



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Franklin-McKinley Elementary School District

CDS Code: 43-69450-0000000

School Year: 2024-25

LEA contact information:

Juan Cruz

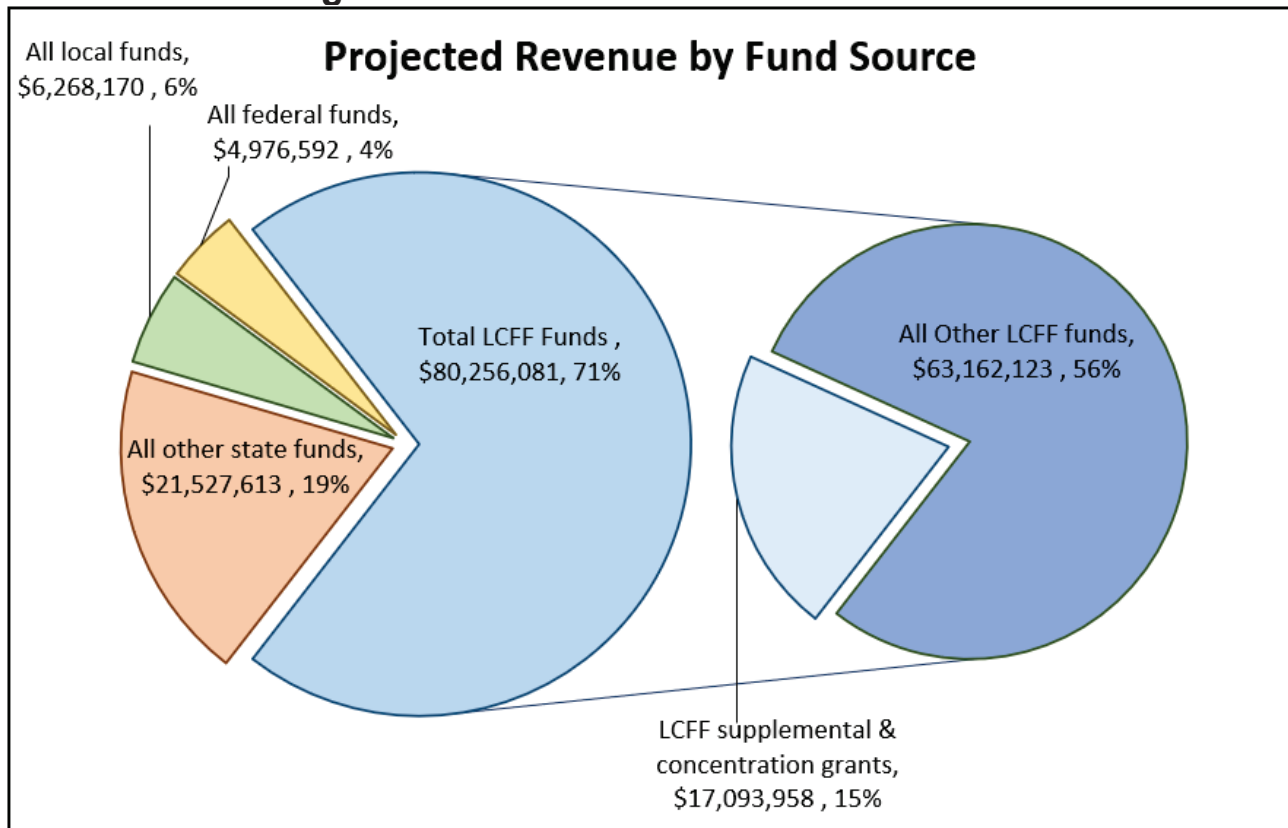
Superintendent

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 2024-25 School Year

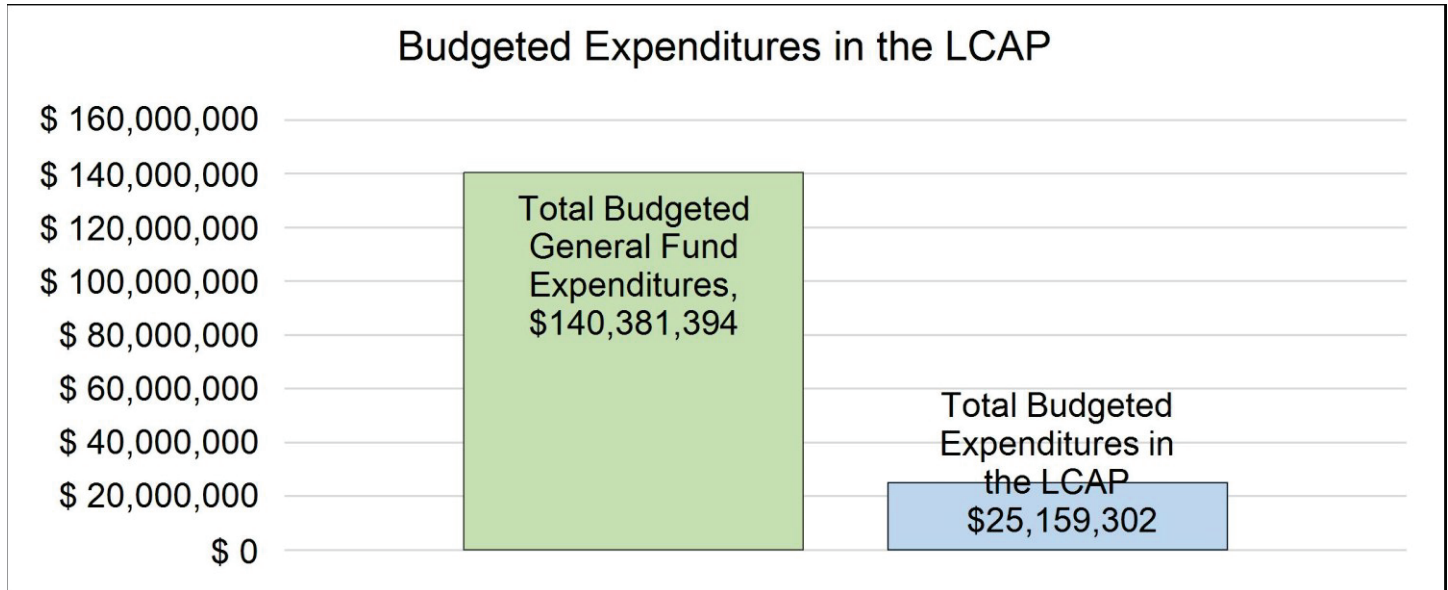


This chart shows the total general purpose revenue Franklin-McKinley Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Franklin-McKinley Elementary School District is \$113,028,456, of which \$80,256,081 is Local Control Funding Formula (LCFF), \$21,527,613 is other state funds, \$6,268,170 is local funds, and \$4,976,592 is federal funds. Of the \$80,256,081 in LCFF Funds, \$17,093,958 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Franklin-McKinley Elementary School District plans to spend \$140,381,394 for the 2024-25 school year. Of that amount, \$25,159,302 is tied to actions/services in the LCAP and \$115,222,092 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
- Use of one-time Learning Recovery Emergency Block Grant funds to meet the social and emotional needs of students
- The use of 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 the funds used to attract and retain staff and implement other 24-25 LCAP actions.
- Informational Technology Infrastructure (e.g., servers, data lines) & Educational Technology (student applications, testing software)
- Parcel tax expenditures to maintain class sizes

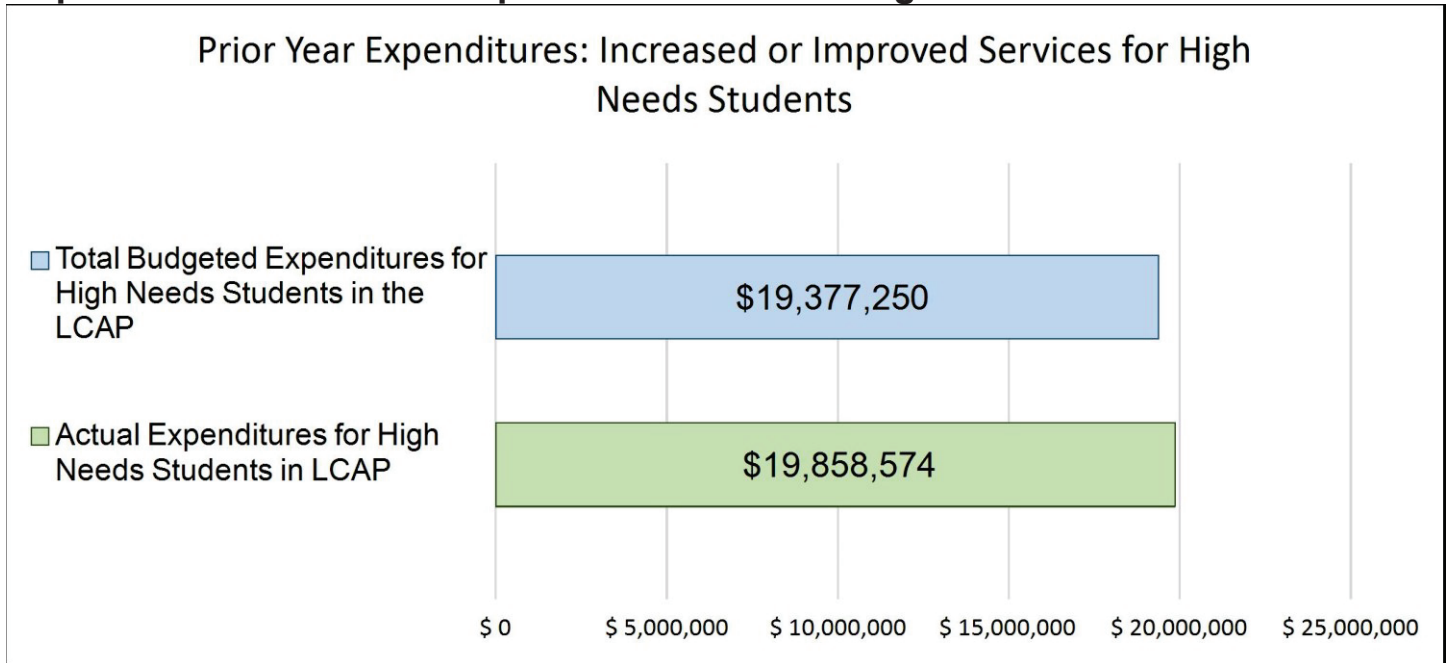
- Insurance, maintenance & repair expenditures of the District's school sites and the District's Service Center.
- Consulting services, rental/lease fee, utility expenditures (e.g., water, sewer, electricity, gas, etc.) & communication services (e.g., telephone, website, Parent Square, etc.)
- Department operating costs such as contracted costs (e.g., legal, auditors, transportation, negotiations, etc.) not already outlined in 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
- Major facility improvement and modernization projects paid with bond funds
- Other local grant-funded programs, such as the Packard Grant, that support various services, including our Educare Silicon Valley Partnership in Early Learning
- Revenue and 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.
- Payments made for Supplemental Employment Retirement Plans (SERPs).

