SCG) **Need:** 19.7% of all students in grades K-8 were chronically absent in the 2024-25 school year.	By providing equity and inclusion focused professional development opportunities to school and district staff, FMSD builds capacity among educators to create a safe, inclusive, and supportive school climate. Training focuses on topics such as implicit bias, trauma-informed practices, restorative justice, and cultural humility,	We will monitor progress in increasing the attendance rate of our low-income students, FY and EL as well as all students.

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
	Comparatively, 31.5% of students with disabilities, 36.5% of African American students, 25.7% of Long-term English learners, and 36% Homeless students were chronically absent-higher than the district average. Additionally, 1.7% of all students in K-8 were suspended at least one day for the 2024-2025 school year. Comparatively, 8.2% of African American students, 3.4% of Foster Youth, 3.8% of Homeless, and 3.7% of Student with Disabilities were suspended at least one day-higher than the district average. **Scope:** LEA-wide	aiming to reduce disciplinary disparities and promote equitable treatment of all students. Revising district discipline structures to prioritize restorative practices emphasizes a shift towards addressing behavioral issues through relationship-building, conflict resolution, and community-building approaches rather than punitive measures. This approach aligns with the goal of reducing suspension rates and increasing positive supports for students experiencing behavioral challenges.	We will also seek feedback from students, parents, and staff about the wellness supports. Metrics: 2.1, 2.2, 2.4
2.3	**Action:** Resource Management: Systems to Monitor Student Achievement (SCG) **Need:** 19.7% of all students in grades K-8 were chronically absent in the 2024-25 school year. Comparatively, 31.5% of students with disabilities, 36.5% of African American students, 25.7% of Long-term English learners, and 36% Homeless students were chronically absent-higher than the district average. Additionally, 1.7% of all students in K-8 were suspended at least one day for the 2024-2025 school year. Comparatively, 8.2% of African American students, 3.4% of Foster Youth,	By continuing to implement the A2A Attendance System we are able to collect real time attendance data, enabling the identification of critical gaps in attendance among unduplicated student groups. This data informs targeted interventions, such as sending attendance letters and providing supplemental support to mitigate chronic absenteeism, addressing the unique needs of vulnerable student populations. Through the administration of the Panorama Survey, three times a year, we are able to collect timely social-emotional data that guides the development of targeted interventions and supports to address the social-emotional needs of unduplicated student groups.	We will monitor progress in increasing the attendance rate and school connection rates of our low-income students, FY and EL as well as all students. We will also seek feedback from students, parents, and staff about the wellness supports. Metrics: 2.1, 2.2, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	3.8% of Homeless, and 3.7% of Student with Disabilities were suspended at least one day-higher than the district average. **Scope:** LEA-wide	By providing systems to monitor student wellness through these platforms ensures consistent monitoring and intervention strategies across all schools within the district	
2.4	**Action:** Safe and Supportive Schools: Students in Foster Care and Students Experiencing Homelessness (SCG) **Need:** 19.7% of all students in grades K-8 were chronically absent in the 2024-25 school year. Comparatively, 31.5% of students with disabilities, 36.5% of African American students, 25.7% of Long-term English learners, and 36% Homeless students were chronically absent-higher than the district average. Additionally, 1.7% of all students in K-8 were suspended at least one day for the 2024-2025 school year. Comparatively, 8.2% of African American students, 3.4% of Foster Youth, 3.8% of Homeless, and 3.7% of Student with Disabilities were suspended at least one day-higher than the district average. **Scope:** LEA-wide	By allocating additional site-based support staff, such as academic counselors, shared assistant principal, librarians, media aides, and nurses, enhances the capacity of schools to meet the diverse needs of students in foster care and students experiencing homelessness. These staff members provide targeted support and resources, contributing to improved academic and social-emotional outcomes. These actions will create an opportunity to significantly increase attendance rates and decrease suspension for FY and Homeless students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	We will monitor progress in increasing the attendance rate and decreasing suspension rates of our low-income students, FY and EL as well as all students. We will also seek feedback from students, parents, and staff about the wellness supports. Metrics: 2.1, 2.2, 2.4, 2.6
2.6	**Action:**	By allocating specific funding streams (LCFF Concentration, Supplemental, and Title I) directly	Priorities: 5 & 6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Provide Supplemental Site Level Support for Improved Social Emotional and Behavioral Support According to Unduplicated Student Needs (SCG) **Need:** 19.7% of all students in grades K-8 were chronically absent in the 2024-25 school year. Comparatively, 31.5% of students with disabilities, 36.5% of African American students, 25.7% of Long-term English learners, and 36% Homeless students were chronically absent-higher than the district average. Additionally, 1.7% of all students in K-8 were suspended at least one day for the 2024-2025 school year. Comparatively, 8.2% of African American students, 3.4% of Foster Youth, 3.8% of Homeless, and 3.7% of Student with Disabilities were suspended at least one day-higher than the district average. **Scope:** LEA-wide	to schools, a school can target resources and support services to meet the unique needs of EL, Low-Income, and Foster Youth students at their respective campuses. These funds can be used to provide additional socio-emotional interventions, counseling services, or other targeted supports for student success.	Metrics: 2.1, 2.2, 2.6
3.1	**Action:** Community Partnership: Implement Family Engagement Initiatives (SCG) **Need:** Through comprehensive state and local data analysis and educational partner feedback, the need for additional parent support through strategic partnerships and ongoing parent education continues to be a high need.	By implementing family engagement initiatives on a schoolwide and districtwide basis, this action ensures that all families—especially those of unduplicated students—receive consistent support and information in a manner that is accessible and respectful of their cultural and linguistic backgrounds. These initiatives and events foster a sense of community and trust between families and the	We will monitor parent and family participation in school and district hosted events and committees our SED, EL and FY student families as well as all students families. We will also seek feedback from parents,