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

In 2024-25, Franklin-McKinley Elementary School District is projecting it will receive \$17,093,958 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 \$17,093,958 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2023-24, Franklin-McKinley Elementary School District's LCAP budgeted \$19,377,250 for planned actions to increase or improve services for high needs students. Franklin-McKinley Elementary School District actually spent \$19,858,574 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Franklin-McKinley Elementary School District	Juan Cruz Superintendent	juan.cruz@fmsd.org 408.283.6006

Goals and Actions

Goal

Goal #	Description
1	Achievement for all: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>LANGUAGE ARTS</p> <p>State Indicator: SBAC English Language Arts-Grades 3-8</p> <p>Increase 2 percentage points annually for all ethnic/racial groups and all special groups</p>	<p>2018-19</p> <p>All Students Grades 3-8: 45%</p> <p>African American: 36%</p> <p>Asian: 68%</p> <p>Filipino: 68%</p> <p>Hispanic: 31%</p> <p>Two more More Races: 58%</p> <p>White:58%</p> <p>English Learner (EL): 12%</p> <p>Socioeconomically Disadvantaged/ (SED): 40%</p> <p>Students With Disabilities (SWD): 13%</p> <p>Foster: Not Available</p> <p>Homeless: 29%</p>	<p>Due to CA Dashboard Data being suspended for the 20-2021 school year, SBAC data baselines will not be available until the 2022-23 school year. See local STAR Renaissance data below for Spring 2021 student summative scores.</p>	<p>2021-22</p> <p>All Students Grades 3-8: 37.42%</p> <p>Black/African American: 24.62%</p> <p>Asian: 58.36%</p> <p>Filipino: 65.38%</p> <p>Hispanic: 24.8%</p> <p>Two more More Races: 50%</p> <p>White:33.78%</p> <p>English Learner (EL): 13.43%</p> <p>Economically Disadvantaged/ (SED): 33.04%</p> <p>Students With Disabilities (SWD): 13.41%</p> <p>Foster: Not Available</p> <p>Homeless: 16.37%</p>	<p>2022-23</p> <p>All Students Grades 3-8: 36%</p> <p>Black/African American: 13%</p> <p>Asian: 57%</p> <p>Filipino: 62%</p> <p>Hispanic: 24%</p> <p>Two more More Races: 52%</p> <p>White: 38%</p> <p>English Learner (EL): 11%</p> <p>Socioeconomically Disadvantaged/ (SED): 30%</p> <p>Students With Disabilities (SWD): 9%</p> <p>Foster: Not Available</p> <p>Homeless: 3%</p>	<p>2023-24:</p> <p>All Students Grades 3-8: 51%</p> <p>African American: 42%</p> <p>Asian: 74%</p> <p>Filipino: 74%</p> <p>Hispanic: 37%</p> <p>Two more More Races: 64%</p> <p>White: 64%</p> <p>English Learner (EL): 18%</p> <p>Socioeconomically Disadvantaged/Low Income (SED): 46%</p> <p>Students With Disabilities (SWD): 19%</p> <p>Foster: Not Available</p> <p>Homeless: 35%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	California Dashboard English Language Arts All Students: ORANGE African American: YELLOW Asian: BLUE (2.3%) Filipino: BLUE (3.0%) Hispanic:/Latinx: YELLOW Two or More Races: YELLOW White: YELLOW English Learner: ORANGE Socioeconomically Disadvantaged: YELLOW Students with Disabilities: RED Foster Youth: ORANGE Homeless: ORANGE		California Dashboard English Language Arts All Students: Low African American: Very Low Asian: High Filipino: High Hispanic:/Latinx: Low Two or More Races: Medium White: Low English Learner: Low Socioeconomically Disadvantaged: Low Students with Disabilities: Very Low Foster Youth: Not Available Homeless: Very Low	California Dashboard English Language Arts All Students: ORANGE African American: RED Asian: GREEN Filipino: GREEN Hispanic:/Latinx: ORANGE Two or More Races: GREEN White: ORANGE English Learner: ORANGE Socioeconomically Disadvantaged: ORANGE Students with Disabilities: RED Foster Youth: Not Available Homeless: RED	
Local Indicator: Renaissance STAR English Reading grades 2-8	2020-21: Source : Datazone Trimester-2 as Baseline (based on 40 PR):	2021-22: Source : Datazone Trimester-2 as Baseline (based on 40 PR):	2022-23: Source : Datazone Trimester-2 as Baseline (based on 40 PR):	2023-24: Source : Datazone Trimester-2 as Baseline (based on 40 PR):	2023-24: All Students Grades 2-8: 47% African American: 37% Asian: 64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase 2 percentage points annually on students scoring at the 40 PR	All Students Grades 2-8: 41% African American: 31% Asian: 58% Hispanic: 31% White: 59% English Learner (EL): 19% Socioeconomically Disadvantaged: (SED): 38% Students With Disabilities (SWD): 17% Foster : Not Available Homeless: Not Available	All Students Grades 2-8: 42% African American: 34% Asian: 59% Hispanic: 31% White: 59% English Learner (EL): 23% Socioeconomically Disadvantaged: (SED): 38% Students With Disabilities (SWD): 17% Foster : Not Available Homeless: Not Available	All Students Grades 2-8: 40% African American: 28% Asian: 57% Hispanic: 28% White: 46% English Learner (EL): 18% Socioeconomically Disadvantaged: (SED): 33% Students With Disabilities (SWD): 14% Foster : Not Available Homeless: Not Available	All Students 2-8: 41% African American: 35% Asian: 58% Hispanic: 30% White: 49% English Learner (EL): 13% Socioeconomically Disadvantaged (SED): 37% Students with Disabilities (SWD): 15% Foster : Not Available Homeless: Not Available	Hispanic: 37% White: 65% English Learner (EL): 25% Socioeconomically Disadvantaged: (SED): 44% Students With Disabilities (SWD): 23% Foster : Not Available Homeless: Not Available
Local Indicator: Early Learning K-Grade 3 Next Step Guided Reading Assessment (NSGRA) meeting grade level expectations. Increase 2 percentage points annually	2020-21 Trimester 2 Baseline: All Students: 35% African American: 17% Asian: 54% Filipino: Not Available Hispanic: 24% White: 54% English Learner: 25%	2021-2022 Trimester 2 Data: All Students: 35% African American: 34% Asian: 50% Filipino: Not Available Hispanic: 24% White: 46% English Learner: 27%	2022-23 Trimester 2 Data: All Students: 38% African American: 41% Asian: 52% Filipino: Not Available Hispanic: 25% White: 52% English Learner: 23%	2023-24 Trimester 2 Data: All Students: 34% African American: 54% Asian: 47% Filipino: Not Available Hispanic: 25% White: 46% English Learner: 18%	2023-24: All Students: 41% African American: 23% Asian: 60% Filipino: Not Available Hispanic: 30% White: 60 English Learner: 31%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 30% Students with Disabilities: 21% Foster: Not Available Homeless: Not Available	Socioeconomically Disadvantaged: 31% Students with Disabilities: 17% Foster: Not Available Homeless: Not Available	Socioeconomically Disadvantaged: 28% Students with Disabilities: 8% Foster: Not Available Homeless: 14%	Socioeconomically Disadvantaged: 30% Students with Disabilities: 12% Foster: Not Available Homeless: 14%	Socioeconomically Disadvantaged: 36% Students with Disabilities: 27% Foster: Not Available Homeless: Not Available
Dual Language Immersion Program Students Reading Metric <ul style="list-style-type: none"> Spanish Vietnamese Increase 2 percentage points annually	Dual Immersion Reading Baseline - to be determined in 21-22.	TBD- Still in development	Spring 2023 Baseline: Spanish Dual Language Immersion All Grades K-2: 18% Vietnamese Dual Language Immersion All Grades K-3: 29%	Spring 2024: Spanish Dual Language Immersion All Grades K-3: 34.4% Vietnamese Dual Language Immersion All Grades K-4: 21.7%	2023-24: Spanish Dual Language Immersion All Grades K-2: 20% Vietnamese Dual Language Immersion All Grades K-3: 31%
Writing K-8 in the language of Instruction Increase 2 percentage points annually	2018-19 District Writing: All: 33% Asian: 50% Hispanic: 23%	District Writing 2022: All Students: 30% Asian: 13% Hispanic: 13%	District Writing 2023: All Students: 34% Asian: 51% Hispanic: 25%	District Writing 2024: All Students: 35.8% Asian: 51.1% Hispanic: 16.7% English Learner (EL): 7.3%	2023-24: All: 39% Asian: 56% Hispanic: 29% English Learner: 24%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner: 18% Socioeconomically Disadvantaged: 29% Students With Disabilities: 10%	English Learner (EL): 4% Socioeconomically Disadvantaged: (SED): 24% Students With Disabilities (SWD): 1%	English Learner (EL): 18% Socioeconomically Disadvantaged: (SED): 31% Students With Disabilities (SWD): 11%	Socioeconomically Disadvantaged: (SED): 33.4% Students With Disabilities (SWD): 1.48%	Socioeconomically Disadvantaged: 35% Students with Disabilities: 16%
MATHEMATICS State Indicator: SBAC Math Grades 3-8 Increase 2 percentage points annually	2018-19: All Students Grades 3-8: 38% African American: 36% Asian: 65% Filipino: 57% Hispanic: 20% Two or More Races: 55% White: 53% English Learner (EL): 13% Socioeconomically Disadvantaged (SED): 33% Students With Disabilities (SWD): 14% Foster: Not available Homeless: 18%	Due to CA Dashboard Data being suspended for the 20-2021 school year, SBAC data baselines will not be available until the 2022-23 school year. See local STAR Renaissance data below for Spring 2021 student summative scores.	2021-22: All Students Grades 3-8: 29.08% Black/African American: 10.77% Asian: 52.8% Filipino: 59.61% Hispanic: 14.85% Two or More Races: 37.93% White: 32.43% English Learner (EL): 12.68% Socioeconomically Disadvantaged (SED): 25.11% Students With Disabilities (SWD): 12.72% Foster: Not available Homeless: 8.93%	2022-23: All Students Grades 3-8: 27% Black/African American: 9% Asian: 51% Filipino: 51% Hispanic: 14% Two or More Races: 42% White: 34% English Learner (EL): 10% Socioeconomically Disadvantaged (SED): 22% Students With Disabilities (SWD): 9% Foster: Not available Homeless: 6%	2023-24: All Students Grades 3-8: 44% African American: 42% Asian: 71% Filipino: 63% Hispanic: 26% Two ore More Races: 61% White: 59% English Learner (EL): 19% Socioeconomically Disadvantaged (SED): 39% Students With Disabilities (SWD): 20% Foster: Not available Homeless: 24%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			California Dashboard Mathematics All Students: Low African American: Very Low Asian: Medium Filipino: Medium Hispanic:/Latinx: Very Low Two or More Races: Medium White: Low English Learner: Low Socioeconomically Disadvantaged: Low Students with Disabilities: Very Low Foster Youth: Not Available Homeless: Very Low	California Dashboard Mathematics All Students: ORANGE African American: RED Asian: YELLOW Filipino: YELLOW Hispanic:/Latinx: RED Two or More Races: ORANGE White: YELLOW English Learner: ORANGE Socioeconomically Disadvantaged: ORANGE Students with Disabilities: ORANGE Foster Youth: Not Available Homeless: RED	
Local Assessment: Renaissance STAR Mathematics grades 2-8 2022-23 School Year: STAR grades 2-6,	2020-21: Source : Datazone All Students: 52% African American: 47% Asian: 74% Hispanic: 39%	2021-22: Source : Datazone All Students: 50% African American: 39% Asian: 73% Hispanic: 37%	2022-23: Source : Datazone All Students 2-6: 51% African American: 16% Asian: 75% Hispanic: 36%	2023-24: Source : Datazone All Students 1-6: 53% African American: 30% Asian: 75% Hispanic: 34%	2023-24: All Students: 58% African American: 53% Asian: 80% Hispanic: 45% White: 69%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>FASTBridge Math grades 7-8</p> <p>Students meeting 40 PR in Math</p> <p>Increase 2 percentage points annually</p>	<p>White: 63%</p> <p>English Learner (EL): 34%</p> <p>SED: 40%</p> <p>SWD: 27%</p> <p>Foster : Not Available</p> <p>Homeless: Not available</p>	<p>White: 56%</p> <p>English Learner (EL): 37%</p> <p>SED: 46%</p> <p>SWD: 28%</p> <p>Foster : Not Available</p> <p>Homeless: Not available</p>	<p>White: 51%</p> <p>English Learner (EL): 37%</p> <p>SED: 43%</p> <p>SWD: 24%</p> <p>Foster : Not Available</p> <p>Homeless: Not available</p> <p>All Students 7-8: Tri 2 K-8 Schools: 45%</p> <p>All Students 7-8: Semester 1 Middle Schools: 46%</p>	<p>White: 56%</p> <p>English Learner (EL): 34%</p> <p>SED: 50%</p> <p>SWD: 26%</p> <p>Foster : Not Available</p> <p>Homeless: Not available</p> <p>All Students 7-8: Tri 2 K-8 Schools:</p> <p>All Students 7-8: 39%</p> <p>African American: 20%</p> <p>Asian: 66%</p> <p>Hispanic: 23%</p> <p>White: 33%</p> <p>English Learner (EL): 14%</p> <p>SED: 38%</p> <p>SWD: 19%</p> <p>Foster : Not Available</p> <p>Homeless: Not available</p> <p>All Students 7-8: Semester 1 Middle Schools:</p> <p>All Students 7-8: 41%</p> <p>African American: 50%</p>	<p>English Learner (EL): 40%</p> <p>SED: 46%</p> <p>SWD: 33%</p> <p>Foster : Not Available</p> <p>Homeless: Not available</p> <p>All Students 7-8: Tri 2 K-8 Schools: 47%</p> <p>All Students 7-8: Semester 1 Middle Schools: 48%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Asian: 89% Hispanic: 28% White: 62% English Learner (EL): 18% SED: 45% SWD: 13% Foster : Not Available Homeless: Not available	
State Indicator: Dashboard English Learner Progress Indicator Base ELPAC	2018-19: 52.7% - Medium	2020- 21 (Virtual Administration) 49.54% - Medium Data Sources: DataQuest	2021-22 56.1% - High	2022-23 52.1% ORANGE	2023-24: 55% - High
Reclassification Rate: Reclassify English Learners students to Fully Proficient by a minimum of 10% annually.	2019-20 Reclassification Rate 12.7%	2020-21 Reclassification Rate 2.07% *May not be directly comparable to future data reported	2021-22 Reclassification Rate 7.20%	2022-23: Reclassification Rate: 10.8%	2023-24: At minimum 10% Reclassification Rate
State Indicator: SBAC English Language Arts Mathematics	2018-19: Language Arts: 72% Math: 58%	Due to CA Dashboard Data being suspended for the 20-2021 school year, SBAC data baselines will not be	2021-22: Language Arts: 65.42% Math: 48.33%	2022-23: Language Arts: 65% Math: 47%	2023-24: Language Arts: 78% Math: 64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Reclassified Fluent English Proficient (RFEP)-former English Learners</p> <p>Increase 2 percentage points annually for former ELs and for RFEP Monitoring</p>		<p>available until the 2022-23 school year. See local STAR Renaissance data below for Spring 2021 student summative scores.</p>			
<p>Decrease the percentage of Long Term English Learners (LTELs) by 1% percentage point annually</p> <p>Source: Dataquest</p>	<p>2019-20: % LTEL: 5.86%</p>	<p>2020-21 LTEL: 24.6%</p>	<p>2021-22 LTEL: 14%</p>	<p>2022-23 LTEL: 18.8%</p>	<p>2023-24: % LTEL: 2.86%</p>
<p>Dashboard Local Indicator: Priority 1- Appropriately Assigned Teachers/Access to Instructional Materials/Facilities</p>	<p>2020-21: 0% Misassignments 100% Instructional Materials/Passing Williams for both Materials and Facilities</p>	<p>2021-22: 0% Misassignments 100% Instructional Materials/Passing Williams for both Materials and Facilities</p>	<p>2022-23: 4.41% Misassignments 100% Instructional Materials/Passing Williams for both Materials and Facilities</p>	<p>2023-24: 4% Misassignments 100% Instructional Materials/Passing Williams for both Materials and Facilities</p>	<p>2023-24: Maintain 0% Misassignments 0 Vacancies 100% Instructional Materials/Passing Williams for both Materials and Facilities</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard Local Indicator: Priority 2- Implementation of Academic Content Standards	2020-21: ELA: Initial Implementation ELD: Initial implementation Math: Full Implementation Science: Initial Implementation History/Social Science: Exploration	2021-2022 ELA: Initial Implementation ELD: Initial implementation Math: Full Implementation Science: Initial Implementation History/Social Science: Exploration	2022-2023 ELA: Full Implementation ELD: Initial implementation Math: Full Implementation Science: Beginning Implementation History/Social Science: Beginning Implementation	2023-2024 ELA: Full Implementation ELD: Initial implementation Math: Full Implementation Science: Beginning Implementation History/Social Science: Beginning Implementation	2023-24: ELA: Full Implementation ELD: Full implementation Math: Full Implementation Science: Full Implementation History/Social Science: Initial implementation
Dashboard Local Indicator: Priority 7 - Broad Course of Study	2020-21: Distance Learning focused on Language Arts, Math and ELD K-6 Social Studies, Science and Physical Education limited. Little to No Art or Music. Middle School Grade 7-8: All subject areas taught.	2021-22: 100% students receiving core subject areas, Physical Education including access to Art, Music and electives at the middle school level.	2022-23: 100% students receiving core subject areas, Physical Education including access to Art, Music and electives at the middle school level.	2023-24: 100% students receiving core subject areas, Physical Education including access to Art, Music and electives at the middle school level.	2020-21: 100% students receiving core subject areas, Physical Education including access to Art, Music and electives at the middle school level.

Goal Analysis

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

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

Most of our planned actions were implemented or accomplished throughout the 2023-24 school year. It is also worth mentioning that we did not need to hire as many paras as planned due to staffing shortages and declining enrollment. We utilized outside agencies to help fill open para positions with subs. When classrooms were without a para, teachers completed the para work, and their extra pay was not captured under the LCAP.

Data analysis shows we accomplished or were on track for completion of the actions listed in this goal and were somewhat effective in implementing the goal and related action items. FMSD is committed to providing resources and tools to support our students and staff. We continue to see the benefit of intervention teachers (Student Support Specialists) on all our elementary school campuses. With targeted support for students who are scoring below grade level in the area of reading, having this intensive additional instruction has contributed to student growth in benchmark assessments. A description of our challenges and successes of specific actions in this goal follows below:

Action 1.1: FMSD continued with MTSS support through our existing partnership with Aligned Consultants. Site administrators met 1 to 1 with our consultant to plan site based MTSS meetings. Further, our consultant attended site based MTSS meetings, with support from Educational Services throughout the year. Challenges included securing adequate substitute teachers for the site based MTSS teams to be released from their classrooms to participate in the ongoing work of the site MTSS teams.

Actions 1.2, 1.3, and 1.4, 1.11, 1.12, 1.13, and 1.14 all related to intervention and inclusionary practices were positively received by both students and staff in the district. These actions provided access to staff for various intervention programs and staffing, and created a well-rounded approach for student academic support. Challenges that FMSD experienced had to do with attendance. Attendance in after school intervention programs at the middle school level showed inconsistent attendance, which impacted student success rates.

Actions 1.5 and 1.10: We were able hire and retain highly qualified teachers and have no missed assignments for staff.

Action 1.6: Both teachers and students benefited from class-size reduction in the older grades, as evident by the data.

Action 1.7: Our kindergarten modification has enhanced programs and services and supports for students and families in the earlier grades.

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.

1.1 Implementation of Multi-Tiered System of Support: Original budget did not include school site release time pay and pay for substitutes. Budget was in Site allocations - Goal 1 Action 23

1.3 Provide Online Lexia Personalized Reading Intervention Program: Lexia contract came in higher than estimated.

1.4 Access to Quality Core and Supplemental Instructional Materials Curriculum was more expensive than originally estimated. In addition, budget did not include site allocations that were coded here instead of in Goal 1 Action 23

1.7 Provide modified Full Day K, TK: Difference primarily due to raises less reduced number of classes district wide

1.9 TK, K, Inclusion para support: Less classes than expected. At least 2 classes were collapsed. Savings offset by Paraeducator subs hired from Swing Education. The cost of subs was far greater than the cost to hire Paraeducators. \$44K due to site allocations.

1.10 Salary Increases to Attract and Retain Teachers: Increase primarily due to raises and benefit premium increases.

1.13 Ensure EL students are provided quality ELD Programs and equitable access to grade level content: One position was paid with non-LCAP and non-Title I dollars. That person was paid with Educator Effectiveness dollars generating the difference.

1.14 Implement High Quality Dual Language Programs: Staffing costs for District Liaison, Paras and extra hours for teachers higher than previously estimated. Plus more in printing costs than previously estimated.

1.15 Provide Professional Development for Staff: Increased the number of training to ensure the majority of staff were trained. \$66K due to site allocations. Budget was in Goal 1 Action 23 but expenditures from sites ultimately hit this line item.

1.18 Administer State and Local Assessments: Sites initial budget allocation under Goal 1 Action 23 but actual expenditures coded here for substitute teacher pay (release time for current staff). This was offset due to a vacancy in a secretarial position for part of the year.

1.22 District Staffing to Support School Implementation of Programs: Transferred part of a secretaries salary to ELOP as their time was reallocated to support the ELOP program and not the LCAP. In addition, some secretary positions were vacant for part of the year. Offset by \$31K of site expenditures being recorded here and not in Goal 1 Action 23.

1.23 School Site Allocation- Actual site expenditures coded to other Goals and Actions instead of this Goal and Action to better identify how the funds were used. See above for more details.

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

Effectiveness and Ineffectiveness of Actions in Achieving LCAP Goals:

Goal 1: Improve ELA and Mathematics Proficiency for All Students

1.1 Implementation of Multi-Tiered System of Support:

Effectiveness: The implementation of MTSS appears to have had some success in supporting student learning and addressing social-emotional wellness. Schools that received professional development and coaching support showed improvements, and interventions were provided to struggling students.

Ineffectiveness: Despite the efforts in implementing MTSS, certain student groups, such as African American, Homeless, and Students with Disabilities, continued to perform significantly below standard in ELA and Mathematics. This indicates that while MTSS may have supported some students, it may not have been sufficient to address the needs of these particular groups comprehensively.

1.2 Provide Student Support Specialist for Academic Intervention:

Effectiveness: The provision of Tier II intervention teachers focused on reading appears to have contributed to improvements in reading proficiency for some students, as evidenced by the success of Asian and Filipino students in ELA.

Ineffectiveness: Despite the presence of intervention teachers, certain student groups, including English Learners and Students with Disabilities, continued to struggle in ELA and Mathematics, indicating that additional support may be necessary to address their specific needs adequately.

1.3 Provide Online Lexia Personalized Reading Intervention Program:

Effectiveness: The Lexia program appears to have had mixed success. While some student groups, such as Asian and Filipino students, showed improvements in ELA scores, the overall district ELA scores decreased slightly, indicating that the program may not have been universally effective in addressing proficiency gaps.

Ineffectiveness: Despite the implementation of the Lexia program, several student groups, including English Learners, Hispanics, and Students with Disabilities, continued to perform below standard in ELA, with some even experiencing declines. This suggests that the program may not have adequately met the needs of these specific student populations.

1.4 Access to Quality Core and Supplemental Instructional Materials and 1.18 State and Local Assessments and Data Tools:

Effectiveness: Goal was reached and materials were provided to all students as measured by Williams. Data tools have been critical in helping district and school site staff monitor student progress especially unduplicated students.

1.5 Hire and Retain Qualified Teachers and Administrators - Human Resources:

Effectiveness: Providing support for teacher recruitment and retention through mentorship programs and salary increases may have contributed to maintaining a stable teaching workforce, which is essential for academic success.

Ineffectiveness: While efforts to attract and retain qualified staff are important, they may not directly address the root causes of proficiency gaps among certain student groups, such as English Learners and Students with Disabilities.

1.6, 1.7, 1.8, 1.9 Reduce class size grades 4-6, Provide modified Full Day K, TK, and TK, K, Inclusion para support, Independent Studies Teacher

Effectiveness: The increased staffing in early and upper elementary provided a smaller class environment, increasing teacher/student contact and instructional time. Paras in early grades also contributed to increased adult:student ratio for additional targeted support. Independent Students teacher provided alternative setting support for students who needed a different instructional setting.

1.10 Salary Increases to Attract and Retain Teachers:

Effectiveness: Increasing salaries to attract and retain teachers may have contributed to maintaining a stable and qualified workforce, which is crucial for improving student outcomes.

Ineffectiveness: While salary increases are essential for teacher retention, they may not directly address the specific needs of underperforming student groups, such as English Learners and Students with Disabilities, who require targeted support and interventions.

1.11, 1.15, and 1.18 Provide Professional Development for Staff and Administer State and Local Assessments:

Effectiveness: Offering professional development opportunities for staff in areas such as ELA, Math, and Inclusion may have enhanced teacher effectiveness and instructional practices, leading to improvements in student learning outcomes.

Ineffectiveness: Despite professional development efforts, certain student groups, particularly English Learners and Students with Disabilities, continued to struggle in ELA and Mathematics, suggesting that additional support and resources may be needed.

1.12 Expand and Provide Support for Full Inclusion Programs

Effectiveness: Increased SPED support with the hiring of an additional Program Specialist which provided targeted support for schools providing Inclusion support.

Ineffectiveness: SPED referrals continue to increase across the district. A trend that is moving further away from a least restrictive environment, such as an Inclusion model.

1.13 and 1.14 Ensure EL students are provided quality ELD Programs and equitable access to grade level content and Implement High Quality Dual Language Programs

Effectiveness: EL students continue to maintain growth in ELPI scores and students enrolled in Vietnamese DLI programs are showing growth in reading development in two languages.

Ineffectiveness: Difficulty enrolling students in Spanish DLI classes. Cohorts remain small in this program.

1.16 and 1.17 Technology Plan and Computer Techs

Effectiveness: A new three year Technology Plan was adopted by the board of education. Additional computer tech and infrastructure support has been critical as we see adopted materials move away from print to digital only access.

1.19, 1.21 and 1.22: Student supports; Library Media Aides, Academic Counselors and Assistant Principals and District Staffing to Support School Implementation of Programs

Effectiveness: Additional student support such as Library Media Aides, Academic Counselors, and Assistant Principals has increased student access to schools resources and support to ensure early intervention.