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	district, which can positively impact student success and well-being. When all families are encouraged to participate, it reduces the stigma or barriers that might prevent unduplicated families from engaging with the school.	families, and staff about shared decision making and family supports being provided. Metrics: 3.2, 3.3
3.2	**Action:** Community Partnerships: Capacity Building & Support (SCG) **Need:** Through comprehensive state and local data analysis and educational partner feedback, the need for additional parent support through strategic partnerships and ongoing parent education, specifically ELD development, continues to be a high need. **Scope:** LEA-wide	By continuing to fund the Franklin McKinley Children's Initiative (FMCI) and the Family Resource Center (FRC) FMSD is able to provide holistic support services and needed resources to low-income families. In addition, continuing the collaboration with Eastside Union High School to offer ESL classes at various schools within FMSD directly supports English learner families in developing and expanding their language skills. This initiative recognizes the importance of language proficiency in fostering parental engagement and student success.	We will monitor parent and family participation in FMCI and ESL opportunities our SED, EL and FY student families as well as all students families. We will also seek feedback from parents, families, and staff about programs and resources being provided. Metric: 3.5
3.3	**Action:** Community Partnerships: Communication (SCG) **Need:** Through comprehensive state and local data analysis and educational partner feedback, the need for additional parent support by intentionally reducing language barriers to ensure systems for clear communication for families of unduplicated students. **Scope:**	By developing systems to communicate clear expectations and districtwide information via digital tools like Parent Square and traditional methods like U.S. Mail, FMSD ensures that families, including those of English learners and foster youth, receive vital updates and resources. Parent Square's multilingual capabilities and flexibility in reaching multiple family members accommodate diverse family structures and linguistic backgrounds.This comprehensive approach promotes inclusivity, accessibility, and engagement, ultimately contributing to improved outcomes for all students within the district.	We will monitor communication confirmation reports and response rates for our SED, EL and FY student families as well as all students families. We will also seek feedback from parents, families, and staff about communication tools being provided.