1.20 Provide Enrichment for Identified Gifted and Talented Students Specialized Programs: GATE

Effectiveness: The GATE program appears to have been successful in providing enrichment opportunities for gifted students, with GATE students consistently scoring higher than their peers in ELA and Mathematics.

Ineffectiveness: The GATE program may not have effectively addressed the needs of underperforming student groups, such as English Learners and Students with Disabilities, who continued to lag behind in proficiency.

1.23 School Site Allocations

Effectiveness: Offering intervention supports, resources for Unduplicated students may have enhanced teacher effectiveness and instructional practices, leading to improvements in student learning outcomes.

Ineffectiveness: Despite support efforts, certain student groups, particularly English Learners and Students with Disabilities, continued to struggle in ELA and Mathematics, suggesting that additional support and resources may be needed.

Overall, while many of the actions outlined in the LCAP have shown some degree of effectiveness in supporting student learning and addressing proficiency gaps, there remain persistent challenges, especially for historically marginalized student groups. Further evaluation and targeted interventions may be necessary to ensure that all students have equitable access to high-quality education and opportunities for academic success.

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

Upon analyzing the data provided in the Dashboard and other local data, several actions within Goal 1 of the LCAP have been identified as ineffective in achieving the desired outcomes. These actions have not produced significant improvements in the identified metrics over the past three years. The ineffective actions, reasons for their ineffectiveness, and proposed changes to strengthen the approach are outlined below:

Action: Provide Online Lexia Personalized Reading Intervention Program

Reason for Enhancement: While the Lexia program is research-proven and designed to accelerate literacy skills, the overall district ELA scores have shown a slight decrease over the past three years. Despite the implementation of Lexia, the district ELA scores have not improved significantly.

Proposed Changes: Modified action, Goal 1, Action 2: Core and Supplemental, Instructional Materials & Resources. To strengthen this approach, FMSD will conduct a thorough review of the implementation of the supplemental program, Lexia. This review will include examining fidelity of implementation, ensuring adequate training and support for teachers, and assessing whether the program is appropriately targeting the needs of all student groups, especially those identified as struggling in ELA. Additionally, the district will explore alternative or supplementary interventions to address literacy gaps effectively.

Action: Implementation of Multi-Tiered System of Support (MTSS)

Reason for Enhancement: Despite providing professional development and coaching support to MTSS teams, the district has not seen significant improvements in ELA and Math scores, particularly among student groups identified as disadvantaged or struggling.

Proposed Changes: Goal 1, Action 1 Teaching and Learning: PK-8 Continuum of Core Instruction; Goal 1, Action 3: Teaching and Learning: Summative and Formative Assessment; Goal 1, Action 5: Teaching and Learning: Special Education Professional Development. Through these new and modified actions FMSD will enhance its MTSS Tier I, Tier II, and Tier III Implementation by focusing on more targeted interventions and aligning them closely with student needs. This may involve refining the screening and assessment process to identify struggling students more accurately, providing differentiated support based on individual needs, and strengthening collaboration between general education and special education staff to ensure a cohesive and comprehensive support system. Additionally, the district will prioritize data-driven decision-making within the MTSS framework to monitor student progress and adjust interventions accordingly.

Action: Provide Student Support Specialist for Academic Intervention

Reason for Enhancement: Despite the presence of intervention teachers focusing on reading, the overall district ELA scores have not shown significant improvement.

Proposed Changes: Goal 1, Action 11: Acceleration and Expanded Learning Opportunities for Unduplicated Pupil Population (UPP) and All Students. Through this modified action, FMSD will reevaluate the effectiveness of the current intervention and acceleration model and consider modifications to better address the specific needs of struggling readers. This may involve expanding the scope of interventions beyond reading and incorporating additional strategies proven to enhance language and literacy skills. Furthermore, FMSD will ensure that intervention teachers receive ongoing professional development in evidence-based practices and strategies tailored to meet the diverse needs of students.

By making these changes, the district aims to strengthen its approach to achieving Goal 1 of the LCAP and improve student outcomes in ELA and Math. These changes and modifications will be informed by data analysis, research-based practices, and a commitment to addressing the needs of all student groups equitably.

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

Goals and Actions

Goal

Goal #	Description
2	Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>California Dashboard:Chronic Absenteeism</p> <p>Decrease by 1.5% points annually for all students and for ethnic/racial subgroups in Red, Orange and Yellow.</p> <p>Maintain percentage for groups in Blue</p>	<p>Chronic Absenteeism (Source: CA Dashboard)</p> <p>2019-2020: Not available</p> <p>2018-2019: All Students: YELLOW (8.7%) African American: RED (22.5%) Asian: BLUE (2.3%) Filipino: BLUE (3.0%) Hispanic:/Latinx: ORANGE (11.6%) Two or More Races: YELLOW (10.1%) White: ORANGE (13.4%)</p> <p>English Learner: YELLOW (8.2%)</p>	<p>Chronic Absenteeism (Source: CA DataQuest)</p> <p>2020-21</p> <p>All Students: 9.6% African American: 24.6% Asian: 2.1% Filipino: 3.3% Hispanic:/Latinx: 13.3% Two or More Races: 10.8% White: 9.7%</p> <p>English Learner: 9.5% Socioeconomically Disadvantaged: 10.8% Students with Disabilities: 14.4% Foster Youth: 22.6%</p>	<p>Source: CA Dashboard 2021-22</p> <p>All Students: 32.6% VERY HIGH African American: 35.8% VERY HIGH Asian: 13.3% HIGH Filipino: 23.6% VERY HIGH Hispanic:/Latinx: 42.3% VERY HIGH Two or More Races: 37.3% VERY HIGH White: 38.6% VERY HIGH</p> <p>English Learner: 34.2% VERY HIGH Socioeconomically Disadvantaged: 34.8% VERY HIGH</p>	<p>Source: CA Dashboard 2022-23</p> <p>All Students: YELLOW 24.9% African American: ORANGE 31% Asian: GREEN 8.6% Filipino: YELLOW 13.1% Hispanic:/Latinx: YELLOW 32% Two or More Races: ORANGE 33% White: ORANGE 31% English Learner: YELLOW 24.8%</p>	<p>2023-24: Chronic Absenteeism (Source: CA Dashboard):</p> <p>All Students: GREEN (4.2%) African American: YELLOW (18% or lower) Asian: BLUE (2.3% or lower) Filipino: BLUE (3.0% or lower) Hispanic:/Latinx: GREEN(7.1%) Two or More Races: GREEN (5.6%) White: GREEN (8.9%) English Learner: GREEN (3.7%)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: ORANGE (9.6%) Students with Disabilities: YELLOW (14.5%) Foster Youth: YELLOW (17.1%) Homeless: ORANGE (26%)	Homeless: 26.8%	Students with Disabilities: 44.1% VERY HIGH Foster Youth: 50% VERY HIGH Homeless: 60.4% VERY HIGH	Socioeconomically Disadvantaged: YELLOW 27.9% Students with Disabilities: YELLOW 35.7% Foster Youth: RED 50% Homeless: YELLOW 55.3%	Socioeconomically Disadvantaged: GREEN (5.1%) Students with Disabilities: GREEN (10.5%) Foster Youth: YELLOW (12.6% or lower) Homeless: YELLOW (21.5% or lower)
California Dashboard: Suspension Rates Dataquest: Suspension Rates Reduce Rate by .3% annually for all students and for ethnic/ racial groups. English Learner, Socioeconomically Disadvantaged and Students with Disabilities data is not available for these groups in Dataquest.	2018-2019 (Source - CA Dashboard): All Students: YELLOW (1.6%) African American: YELLOW (4.7%) Asian: BLUE (0.5%) Filipino: GREEN (0.7%) Hispanic/Latinx: YELLOW (2.1%) Two or More Races: YELLOW (1.8%) White: GREEN (0.7%) English Learner: GREEN (1.4%)	2020-21 0% Suspension Rate	2021-22 All Students: 1.6% MEDIUM African American: 4% HIGH Asian: 0.5% VERY LOW Filipino: 0.8% LOW Hispanic/Latinx: 2.2% MEDIUM Two or More Races: 1.9% MEDIUM White: 2.1% MEDIUM English Learner: 1.6% MEDIUM	2022-23 All Students: ORANGE 3.2% African American: RED 8.4% Asian: YELLOW 1.1% Filipino: YELLOW 1.4% Hispanic/Latinx: ORANGE 3.9% Two or More Races: ORANGE 2.9%	2023-24: (Source - CA Dashboard): All Students: GREEN (0.7%) African American: YELLOW (3.8% or lower) Asian: BLUE (0.5% or lower) Filipino: GREEN (0.7% or lower) Hispanic/Latinx: (1.2%) Two or More Races: (0.9%) White: GREEN (0.7% or lower)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged: YELLOW (1.7%) Students with Disabilities: YELLOW (3.6%) Foster Youth: ORANGE (4.1%) Homeless: GREEN (1.7%)</p> <p>Source - Dataquest)</p> <p>2019-2020 Suspensions (Non-Charter):</p> <p>All Students: 1.1% African American: 2.4% Asian: 0.2% Filipino: 0.4% Latinx/Hispanic: 1.5% Two ore More Races: 1.8% White: 1.2%</p> <p>NOT AVAILABLE English Learners NOT AVAILABLE Socioeconomically Disadvantaged</p>		<p>Socioeconomically Disadvantaged: 1.9% MEDIUM Students with Disabilities: 3% MEDIUM Foster Youth: 5.3% HIGH Homeless: 2% MEDIUM</p>	<p>White: ORANGE 5.5% English Learner: ORANGE 2.7% Socioeconomically Disadvantaged: ORANGE 3.4% Students with Disabilities: RED 6.2% Foster Youth: RED 12.5% Homeless: RED 6.2%</p>	<p>English Learner: GREEN (0.5%) Socioeconomically Disadvantaged: GREEN (0.8%) Students with Disabilities: YELLOW (3.6%) Foster Youth: YELLOW (3.2%) Homeless: GREEN (0.8%)</p> <p>Source - Dataquest)</p> <p>2023-2024 Suspensions (Non-Charter):</p> <p>All Students: 0.2% African American: 1.5% Asian: maintain 0% Filipino: maintain 0% Latinx/Hispanic/Latino : 0.6% Two or More Races: 0.9% White: 0.3%</p> <p>NOT AVAILABLE English Learners</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	NOT AVAILABLE Students with Disabilities				NOT AVAILABLE Socioeconomically Disadvantaged NOT AVAILABLE Students with Disabilities
Panorama Survey: School Connectedness Increase the percentage of students answering favorably to the question of feeling a sense of belonging (School Connectedness) by 3 percentage points annually for students for each 3-8 grade levels	February 2021: All Students: 70% African American: 68% Filipino: 67% Latinx/Hispanic: 70% Vietnamese 69% White: 71% Grade 3: 77% Grade 4: 75% Grade 5: 75% Grade 6: 72% Grade 7: 63% Grade 8: 61%	February 2022: All Students: 66% African American: 62% Filipino: 67% Latinx/Hispanic: 65% Vietnamese: 66% White: 63% Grade 3: 77% Grade 4: 72% Grade 5: 67% Grade 6: 62% Grade 7: 60% Grade 8: 54%	February 2023: All Students: 64% African American: 50% Filipino: 67% Latinx/Hispanic: 63% Vietnamese: 66% White: 68% Grade 3: 77% Grade 4: 71% Grade 5: 65% Grade 6: 60% Grade 7: 56% Grade 8: 54%	February 2024: All Students: 63% African American: 53% Filipino: 66% Latinx/Hispanic: 62% Vietnamese: 63% White: 60% Grade 3: 76% Grade 4: 69% Grade 5: 62% Grade 6: 62% Grade 7: 53% Grade 8: 53%	2023-24: All Students: 79% African American: 77% Filipino: 76% Latinx/Hispanic: 79% Vietnamese 78% White: 80% Grade 3: 86% Grade 4: 83% Grade 5: 83% Grade 6: 81% Grade 7: 72% Grade 8: 70%
Children Healthy Kids Surveys: Increase the percentage of students in grade 7 reporting high levels of school connectedness by 5% annually	Source: California Healthy Kids Survey Baseline 7th grade: 56% Strongly Agree/Agree	2021-22 7th grade: 64% Strongly Agree/Agree	Metrics Unavailable until Fall 2023- Will report at that time.	2022-23 7th grade: 50% Strongly Agree/Agree	Grade 7: 71%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHKS; Staff Response Increase knowledge and skills on Trauma informed practices by 5% annually	(Source: California Healthy Kids Survey) 74% of staff reported they strongly agree with having more trauma informed professional learning	2021-22 71% of staff reported they strongly agree with having more trauma informed professional learning	Metrics Unavailable until Fall 2023- Will report at that time	2022-23 62% of staff reported they strongly agree with having more trauma informed professional learning	All teachers: 89%
Universal Social-Emotional Screening Tool TBD	Baseline TBD in 2021-22	Universal Screener will be given in Fall 2022 to MTSS Cohort 1 schools	N/A - Metric Removed	N/A - Metric Removed	N/A - Metric Removed
Student attendance rates will increase by .02% points annually for subgroups to include: ethnicity, grade level, as measured by district attendance data.	Source: Datazone LCAP Dashboard Baseline April 2021: 2020-21: 96.40% 2019-20: 97.20% 2018-19: 95.90% All Students: 96.4% African American: 92.4% Asian: 98.7% Hispanic/Latinx: 95.2% White: 95.9% English Learner: 96.5% Socioeconomically Disadvantaged: 95.9%	Source: Datazone LCAP Dashboard June 2022: All Students: 91.4% African American: 90.3% Asian: 94.4% Hispanic/Latinx: 89.7% White: 88.5% English Learner: 90.8% Socioeconomically Disadvantaged: 91.0% Students with Disabilities: 89.5%	Source: Datazone LCAP Dashboard April 2023: All Students: 92.3% African American: 89.5% Asian: 95.5% Hispanic/Latinx: 90.8% White: 92.2% English Learner: 92% Socioeconomically Disadvantaged: 92.3% Students with Disabilities: 90.2% TK - 88.3% K- 90.3% 1st - 90.9%	Source: Datazone LCAP Dashboard 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%	2023-24: All Students: 96.34% African American: 92.34% Asian: 98.64% Hispanic/Latinx: 95.14% White: 95.84% English Learner: 96.44% Socioeconomically Disadvantaged: 95.84% Students with Disabilities: 94.74% Grade TK: 97.34% Grade K: 96.04% Grade 1: 95.94%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities: 94.8%</p> <p>Grade TK: 97.4%</p> <p>Grade K: 96.1%</p> <p>Grade 1: 96.0%</p> <p>Grade 2: 96.4%</p> <p>Grade 3: 96.9%</p> <p>Grade 4: 96.1%</p> <p>Grade 5: 97.0%</p> <p>Grade 6: 96.4%</p> <p>Grade 7: 96.5%</p> <p>Grade 8: 96.3%</p>	<p>Here are the grade level attendance rates:</p> <p>TK - 88.5%</p> <p>K- 89.7%</p> <p>1st - 90.6%</p> <p>2nd - 90.6%</p> <p>3rd - 92.1%</p> <p>4th - 91.4%</p> <p>5th - 91.6%</p> <p>6th - 90.1%</p> <p>7th - 92.3%</p> <p>8th - 93.3%</p>	<p>2nd - 92%</p> <p>3rd - 92.4%</p> <p>4th - 93.3%</p> <p>5th - 93.5%</p> <p>6th - 92.7%</p> <p>7th - 93.3%</p> <p>8th- 93%</p>	<p>1st - 93.65%</p> <p>2nd - 93.61%</p> <p>3rd - 93.74%</p> <p>4th - 93.92%</p> <p>5th - 94.38%</p> <p>6th - 94.48%</p> <p>7th - 93.92%</p> <p>8th- 93.56%</p>	<p>Grade 2: 96.34%</p> <p>Grade 3: 96.84%</p> <p>Grade 4: 96.04%</p> <p>Grade 5: 96.94%</p> <p>Grade 6: 96.34%</p> <p>Grade 7: 96.44 %</p> <p>Grade 8: 96.24 %</p>
Teachers reporting middle school student mental health is a moderate to severe problem will decrease by 5% annually	Source: California Healthy Kids Survey 59% of middle school (7th and 8th) teachers	2021-22 45% of middle school (7th and 8th) teachers	Metrics Unavailable until Fall 2023- Will report at that time	2022-23 68% of middle school (7th and 8th) teachers	The percentage of teachers reporting student mental health is a moderate to severe problem will decrease to 44%
Middle School Dropout Rate (Required Metric)	2019-20 Unable to determine; baseline will have to be determined in 21-22	2020-21 0% Drop Out Rate	2021-22 0.003% Drop Out Rate	2022-23 0.0005% Drop Out Rate	2023-24 0% Drop Out Rate
Source:Dataquest Expulsion Rate	2019-20 0% Expulsion Rate	2020-21 0% Expulsion Rate	2021-22 0% Expulsion Rate	(2022-23) 0.0003% Expulsion Rate	2023-24 0% Expulsion Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