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		Metrics: 3.1
3.4	**Action:** Community Partnerships: Targeted Family Supports for Unduplicated Pupil Population (UPP) and Multilingual Families (SCG) **Need:** Through comprehensive state and local data analysis and educational partner feedback, the need for additional parent support by intentionally reducing language barriers to ensure systems for clear communication for families of unduplicated students. **Scope:** LEA-wide	By investing in Bilingual District Parent Liaisons, FMSD ensures that families of English learners and multilingual students have access to interpretation and translation services during key school events and meetings. These liaisons play a crucial role in facilitating communication between school staff and families, ensuring that language barriers do not hinder parent engagement or access to essential information.	We will monitor translation and interpretation requests for our SED, EL and FY student families as well as all students families. We will also seek feedback from parents, families, and staff about communication tools being provided. Metric: 3.5
3.6	**Action:** Community Partnerships: Provide Supplemental Site Level Support to Build Strategic Partnerships According Unduplicated Student Needs (SCG) **Need:** Through comprehensive state and local data analysis and educational partner feedback, the need for additional parent support through strategic partnerships and ongoing parent education continues to be a high need. **Scope:** LEA-wide	By implementing family engagement initiatives on a schoolwide and districtwide basis, this action ensures that all families—especially those of unduplicated students—receive consistent support and information in a manner that is accessible and respectful of their cultural and linguistic backgrounds. These initiatives and events foster a sense of community and trust between families and the district, which can positively impact student success and well-being. When all families are encouraged to participate, it reduces the stigma or barriers that might prevent unduplicated families from engaging with the school.	We will monitor parent and family participation in school and district hosted events and committees our SED, EL and FY student families as well as all students families. We will also seek feedback from parents, families, and staff about shared decision making and family supports being provided. Metrics: 3.2, 3.3

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Teaching and Learning: Newcomers and EL Professional Development and Program Support (SCG) **Need:** 48.4% of English learner students progressed at least one English Learner Progress Indicator (ELPI) level almost double of the students from last year's California Dashboard. With 36% of FMSD's student population identified as English learners, FMSD is committed to supporting language acquisition and academic achievement for this population. While the achievement gap persists between several student groups it is important to note that our EL students lag behind the district average by 8 percentage points in ELA and 10 in Math. **Scope:** Limited to Unduplicated Student Group(s)	Investing in supplemental resources and targeted professional development and coaching to support the needs of Newcomers and EL students ensures tools and strategies necessary to support language development and course access are provided to this student group.	We will monitor progress ELPAC and reclassification rate, of our EL students as well as all students. We will also seek feedback from students, parents, and staff about supplemental programs and professional development focused on EL student support. Metrics: 1.5, 1.6, 1.7

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

N/A

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:24.3
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16.7

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	61196028	22,885,005	37.396%	0.000%	37.396%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$22,885,005.28	$4,649,044.00	$502,307.00	$1,615,160.17	$29,651,516.45	$23,931,346.69	$5,720,169.76