Planned actions were implemented or accomplished throughout the 2023-24 school year. The actions that did not come to fruition were due to staffing shortages. In addition, Action 2 Mental Health and Wellness Related Services and Supports required extending a contract for Uplift to ensure each school site had access to one full-time social worker on campus.

Data analysis shows we accomplished or were on track for completion of the actions listed in this goal and were effective in implementing the goal and related action items. FMSD is committed to providing social-emotional resources and tools to support our students and staff. We continue to see the benefit of social workers on all our school campuses. We provided services through contract services with UpLift (Pacific Clinics) and through direct hires within FMSD so that there was at least one full-time social worker for every site. Through LCAP surveys, community Town Halls, and district educational partner meetings, there has been an overwhelmingly positive response and request to continue to fund and provide social worker services at each site.

We continue to prioritize our commitment to providing a broad course of study through expanding enrichment opportunities during the school day. FMSD provides physical education and recess activities through our partnership with Little Heroes. These programs also embed social-emotional learning strands throughout their units to help students learn how to problem solve and build confidence through communication and play. Arts and Music programs were also integrated into the school program in partnership with San Jose Jazz and Audacity Arts. Again, survey data, Town Hall meetings, and educational partner meetings listed these programs as high priorities for next year as they saw the positive effects these programs had afforded their students and school communities by engaging and inspiring students and reconnecting them to their school communities.

A further description of our challenges and successes of specific actions in this goal follows below:

Actions 2.1, 2.2, 2.3, 2.5, and 2.9- FMSD is dedicated to supporting the whole child. As such, all sites have a dedicated social worker on campus daily and all of our sites have incorporated Wellness Centers, where students can go to de-escalate behaviors. Additionally, professional development on the board adopted SEL Curriculum was provided at the beginning of the school year, with support in place throughout the school year for classroom teachers. As a direct result of high suspension rates, all managers, including site administrators, have participated in a two day, Restorative Practice Professional Development series to learn how we can resolve conflict and heal harm.

FMSD has experienced chronic absenteeism. A2A, our attendance monitoring platform alerts district office personnel when a student has a high rate of absences. It is the expectation that site administrators monitor student absences and hold SART meetings when appropriate. It was noted that due to the sheer volume of conferences needed to be held, not all families were given SART Meetings.

Action 2.4 FMSD continues to partner with Educational Legal Services to ensure compliance and that the district is following the law.

Action 2.6 In addition to the current district nurse, a second nurse was hired to help provide families with resources regarding healthcare. It is unknown if the addition of this employee will have a direct impact on improving student attendance and will need to be monitored and evaluated.

Actions 2.7 and 2.8 FMSD currently provides VAPA courses to all students in middle school. At the elementary level, VAPA instruction has been supplemented through partnerships with art educator groups. We are currently in the process of hiring two VAPA teachers to serve students in 4-6th grades, but have been unsuccessful in the identification of these candidates, after three rounds of interviews.

Action 2.10 This goal was reached, as evidenced in the annual FIT reports.

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.

2.2 Mental Health and Wellness Related Services and Supports: There was an extremely small difference due to Welligent services not being used as much and Continuum Cloud being a less expensive solution.

2.4 Partner with Educational Legal Services-PD and Consultation: Amounts less than planned due to prior year Refund for \$3K and PDs are postponed until next fiscal year.

2.6 Fund an Additional District Nurse Principally Directed to Support the Specific Needs of Unduplicated Students: The budget did not include travel allowance, increased benefit expenses due to negotiations, and health aide compensation. \$12K of the overage due to site allocations being recorded here instead of under Goal 1 Action 23.

2.7 Provide Arts/Music/Theater: The current year enrichment expenditures paid with Prop 28 funds, not LCAP dollars.

2.10 Clean and Safe Facilities: Custodial compensation that would have been coded here was transferred to ELOP as the night custodians spend most of their time supporting the ELOP program. The District was also able to reduce the total number of custodians needed due to declining enrollment.

Effectiveness/Ineffectiveness Analysis of Actions in Addressing Chronic Absenteeism and Suspensions:

2.1 Professional Development and Curriculum on Social Emotional Learning for Staff within MTSS Framework

Ineffectiveness: Although social-emotional learning (SEL) curriculum and strategies are valuable for fostering student engagement and attendance, their direct impact on chronic absenteeism may be indirect and difficult to measure within a short timeframe. Further analysis is needed to assess the effectiveness of this action in addressing chronic absenteeism specifically.

2.2 Mental Health and Wellness Related Services and Supports

Effectiveness: The provision of mental health and wellness services through School Social Workers and School Linked Services Specialists has likely contributed to the decline in chronic absenteeism for certain student groups. However, the effectiveness may vary across different groups, as evidenced by the varying rates of improvement. Further analysis is needed to determine the impact on specific student demographics.

2.3 Student Attendance and Wellness Data Systems

Effectiveness: The implementation of the A2A Attendance System and regular surveys to monitor student wellness and school connectedness has been effective in providing timely data for intervention. This is evidenced by the overall decline in chronic absenteeism from 32.5% in 2021-22 to 24.9% in 2022-23. Additionally, several student groups, such as Asian students, experienced significant improvements, moving from an orange to green indicator.

2.4 Partner with Educational Legal Services-PD and Consultation

Ineffectiveness: While training on legal requirements for student discipline is important for creating equitable disciplinary practices, its direct impact on reducing suspension rates may be limited within the timeframe of the LCAP cycle. Additional strategies and interventions may be needed to address the root causes of behavioral issues.

2.5 Homeless and Foster Youth Supports

Effectiveness: Providing supports such as transportation, supplies, and tutoring to homeless and foster youth students has likely contributed to their improved attendance. However, despite these efforts, the chronic absenteeism rate for Foster Youth remained high and increased, indicating the need for additional support and intervention strategies.

2.6 Fund an Additional District Nurse Principally Directed to Support the Specific Needs of Unduplicated Students

Ineffectiveness: While access to healthcare services is important for student well-being, the hiring of an additional district nurse may not directly impact chronic absenteeism rates within the timeframe of the LCAP cycle. The effectiveness of this action in reducing chronic absenteeism would likely be indirect and require longer-term evaluation.

2.7 and 2.8 Provide Arts/Music/Theater and Physical Education

Effectiveness: High participation and engagement for students within VAPA and PE classes.

2.9 Restorative Justice Practices

Effectiveness: Restorative Justice Practices aim to address the root causes of behavior issues and improve student engagement. While the effectiveness of these practices in reducing chronic absenteeism may not be directly measurable, they contribute to creating a positive school climate that can influence attendance rates positively over time. Similar to addressing chronic absenteeism, Restorative Justice Practices contribute to creating a positive school climate and reducing behaviors that may lead to suspensions. However, their direct impact on suspension rates may vary across different student groups and require longer-term evaluation.

2.10 Clean and Safe Facilities

Effectiveness: Goal reached as evidenced in annual FIT reports.

Overall, actions focusing on student wellness, support services, and restorative practices show promise in addressing chronic absenteeism and reducing suspension rates. However, the effectiveness of these actions may vary across different student groups and require ongoing evaluation and adjustment to achieve desired outcomes

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

Enhanced Professional Development on Social Emotional Learning (SEL) within MTSS Framework. Supporting the Whole Child: Professional Development and Targeted Strategies (Action 2.2)

Reason for Enhancement: Given the importance of SEL in addressing chronic absenteeism and reducing suspension rates, the district will prioritize enhancing professional development opportunities for staff to effectively implement SEL curriculum and CASEL strategies within the MTSS framework.

Proposed Changes: The district will expand professional development offerings to include more comprehensive training on SEL practices, trauma-informed instruction, and culturally responsive teaching. This will ensure that staff are equipped with the necessary skills to support the social and emotional well-being of all students, thereby reducing absenteeism and disciplinary incidents.

Strengthened Mental Health and Wellness Related Services and Supports through Coordinated Services. Modified Action: Supporting the Whole Child: Coordinated Services (Action 2.1)

Reason for Enhancement: Given the significant increase in suspension rates among vulnerable student populations, there is a critical need to enhance mental health and wellness supports to address underlying behavioral and emotional challenges.

Proposed Changes: FMSD will increase the capacity of mental health professionals, such as School Social Workers and School Linked Services Specialists, to provide targeted interventions and supports for students experiencing trauma, poverty, or mental health concerns. Additionally, the district will explore partnerships with community mental health agencies to expand access to counseling services and crisis intervention resources for students in need.

Safe and Supportive Schools: Students in Foster Care and Students Experiencing Homelessness (Action 2.4)

Reason for Enhancement: Given the continued identification of FY under Differentiated Assistance due to high absenteeism and suspensions, there is a critical need for enhanced mental health and wellness supports as well as more direct coordinated care services to address the ongoing needs of this student group.

Proposed Changes: 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. Provide additional site-based support staff through coordinated services, including library media aides (LMA) and nurses.

By implementing these changes, the district aims to strengthen its approach to achieving Goal 2 of the LCAP and improve student attendance, wellness, and disciplinary outcomes. These modifications will be informed by data analysis, research-based practices, and a commitment to addressing the diverse needs of all student groups equitably.

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

Goals and Actions

Goal

Goal #	Description
3	Family and Community Engagement: FMUSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Panorama Parent Survey: Parents Taking Survey Increase the number and percentage of families answering the annual Parent Survey in grades TK-8	2021 2,107 Parent Respondents	2022 1,036 Parent Respondents	2023 1,846 Parent Respondents	2024 986 Parent Respondents	2023-24 3,000 Parent Respondents
LCAP Panorama Parent Survey: Parent Engagement Increase the percentage of families answering favorably on the survey in the category of Parent Participation annually by 1% point. Ensuring participation from EL, Foster Youth,	2021 94%	2022 92%	2023 95%	2024 93%	2023-24 96% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Homeless and SPED Parents.					
<p>Parent Participation and Attendance of Parent Institute for Quality Education (PIQE)</p> <p>Increase the number of parents participating in PIQE/Parent Leadership Training annually.</p>	2021-22: Baseline 48 graduates of the Leadership Program	N/A - Baseline established 2021-22	2022-23: 26 graduates	2023-24: 151 graduates	2023-24 60 graduates
<p>Internal Accountability/Review of Documents Submitted</p> <p>100% of schools will be compliant with Federal requirements related to Parent Governance Committees.</p> <p>Evidence includes sign in sheets, elections, appropriate membership, agendas and minutes that</p>	May 2020-21: 80% School sites evidence of complying with School Site Council and English Learner Advisory Committee requirements.	May 2021-22: 95% School sites evidence of complying with School Site Council and English Learner Advisory Committee requirements.	May 2022-23 88% School sites evidence of complying with School Site Council and English Learner Advisory Committee requirements.	May 2023-24: 80% School sites evidence of complying with School Site Council and English Learner Advisory Committee requirements.	2023-24 100% compliance in meeting all requirements & demonstrating evidence of parent leadership and shared leadership

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
reflect compliance with required topics.					
California Dashboard Local Indicator Priority 3: Parent Engagement. Ensuring participation from EL, Foster Youth, Homeless and SPED Parents.	2020-21 Self-Reflection Tool: 1. Building Relationships: Initial Implementation 2. Building Partnerships: Initial Implementation 3. Input for Decision-making: Beginning Development	2021-22 Self-Reflection Tool: 1. Building Relationships: Initial Implementation 2. Building Partnerships: Initial Implementation 3. Input for Decision-making: Beginning Development	2022-23 Self-Reflection Tool: 1. Building Relationships: Full Implementation 2. Building Partnerships: Initial Implementation 3. Input for Decision-making: Initial Development	2023-24 Self-Reflection Tool: 1. Building Relationships: Initial Development 2. Building Partnerships: Initial Development 3. Input for Decision-making: Initial Development	2023-24: Self-Reflection Tool: 1. Building Relationships: Full Implementation 2. Building Partnerships: Full Implementation Input for Decision-making: Initial or Full Implementation

Goal Analysis

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

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

Analysis of the data shows we accomplished the actions listed in this goal. This goal was designed to ensure outreach and support efforts for our FMSD families and communities. FMSD has four district-wide Family Resource Centers (FRC) created in partnership with First Five, Catholic Charities, and SJ Public Library. This invaluable resource and partnerships has enabled FMSD to continue to engage with families and the communities we serve.

Our five full-time district liaisons provide a much-needed communication conduit to our families who do not speak English. Our Spanish and Vietnamese Liaisons attend community events to recruit incoming families and support district initiatives. Through interpretation and translations, our liaison provides access for our families to participate in school and district events and meetings, including decision-making committees such as (D)ELAC and our LCAP District Advisory Committee (DAC).

Overall, the actions taken under the Family and Community Engagement goal have shown varying degrees of effectiveness. While some actions have successfully engaged parents and supported families, others require significant adjustments to achieve the desired outcomes.

By refining these actions and implementing targeted changes based on the analysis, FMSD can better engage its diverse community and enhance educational outcomes for all students. Most of our planned actions were implemented or completed throughout the 2023-24 school year. Differences will be budget vs. actual expenditures in the next sections.

A further description of our challenges and successes of specific actions in this goal follows below:

FMSD experienced success with Actions 3.1 and 3.7, as they relate to providing parents educational opportunities. FMSD offered ESL classes three days a week to parents of FMSD students. To encourage attendance, childcare was provided free of charge. FMSD further partnered with the Parent Institute for Quality Education (PIQE), which saw an increase in parent participation this past year.

FMSD partnered with Cultivating Literacy to put on a series of four reading specific parent education workshops, which grew in popularity by the end of the series. Plans for the 2024-25 school year include a parent or family workshop monthly to encourage greater participation from community partners.

Actions 3.2, 3.3, 3.4, 3.5 and 3.6 all related to parent outreach and support continue to be positively received by community partners. FMSD continues to provide comprehensive support to low-income families through the Family Resource Center. Parent outreach through our bilingual district liaisons, as well as translation and interpretation services to ensure our families can access and participate in district-level meetings and events will continue, as will the district-wide communication platform Parent Square, where families can toggle between multiple languages for translation of district and school site messages.

Action 3.8 is an area that needs continued focus. We need to ensure that we are capturing the voices of all FMSD families at the committee level, as well as through feedback on district and site level surveys. FMSD offers parent surveys to be completed throughout the year. It was noted that there was a significant decline in the number of parent participants, which did not provide the district with the feedback anticipated.

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.

3.1 Providing Parent Educational Opportunities: Extra hours for teachers, not originally budgeted. Food purchases, bus trips, etc. at school sites, budgeted under Goal 1, Action 23 but ultimately recorded here.

3.3 Providing Translations and Interpretation Services for Families: \$10K less of translators, \$90K reduced use of Language Line; Language Line provides interpretation over the phone. The need for phone interpretation was not as much this year. More meetings were in person in FY 23-24.

3.4 Parent Outreach by Bilingual District Liaisons: Site allocation under Goal 1 Action 23 is recorded here. Covered various community aide positions

3.5 and 3.6 Parent Square - Home/School Communication Tool and Mailings: Site allocation under Goal 1 Action 23 is recorded here. Covered various community aide positions. Increased mailings to promote extended learning programs.

3.7 Providing Parent Leadership Training and ESL Classes: Primarily due to increased parent meetings and increased pay for babysitters. The pay increase attracted more babysitters per meeting, which met parents needing more childcare services during numerous parent meetings.

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

Effectiveness/Ineffectiveness Analysis of Actions in Making Progress Toward the Family and Community Engagement Goal:

3.1 and 3.7 Providing Parent Educational Opportunities and Leadership Training and ESL Classes

Effectiveness: This action has shown moderate effectiveness. The number of graduates from the Parent Institute for Quality Education (PIQE) and other leadership programs increased from 48 to 151, indicating a positive impact on parent leadership development. Also there was an increased attendance in ESL classes compared to past class offerings.

3.2 Franklin McKinley Children's Initiative & First Five Resource Center

Effectiveness: This action has been effective in providing comprehensive support to low-income families and enhancing the bond between the school district and the community. The initiative's replication across other Family Resource Centers indicates success in extending resources and support.

3.3 Providing Translations and Interpretation Services for Families

Effectiveness: This action has shown high effectiveness in ensuring that non-English speaking families can access and participate in district-level meetings and events. It directly supports English Learners and their families.

3.4 Parent Outreach by Bilingual District Liaisons

Effectiveness: This action has been effective in enhancing communication and outreach to Spanish and Vietnamese-speaking families, evidenced by increased engagement in school and district events.

3.5 and 3.6 Parent Square - Home/School Communication Tool and Mailings

Effectiveness: This action has been moderately effective. Parent Square has facilitated better communication between school staff and families. Mailings have helped to connect families with critical information such as report cards and state testing requirements.

3.8 Compliance with District and School Governance Parent Committees

Effectiveness: Moderately effective. Continued parent engagement in decision making groups is a focus.

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

Changes Made to the Goal, Expected Outcomes, Metrics, or Actions

Action: Increase Parent Survey Response Rate

Reason for Ineffectiveness: The number of parent respondents decreased significantly, indicating that the current communication and engagement strategies need revision.

Changes: Implement more targeted and personalized outreach efforts, through additional in-person meetings, phone calls, and leveraging community partners to encourage survey participation. (enhanced Action 3.1, 3.3 and 3.4)

Action: Self-Reflection Tool for Parent Engagement

Reason for Ineffectiveness: There was no noticeable improvement in the Self-Reflection Tool metrics, which remained at the initial development stage.

Changes: Introduce more intensive training for staff on relationship building and partnership development with families. Also, enhance the methods of seeking input for decision-making by creating more interactive and participatory opportunities for parents. (New Action 3.5)

Enhancements to Effective Actions:

Providing Parent Educational Opportunities and Leadership Training (Action 3.1)

Enhancement: Expand the scope of the training programs to include more school sites and diverse topics, ensuring that more parents have access to these opportunities.

Expected Outcome: Further increase in the number of parent participants and graduates, leading to stronger parent leadership across all schools.

Franklin McKinley Children's Initiative & First Five Resource Center (Action 3.2)

Enhancement: Increase funding and resources to expand the initiative's services, ensuring that all families, regardless of the child's age, benefit from the available support.

Expected Outcome: Broader reach and impact of the initiative, leading to higher family satisfaction and engagement.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Franklin-McKinley Elementary School District	Juan Cruz Superintendent	juan.cruz@fmsd.org 408.283.6006

Plan Summary [2024-25]

General Information

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

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 ensuring 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 sixteen (16) schools, including eight TK-6 elementary schools, one TK-3 school, one 4-8 school, three 7-8 middle schools, and three 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 2023-2024, the district has an enrollment of approximately 5,952 students in grades transitional kindergarten through 8. The student population is diverse, representing a range of ethnicities, languages, and socio-economic backgrounds. Specifically, 62% of students are socioeconomically disadvantaged and 49% of students are English Learners.

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.

The Franklin-McKinley School District has faced various challenges in recent years, including extended school closures and high student and staff absentee rates as a result of the COVID-19 global pandemic. These challenges have impacted student learning, attendance, and overall well-being. The LCAP addresses these challenges directly through targeted goals and strategies.

In 2023, the district was notified of its continued identification as Significant Disproportionate for the overidentification of Hispanic/Latinx students with a Specific Learning Disability (SLD). Committee and educational partners work led to identifying the following root causes: the need to improve teachers' capacity to use language and literacy instruction, understanding differences between language acquisition and language disorders, and the need to support staff with providing appropriate interventions in general education. Past CCEIS plans were focused on building site and district level capacity in the Multi-Tier Systems of Support (MTSS) through the development of Tier I programs and supports in academics, SEL, behavior, and attendance. With support from outside consultants, the district has designed systems and structures that clearly define the different tiers of support for students in these areas. FMSD has implemented MTSS Tier I instructional supports at all sixteen school sites and will be building out Tier II structures.

As a result of COVID 19, school closures and high student and staff absences in the 2021-22 school year, we saw the direct impacts of the global pandemic in our schools which was reflected in the 2022 and 2023 CA Dashboards. The CA Dashboard and FMSD current local data created 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.

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 Meadows Elementary. The schools with the most number of English Learners have implemented the Sobrato Early Academic Language (SEAL) framework in grades K-3. FMSD reclassified approximately 7.02% of English Learners in 2022-23. 14% of English Learners have been in the program for more than 6+ years.