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	Teaching and Learning: PK-8 Continuum of Core Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$1,192,723.00	$137,429.82	$1,112,723.00			$217,429.82	$1,330,152.82	
1	1.2	Teaching and Learning: Supplemental, Instructional Materials & Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$754,188.00	$1,050,861.00	$382,590.00	$650,547.00	$502,307.00	$269,605.00	$1,805,049.00	
1	1.3	Teaching and Learning: Summative and Formative Assessment (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$138,715.28	$30,000.00			$108,715.28	$138,715.28	
1	1.4	Teaching and Learning: Technology Access (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$319,057.40	$166,440.00	$485,497.40				$485,497.40	
1	1.5	Teaching and Learning: Special Education Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$873,692.21	$115,223.00	$938,915.21			$50,000.00	$988,915.21	
1	1.6	Teaching and Learning: Newcomers and EL Professional Development and Program Support (SCG)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On Going	$324,730.98	$22,193.59	$45,000.00			$301,924.57	$346,924.57	
1	1.7	Teaching and Learning: Dual Language Immersion Programs	All	No			All Schools Specific Schools: Windmill Springs and Meadows	On Going	$80,000.00	$86,490.00				$166,490.00	$166,490.00	
1	1.8	Teaching and Learning: Ethnic Focal Group	All	No			All Schools Specific	3 Years	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Schools: Middle Schools and TK-8 Schools									
1	1.9	Teaching and Learning: Extension of TK and K instructional program (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$3,038,282.00	$0.00	$3,038,282.00				$3,038,282.00	
1	1.10	Talent and Culture: Staff Hiring and Retention (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$10,400,219.59	$0.00	$10,400,219.59				$10,400,219.59	
1	1.11	Teaching and Learning: Acceleration and Expanded Learning Opportunities (SCG)														
1	1.12	Teaching and Learning: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$452,165.30	$51,378.00	$503,543.30				$503,543.30	
1	1.13	Teaching and Learning: Provide Supplemental Site Level Support for Improved Instruction and Academic Intervention According to Unduplicated Student Needs (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$303,742.34	$572,129.62	$875,871.96				$875,871.96	
2	2.1	Supporting the Whole Child: Coordinated Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$216,673.97	$25,970.00	$242,643.97				$242,643.97	
2	2.2	Supporting the Whole Child: Professional Development Targeted Strategies (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$19,000.00	$19,000.00				$19,000.00	
2	2.3	Resource Management: Systems to Monitor Student Achievement (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-Going	$0.00	$223,877.50	$96,800.00			$127,077.50	$223,877.50	
2	2.4	Safe and Supportive Schools: Students in Foster Care and Students Experiencing Homelessness (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$2,660,511.49	$70,193.00	$2,356,786.49			$373,918.00	$2,730,704.49	
2	2.5	Resource Management: Facilities	All	No			All Schools	On Going	$2,123,663.00	$1,515,645.00		$3,639,308.00			$3,639,308.00	
2	2.6	Provide Supplemental Site Level Support for Improved Social Emotional and Behavioral Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	On Going	$50,160.98	$512,379.45	$562,540.43				$562,540.43	

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
		According to Unduplicated Student Needs (SCG)				Low Income										
3	**3.1**	Community Partnership: Implement Family Engagement Initiatives (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$130,000.00	$130,000.00				$130,000.00	
3	**3.2**	Community Partnerships: Capacity Building & Support (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$75,000.00	$75,000.00				$75,000.00	
3	**3.3**	Community Partnerships: Communication (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$10,000.00	$297,925.00	$307,925.00				$307,925.00	
3	**3.4**	Community Partnerships: Targeted Family Supports for Unduplicated Pupil Population (UPP) and Multilingual Families (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$1,055,989.65	$119,540.00	$1,175,529.65				$1,175,529.65	
3	**3.5**	Community Partnerships: Professional Development for Staff							$0.00	$0.00				$0.00	$0.00	
3	**3.6**	Community Partnerships: Provide Supplemental Site Level Support to Build Strategic Partnerships According Unduplicated Student Needs (SCG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$45,546.78	$60,590.50	$106,137.28				$106,137.28	
4	**4.1**	Ensuring Best, First Instruction	All	No			All Schools Specific Schools: Lairon College Preparatory Academy TK-8	One Time Funds	$10,000.00	$230,000.00		$240,000.00			$240,000.00	
4	**4.2**	School-Wide Interventions	All	No			All Schools Specific Schools: Lairon College Preparatory Academy	One Time Funds	$20,000.00	$99,189.00		$119,189.00			$119,189.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
61196028	22,885,005	37.396%	0.000%	37.396%	$22,885,005.28	0.000%	37.396 %	**Total:**	$22,885,005.28
								LEA-wide Total:	$22,840,005.28
								Limited Total:	$45,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Teaching and Learning: PK-8 Continuum of Core Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,112,723.00	
1	**1.2**	Teaching and Learning: Supplemental, Instructional Materials & Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$382,590.00	
1	**1.3**	Teaching and Learning: Summative and Formative Assessment (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	**1.4**	Teaching and Learning: Technology Access (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$485,497.40	
1	**1.5**	Teaching and Learning: Special Education Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$938,915.21	
1	**1.6**	Teaching and Learning: Newcomers and EL Professional Development and Program Support (SCG)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$45,000.00	