FMSD participates in the Eastside Alliance as a feeder district to Eastside Union High School District. The Silicon Valley Education Foundation is a partner in this work in increasing the number of students of color prepared for college math. FMSD continues to offer teachers district wide professional development opportunities during the school year and time for teachers to plan and collaborate during minimum days on Thursdays at their school sites.

We are 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. We rely 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 eighth 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 launching the Community School's framework continuing to build 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.

Within this context, 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 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 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" group scoring Red on the CA Dashboard in ELA.

The following student groups, by school site, 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 teaching and learning 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. 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, 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-than-average 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).

English Learners:

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 whose scores either maintained at a Level 4 or increased one ELPI level. This score puts FMSD in the Orange 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:

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 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.

Chronic Absenteeism:

2023 CA Dashboard Chronic Absenteeism reflections of the 2022-23 school year demonstrated an improvement in Chronic Absenteeism districtwide, however a continued high level of need related to Chronic Absenteeism. 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 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 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 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: Asian

Hellyer: SED

Meadows: EL, Hispanic, SED, SWD

Ramblewood: SWD

Shirakawa: SWD

Sylvandale: SED, EL

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 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 smaller represented group, 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.

Notability 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 Students" 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:

Bridges: SWD

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, 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.

CSI School: Sylvandale Middle School

RED: All Students, Chronic Absenteeism

RED: All Students, Math

RED: All Students, Suspension Rate

To effectively meet ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, Sylvandale Middle School has developed a comprehensive plan in collaboration with educational partners to address specific areas of low performance among student groups, with the aim of improving student outcomes which is outlined in their School Plan for Student Achievement (SPSA) and reflected in the following LCAP goals and actions, 1.1, 1.3, 1.6, 1.8, 1.10, 1.11, 1.12, 1.13, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.5.

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

- * African American Students: Chronic Absenteeism and Academic
- * Homeless: Chronic Absenteeism and Academic
- * Students with Disabilities: Chronic Absenteeism and Academic
- * Foster Youth: Chronic Absenteeism and Suspension

FMSD developed a DA Team comprised of district and site leadership to work in partnership with the Santa Clara County Office of Education (SCCOE) Continuous Improvement Team and countywide DA Network to engage in several improvement efforts to investigate and address areas of identified needs. SCCOE support consisted of four full-day team trainings and four follow-up coaching sessions to support the FMSD team's change idea and data collection efforts.

January 13, 2023: Day one was focused on developing a problem of practice based on deep analysis of our identified student groups data. The team used the data to identify strengths and gaps in our current system using a system simulator. Our team specifically narrowed our data analysis focus on Chronic Absenteeism due to the high absentee rate districtwide. Next we identified and documented potential root causes using a fishbone diagram and constructed a plan of action to further investigate our system.

March 10, 2023: The FMSD DA Team utilized our problem of practice "Homeless students are chronically absent at a rate of 60.4% and Foster Youth students are chronically absent at a rate of 50% compared to the district rate of 32.6%" to construct a theory of action (TOA) for addressing our problem of practice. We continued to unpack our root cause analysis to develop an aim statement. Drivers identified were student/parent engagement, student supports, data informed practices and the need for updated policies and procedures.

August 25, 2023: The FMSD DA teams designed a Plan Do Study Act (PDSA) improvement cycle to assist with addressing our DA area of identification of Chronic Absenteeism. The change idea of developing measures for school site teams to regularly review their school site attendance data as an indicator to intervene swiftly included test protocol for principals to regularly review attendance data by: (1) Identifying

their Core Attendance Team (roles clearly defined) and Scheduled Meetings (2) Provide 15 minutes at the beginning of each meeting to quickly review attendance data to identify student list to bring to team and (3) Share best practices and strategies for engaging families and students in coming to school." This change idea was then scheduled out and tested between August and November 2023.

November 3, 2023: The FMSD DA Team reconvened with the SCCOE DA Network to review data collected from the scaled theory of action and an iteration of this change idea was developed; Building upon past cycle learning, we will pivot focus on use of holistic data. Through the Nov. 7th Panorama Training and November MTSS Coaching Days we provided an opportunity for continuous focus on attendance through data practices and protocols to increase awareness among all staff (teachers, site administrators, Social Workers and Tier II/III support staff) by utilizing the Student Success platform.

This concentrated PDSA on chronic absenteeism continues to be a focus for the FMSD DA Leadership Team. With the release of the 2023 dashboard, it revealed three student groups were no longer identified under DA for chronic absenteeism, SWD, Homeless, and African American. However Foster Youth was identified in December 2023.

In December 2023, 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 and Academic
- * Homeless: Suspension and Academic
- * Students with Disabilities: Suspension and Academic
- * Foster Youth: Suspension and Chronic Absenteeism

FMSD expanded the current DA Leadership Team to include a feeder cohort of two elementary schools and one middle school. This team works in partnership 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 has also been adjusted to have monthly coaching check-in and team meeting times, in addition to three full-day trainings. The first full-day virtual training occurred on January 24, 2024. This meeting was an opportunity to provide new members background knowledge and understanding of comprehensive data analysis and team time to begin to develop a problem of practice in response to the new DA indicators.

Follow up DA lead and DA Leadership Team coaching sessions were held each month from February-May 2024. These sessions complemented the full training sessions in January 2024 and March 2024 to support the FMSD DA Leadership team with gathering qualitative data in the form of Empathy Interviews from staff, parents, and students from three pilot DA schools. This data was analyzed in conjunction with quantitative data collected to begin to identify root causes and develop a plan of action focused on increasing student engagement and agency within the Tier I classroom setting.

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 are include aforementioned actions in Goal 1 as well as Goal 2. SCCOE will support FMSD with implementation in 2024-25 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.

Sylvandale Middle School

Support for Identified Schools

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

FMSD staff, in collaboration with Sylvandale leadership team, has conducted a thorough root cause analysis to identify areas of needs. In conjunction with site-based continuous improvement through their Multi-Tiered System of Support (MTSS) coaching, instructional walkthroughs, empathy interviews, and state and local student data analysis, a few key areas have been identified for targeted support to accelerate the achievement gap for Sylvandale students.

As part of the site's CSI process, the Sylvandale team determined the following identified and resources inequities:

- more curriculum support is needed for English learners within the specified ELD classes
- collaborative planning time between special education and general education teachers
- site coaching to support instructional practice (small group rotations, EL strategies across content areas, alignment of academic and CAASPP vocabulary to level of state test questioning)
- social-emotional support for staff and students (team-building for staff before school starts and time and resources to support team-building with students)
- computer access to support independent reading, assignment completion at home, and the ability to explore topics surfaced in classes.

The support plan developed to address the identified needs include:

Partnership with the Silicon Valley Mathematics Initiative (SVMI) to provide intensive math professional learning sessions for middle school math teachers. The SVMI facilitator/coach will follow-up the intensive mathematics professional development with in-classroom support that includes math coaching, peer collaboration, and student work analysis sessions.

- Provide access to SVMI's library of shared resources to support math teaching and learning.
- Collaborate with teachers to use math performance tasks as a planning tool to develop aligned, standards-based lessons, units, formative assessments, and re-engagement.
- Provide job-embedded professional learning session for teachers through modeling high quality, standards-based teaching, and planning.

- Work with teachers to analyze student data, diagnose instructional needs, and identify evidence-based instructional strategies to close opportunity gaps and accelerate learning.
- Provide group instructional coaching and mentoring to teachers to improve classroom instruction for all learners.
- Conduct classroom observations and provide feedback that facilitates teacher reflection and growth.

Partnership with Partners in School Innovation. Partners coach will follow-up with administration and staff to provide professional development and coaching within systems of continuous improvement and will monitor areas of focus to improve outcomes for all students in the areas identified within CSI.

Teacher Sub Release and Planning Time

- Planning time enables teachers to develop strategies to meet diverse learning needs within their classrooms, including modifying lessons for students with different learning abilities.
- Participation in PLCs allows teachers to engage in collective inquiry, share data-driven insights, and develop common assessments.

Online Acceleration Tool, Achieve 3000, to support reading comprehension and fluency for identified students.

FMSD also provides a full-time School Social Worker, full time Academic Counselor, and full time School Linked Services provider to support students who are experiencing challenges with accessing academic, engaging in school and/or behaviors.

Monitoring and Evaluating Effectiveness

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

To ensure the successful implementation and continuous improvement of Sylvandale Middle School's support plan for student and school improvement, FMSD has established a robust monitoring and evaluation process. This process integrates multiple data sources, regular reviews, and collaborative efforts to identify and address areas of need effectively. Specific data collection and analysis will include the following:

Student Performance Data: Regularly collect and analyze data from state and local assessments, formative assessments, and classroom observations.

Behavioral and Attendance Data: Monitor trends in student behavior, suspension rates, and attendance records to identify areas needing additional support.

Survey Data: Use surveys (e.g., Panorama Survey) to gauge student and staff well-being, sense of belonging, and parent engagement.

Regular Review and Adjustment

Continuous Improvement Cycles: Conduct 6-8 week cycles to review the effectiveness of interventions and make necessary adjustments.

ILT and PLC Meetings: Regular meetings of the Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs) to review progress, share best practices, and adjust strategies.

Collaborative Support Teams Reviews: Collaborative teams of teachers, counselors, administrators, and parents/guardians meet regularly to review student progress and adjust interventions.

Professional Development Feedback: Gather feedback from professional development sessions to refine and improve training programs.

By implementing this comprehensive monitoring and evaluation plan, Sylvandale Middle School aims to ensure that targeted support strategies effectively address the identified needs, thereby improving student outcomes and fostering an inclusive, equitable educational environment to ultimately close the achievement gaps for all students at Sylvandale.

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)	<ul style="list-style-type: none"> • Audience: Principals, Teachers, District Administrators, Staff, Parent/Community Members, CSEA Unit Members, FMEA Unit Members • Topics Discussed: LCAP Metric Progress, CA Dashboard, LCAP Goals and Actions implementation and progress, Budgets • Meeting Dates: Oct. 25, 2023, Nov. 29, 2023, Feb. 7, 2024, March 27, 2024, April 24, 2024, and May 22, 2024
District English Language Advisory Committee (DELAC)	<ul style="list-style-type: none"> • Audience: Parents/Community Members of EL students • Topics: EL student data and LCAP metrics, needs of EL students and families, LCAP goals and actions • Meeting Dates: April 24, 2024 and May 22, 2024
SELPA	<ul style="list-style-type: none"> • Topics: Supports and funding for students with disabilities and staff training, parent input for supporting SWD, connection to CCEIS/CIM and DA plans

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> Meeting Date: June 3, 2024
Leadership Team	<ul style="list-style-type: none"> Audience: School and District Leadership Topics: Feedback on draft LCAP goals and actions <p>Meeting Date: May 9, 2024 in person meetings and Survey window May 6-17</p>
Student Survey	<ul style="list-style-type: none"> Audience: Grades 3-8 Topics: Feedback on draft LCAP goals and actions Dates: May 6-17, 2024
Family and Community Survey	<ul style="list-style-type: none"> Audience: Grades 3-8 Topics: Feedback on draft LCAP goals and actions <p>Dates: May 6-17, 2024</p>
Staff Survey	<ul style="list-style-type: none"> Audience: Grades 3-8 Topics: Feedback on draft LCAP goals and actions <p>Dates: May 6-17, 2024</p>
Public Hearing at Regularly Scheduled Board Meeting	<p>Date: June 11, 2024</p> <p>Board Approval Date: June 25, 2024</p>

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

Educational Partner Engagement sessions provided broad themes to address in the LCAP, including academic needs in ELA and mathematics, EL progress and support, parent and family supports, and Socio-Emotional Needs centered on creating more culturally sustainable and inclusive environments. To further examine these themes, we engaged in Empathy Interviews in Spring of 2023, as part of our Significant Disproportionality to develop our 2023 CCEIS plan and interviews were conducted again in Spring 2024, for Differentiated Assistance, as well as inform the development of our LCAP actions.

Based on recurring feedback about student and family engagement and attendance is consistent with data analyzed in developing the LCAP, FMSD used input from educational partners in determining actions to support student engagement and attendance, with a specific focus on supporting our Foster Youth and student experiencing homelessness (see Goal 2, Actions 1, 2, and 4). Continuing School Collab Teams dedicated to monitoring student attendance and whole child resource support was suggested as a way to continue to intervene in attendance challenges consistently across school sites (Goal 2 Action 1). Educational partners also felt that staff needs additional professional development in supporting student engagement, building student connections to school, restorative practice instruction, and support with Social Emotional Learning (Actions 2.1, 2.2) along with expanding counseling support (Goal 2 Action 1). Educational partners also desired to continue the effective SEL program districtwide (Goal 2, Action 2). Partners also expressed the need to enhance family engagement and education opportunities on ways families can support their student(s) at home. This feedback is reflected in Goal 3: Strategic Partnerships, Action 1 Implementing Family Engagement Initiatives and Action 2 Capacity Building and Support. They also stated the need for staff to have professional development to further support and engage parents and families (Goal 3, Action 5).