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	1.9	Teaching and Learning: Extension of TK and K instructional program (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,038,282.00	
1	1.10	Talent and Culture: Staff Hiring and Retention (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,400,219.59	
1	1.12	Teaching and Learning: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$503,543.30	
1	1.13	Teaching and Learning: Provide Supplemental Site Level Support for Improved Instruction and Academic Intervention According to Unduplicated Student Needs (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$875,871.96	
2	2.1	Supporting the Whole Child: Coordinated Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$242,643.97	
2	2.2	Supporting the Whole Child: Professional Development Targeted Strategies (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
2	2.3	Resource Management: Systems to Monitor Student Achievement (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,800.00	
2	2.4	Safe and Supportive Schools: Students in Foster Care and Students Experiencing Homelessness (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,356,786.49	
2	2.6	Provide Supplemental Site Level Support for Improved Social Emotional and Behavioral Support According to Unduplicated Student Needs (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$562,540.43	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Community Partnership: Implement Family Engagement Initiatives (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,000.00	
3	3.2	Community Partnerships: Capacity Building & Support (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
3	3.3	Community Partnerships: Communication (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$307,925.00	
3	3.4	Community Partnerships: Targeted Family Supports for Unduplicated Pupil Population (UPP) and Multilingual Families (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,175,529.65	
3	3.6	Community Partnerships: Provide Supplemental Site Level Support to Build Strategic Partnerships According Unduplicated Student Needs (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$106,137.28	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$24,901,308.26	$26,245,539.00

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**	Teaching and Learning: PK-8 Continuum of Core Instruction	Yes	$957,754.31	$1,098,595
1	**1.2**	Teaching and Learning: Supplemental, Instructional Materials & Resources	Yes	$323,066.66	$556,116
1	**1.3**	Teaching and Learning: Summative and Formative Assessment (SCG)	Yes	$152,654.46	$110,424
1	**1.4**	Teaching and Learning: Technology Access (SCG)	Yes	$452,080.00	$451,492
1	**1.5**	Teaching and Learning: Special Education Professional Development	Yes	$439,505.00	$487,325
1	**1.6**	Teaching and Learning: Newcomers and EL Professional Development and Program Support (SCG)	Yes	$277,248.00	$330,471
1	**1.7**	Teaching and Learning: Dual Language Immersion Programs	No	$175,355.00	$185,393
1	**1.8**	Teaching and Learning: Ethnic Focal Group	No	$0.00	$0
1	**1.9**	Teaching and Learning: Extension of TK and K instructional program (SCG)	Yes	$3,086,014.13	$2,847,796
1	**1.10**	Talent and Culture: Staff Hiring and Retention (SCG)	Yes	9241495.27	$10,748,496

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	1.11	Teaching and Learning: Acceleration and Expanded Learning Opportunities (SCG)	No	$197,300.00	$67,550
1	1.12	Teaching and Learning: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth (SCG)	Yes	$425,153.85	$352,355
1	1.13	Teaching and Learning: Provide Supplemental Site Level Support for Improved Instruction and Academic Intervention According to Unduplicated Student Needs (SCG)	Yes	$1,105,507.00	$905,516
2	2.1	Supporting the Whole Child: Coordinated Services	Yes	$23,764.00	$25,941
2	2.2	Supporting the Whole Child: Professional Development Targeted Strategies (SCG)	Yes	$19,000.00	$5,000
2	2.3	Resource Management: Systems to Monitor Student Achievement (SCG)	Yes	$222,571.50	$223,644
2	2.4	Safe and Supportive Schools: Students in Foster Care and Students Experiencing Homelessness (SCG)	Yes	$2,576,098.76	$2,431,551
2	2.5	Resource Management: Facilities	No	$3,530,742.00	$3,659,092
2	2.6	Provide Supplemental Site Level Support for Improved Social Emotional and Behavioral Support According to Unduplicated Student Needs (SCG)	Yes	$329,248.00	$327,750
3	3.1	Community Partnership: Implement Family Engagement Initiatives (SCG)	Yes	$70,000.00	$82,330
3	3.2	Community Partnerships: Capacity Building & Support (SCG)	Yes	$75,000.00	$75,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Community Partnerships: Communication (SCG)	Yes	$177,925.00	$224,037
3	**3.4**	Community Partnerships: Targeted Family Supports for Unduplicated Pupil Population (UPP) and Multilingual Families (SCG)	Yes	$926,990.32	$1,018,862
3	**3.5**	Community Partnerships: Professional Development for Staff	No	$0.00	$0
3	**3.6**	Community Partnerships: Provide Supplemental Site Level Support to Build Strategic Partnerships According Unduplicated Student Needs (SCG)	Yes	$116,835.00	$30,803

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$20,706,864	$20,187,637.00	$21,067,320.00	($879,683.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teaching and Learning: PK-8 Continuum of Core Instruction	Yes	$882,754.31	$901,087		
1	1.2	Teaching and Learning: Supplemental, Instructional Materials & Resources	Yes	$267,458.66	$355,688		
1	1.3	Teaching and Learning: Summative and Formative Assessment (SCG)	Yes	$32,500.00	$1,709		
1	1.4	Teaching and Learning: Technology Access (SCG)	Yes	$452,080.00	$451,492		
1	1.5	Teaching and Learning: Special Education Professional Development	Yes	$419,505.00	$452,847		
1	1.6	Teaching and Learning: Newcomers and EL Professional Development and Program Support (SCG)	Yes	$45,000.00	$89,846		
1	1.9	Teaching and Learning: Extension of TK and K instructional program (SCG)	Yes	$3,086,014.13	$2,847,796		
1	1.10	Talent and Culture: Staff Hiring and Retention (SCG)	Yes	$9,241,495.27	$10,748,496		
1	1.12	Teaching and Learning: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students,	Yes	$425,153.85	$352,355		

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)
		Foster Youth and Homeless Youth (SCG)					
1	1.13	Teaching and Learning: Provide Supplemental Site Level Support for Improved Instruction and Academic Intervention According to Unduplicated Student Needs (SCG)	Yes	$1,105,507.00	$905,516		
2	2.1	Supporting the Whole Child: Coordinated Services	Yes	$23,764.00	$11,882		
2	2.2	Supporting the Whole Child: Professional Development Targeted Strategies (SCG)	Yes	$19,000.00	$5,000		
2	2.3	Resource Management: Systems to Monitor Student Achievement (SCG)	Yes	$96,800.00	$96,800		
2	2.4	Safe and Supportive Schools: Students in Foster Care and Students Experiencing Homelessness (SCG)	Yes	$2,394,606.46	$2,088,261		
2	2.6	Provide Supplemental Site Level Support for Improved Social Emotional and Behavioral Support According to Unduplicated Student Needs (SCG)	Yes	$329,248.00	$327,750		
3	3.1	Community Partnership: Implement Family Engagement Initiatives (SCG)	Yes	$70,000.00	$82,269		
3	3.2	Community Partnerships: Capacity Building & Support (SCG)	Yes	$75,000.00	$75,000		
3	3.3	Community Partnerships: Communication (SCG)	Yes	$177,925.00	$223,861		
3	3.4	Community Partnerships: Targeted Family Supports for Unduplicated Pupil Population (UPP) and Multilingual Families (SCG)	Yes	$926,990.32	$1,018,862		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.6**	Community Partnerships: Provide Supplemental Site Level Support to Build Strategic Partnerships According Unduplicated Student Needs (SCG)	Yes	$116,835.00	$30,803		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$60,039,552	$20,706,864	0.163%	34.652%	$21,067,320.00	0.000%	35.089%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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