There was a consistent theme from educational partners expressing the need for more targeted support for English learners, specifically Newcomers, identified ethnic focal groups, and Foster/Homeless Youth; this is referenced throughout the three goals and actions within the LCAP and specifically outlined in Goal 1, Action 6.

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:

- 36% of all students in grades 3-8 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 3% of Homeless, 9% of Students with Disabilities (SWD), 11% of EL students, 13% of African American, 24% of Hispanic/Latinx students and 30% of socioeconomically disadvantaged (SED) students met or exceeded standard.
- 27% of all students in grades 3-8 met or exceeded standard in Mathematics on the Smarter Balanced Assessment. However, only 6% of Homeless students, 9% of AA and SWD students, 11% of EL students, 14% of Hispanic/Latinx and 22% of SED students met or exceeded standard.
- 48% 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 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 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
- Assistance to socioeconomically disadvantaged and English learner families in understanding how to access and utilize online tools and student information systems so that they can better support their student(s) at home
- Expand learning opportunities and tutoring for student who are low-income, English learners and foster youth
- Access to reading materials for low-income students to be used at home
- Access to culturally responsive reading materials to be used in classrooms
- Further support for teachers in linguistics and the ELA and Math needs of English learner students.

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.

Notes:

- Unless otherwise noted, baseline data is from the 2022-23 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Student Achievement: Priority 4.A</p> <p>Percent of students in grades 3-8 who met or exceed standard in ELA</p> <p>Data Source: California Assessment of Student Performance and Progress (CAASPP)</p>	<p>CAASPP 2022-23</p> <p>A. 36% of All B. 30% of SED C. 11% of EL D. 24% of Hispanic/Latinx E. 13% of AA/Black F. 9% of SWD G. 3% of Homeless</p>			<p>CAASPP 2025-26</p> <p>A. 45% of All B. 39% of SED C. 20% of EL D. 33% of Hispanic/Latinx E. 20% of AA/Black F. 18% of SWD G. 12% of Homeless</p>	
1.2	<p>Student Achievement: Priority 4.A</p> <p>Points Below Standard in ELA</p>	<p>CA Dashboard 2023</p> <p>A. All: 38.5 Points B. SED: 50.3 Points C. EL: 62 Points</p>			<p>CA Dashboard 2026</p> <p>A. All: 29.5 Points B. SED: 51.3 Points</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Dashboard	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			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	
1.3	Pupil Outcomes: Priority 8.A Percent of student performing at or above standard on ELA local formative assessment Data Source: RenSTAR ELA Assessment	K-8 Schools Grades 1-6: 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%			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:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 3% SWD: 9% SED: 32% Hispanic/Latinx: 23%			STAR Reading Semester 1 (Jan 2027): All: 43% EL: 13% SWD: 19% SED: 42% Hispanic/Latinx: 33%	
1.4	Pupil Outcomes: Priority 8.A Percentage of students who score proficient on the local writing assessment Data Source: Benchmark K-8 Writing Assessment	District Writing 2024: All Students: 35.8% Asian: 15.1% Hispanic: 16.7% English Learner (EL): 7.3% Socioeconomically Disadvantaged: (SED): 33.4% Students With Disabilities (SWD): 1.48%			District Writing 2027: All Students: 45.8% Asian: 25.1% Hispanic: 26.7% English Learner (EL): 17.3% Socioeconomically Disadvantaged: (SED): 43.4% Students With Disabilities (SWD): 11.48%	
1.5	Student Achievement: Priority 4.E Percentage of ELs who: <ul style="list-style-type: none"> Decreased at least one ELPI level 	CA Dashboard 2023 <ul style="list-style-type: none"> 16.5% of ELs decreased at least one ELPI level 31.3% of ELs maintained ELPI Levels 1, 			CA Dashboard 2026 <ul style="list-style-type: none"> 10.5% of ELs decreased at least one ELPI level 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<ul style="list-style-type: none"> Maintained ELPI Levels 1, 2L, 2H, 3L, and 3H Progressed at least one ELPI level Maintained ELPI Level 4 <p>Data Source: CA Dashboard</p> <p>Data Source: Dashboard</p>	<ul style="list-style-type: none"> 2L, 2H, 3L, and 3H 48.3% of ELs progressed at least one ELPI level 3.9% of ELs maintained ELPI Level 4 			<ul style="list-style-type: none"> 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 	
1.6	<p>Student Achievement: Priority 4.F</p> <p>Percent of students who meet reclassification criteria</p> <p>Data Source: CA Dataquest Reclassification Rate</p>	Reclass Dataquest 22-23: 10.8%			Reclass Dataquest 25-26: 13.8%	
1.7	<p>Student Achievement: Priority 4.F</p>	<p>Dataquest: 2022-23</p> <p>LTEL Total population: 18.8%</p>			Dataquest: 2025-26	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Decrease the percentage of Long Term English Learners (LTELs)</p> <p>Data Source: CA Dataquest Reclassification Rate</p>				LTEL Total population: 12.8%	
1.8	<p>Student Achievement: Priority 4.A</p> <p>Percent of students in grades 3-8 who met or exceed standard in MATHEMATICS</p> <p>Data Source: California Assessment of Student Performance and Progress (CAASPP)</p>	<p>CAASPP 2022-23</p> <p>A. 27% of All B. 22% of SED C. 11% of EL D. 14% of Hispanic/Latinx E. 9% of AA/Black F. 9% of SWD G. 6% of Homeless</p>			<p>CAASPP 2025-26</p> <p>A. 42% of All B. 37% of SED C. 26% of EL D. 29% of Hispanic/Latinx E. 24% of AA/Black F. 24% of SWD G. 21% of Homeless</p>	
1.9	<p>Student Achievement: Priority 4.A</p> <p>Points Below Standard in MATHEMATICS</p> <p>Data Source: CA Dashboard</p>	<p>CA Dashboard 2023</p> <p>A. All: 63 Points B. SED: 74 Points 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</p>			<p>CA Dashboard 2026</p> <p>A. All: 54 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</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					H. White: 43 Points I. Two or More: 25 Points	
1.10	<p>Pupil Outcomes: Priority 8.A</p> <p>Percent of student performing at or above standard on MATHEMATICS local formative assessment</p> <p>Data Source: RenSTAR MATHEMATICS Assessment Grades 2-6 and FASTBridge Grades 7-8</p>	<p>K-8 Schools: STAR Math Grades 1-6 Tri-2 (Feb 2024): All: 53% EL: 34% SWD: 26% SED: 50% Hispanic/Latinx: 34%</p> <p>FastBridge Math Grades 7-8 Tri-2 (Feb 2024): All: 39% EL: 14% SWD: 19% SED: 38% Hispanic/Latinx: 23%</p> <p>Bridges, CCA, Sylvandale: FastBridge Math Semester 1 (Jan 2024): All: 48% EL: 18% SWD: 13% SED: 45% Hispanic/Latinx: 28%</p>			<p>K-8 Schools: STAR Math Grades 1-6 Tri-2 (Feb 2027): All: 62% EL: 43% SWD: 35% SED: 59% Hispanic/Latinx: 43%</p> <p>FastBridge Math Grades 7-8 Tri-2 (Feb 2027): All: 48% EL: 23% SWD: 28% SED: 47% Hispanic/Latinx: 32%</p> <p>Bridges, CCA, Sylvandale: FastBridge Math Semester 1 (Jan 2027): All: 57% EL: 27% SWD: 22% SED: 54% Hispanic/Latinx: 37%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	<p>Basics: Local Priority 1 A-B</p> <p>Percentage of teachers who are appropriately assigned.</p> <p>Percentage of students that have access to their own copies of standards-aligned instructional materials for use at school and at home</p> <p>Data Source: CA Dashboard</p>	<p>(2022-23):</p> <p>88.3% Clear Teaching Credentials</p> <p>100% Instructional Materials</p>			<p>(2025-26):</p> <p>94.3% Clear Teaching Credentials</p> <p>100% Instructional Materials</p>	
1.12	<p>Implementation of State Standards: Local Priority 2.A</p> <p>Number/percentage of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)</p> <p>Data Source: CA Dashboard</p>	<p>(2022-23):</p> <p>6 of 15 - 40%</p>			<p>(2025-26):</p> <p>12 of 15 - 80%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%			(2025-26) All 7-8 Grade Students: 93%	
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%			(2025-26) ELs 7th grade: 16% 8th grade: 17% SEDs 7th grade: 10% 8th grade: 10%	
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%			(2026-27) 60%	
1.16	Implementation of State Standards: Priority 2.B	(2022-23) 65.1% ELA 46.7% Math			(2025-26) 75.1% ELA 56.7% Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Percentage of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy</p> <p>Data Source: California Assessment of Student Performance and Progress (CAASPP)</p>					
1.17	<p>Student Achievement: 4.A</p> <p>Percent of students in grades 5th and 8th who met or exceed standard in SCIENCE (CAST)</p> <p>Data Source: California Assessment of Student Performance and Progress (CAASPP)</p>	<p>(2022-23)</p> <p>All Students: 21%</p> <p>Grade 5: 13.7%</p> <p>Grade 8: 9.42%</p> <p>SWD: 8.8%</p> <p>SED: 17.46%</p> <p>EL: 1.8%</p> <p>Homeless: 2.5%</p> <p>Hispanic/ Latinx: 11.29%</p> <p>AA: 4.76%</p>			<p>(2025-26)</p> <p>All Students: 31%</p> <p>Grade 5: 23.7%</p> <p>Grade 8: 19.42%</p> <p>SWD: 18.8%</p> <p>SED: 27.46%</p> <p>EL: 10.8%</p> <p>Homeless: 12.5%</p> <p>Hispanic/ Latinx: 21.29%</p> <p>AA: 14.76%</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teaching and Learning: PK-8 Continuum of Core Instruction	<p>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.</p> <p>The goals of the literacy and mathematics framework are highlighted below.</p> <p>Within our Literacy Framework, we have the following Goals in alignment with our Multi-Tiered System of Supports:</p>	\$313,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>1. Provide explicit and systematic Foundational Skills instruction to include phonics and word study, phonemic awareness, and transference to reading and writing.</p> <p>2. Differentiate reading instruction through targeted small group instruction to meet the needs of all students.</p> <p>3. Provide students access to quality and culturally relevant text to access and read independently.</p> <p>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.</p> <p>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</p> <p>Within our mathematics framework, we have the following Goals in alignment with our Multi-Tiered System of Supports:</p> <p>1. Provide explicit and systematic instruction to include eight Mathematical Practices and math content standards.</p> <p>2. Differentiate math instruction through targeted small group instruction to meet the needs of all students.</p> <p>3. Provide students with quality and culturally relevant problem sets to access and solve independently.</p> <p>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.</p> <p>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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Professional Development will be in the form of seminars, workshops and training, as well as coaching and collaboration/planning time.</p> <p>State Priorities: 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.8, 1.9, 1.10</p> <p>This action was also set to support our student groups identified with the greatest need in both English language arts and math: African American: English language arts and math Homeless: English language arts and math Students with Disabilities: English language arts and math Hispanic/Latino: Math</p>		
1.2	Teaching and Learning: Supplemental, Instructional Materials & Resources	<p>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 will ensure equity of access and educational opportunity for all students; with specific emphasis on Students with Disabilities, Socioeconomically Disadvantaged, Foster Youth, and English learner populations.</p> <p>(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</p>	\$354,315.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 Lairon, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs.)</p> <p>State Priorities: 1, 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.8, 1.9 and 1.17</p> <p>This action was also set to support our student groups identified with the greatest need in both English language arts and math: African American: English language arts and math Homeless: English language arts and math Students with Disabilities: English language arts and math Hispanic/Latino: Math</p>		
1.3	Teaching and Learning: Summative and Formative Assessment (SCG)	<p>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.</p> <p>Student Data Technician is funded partially (0.75 FTE) out of SCG funds to support data analysis for targeted unduplicated student groups.</p> <p>Specific data disaggregation will include progress monitoring of EL, LI and Foster Youth students as well as students not meeting standards.</p>	\$244,237.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>(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 Lairon, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs.). District-wide, it is intended to support the following:</p> <p>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:</p> <p>African American: English language arts and math Homeless: English language arts and math Students with Disabilities: English language arts and math Hispanic/Latino: Math</p> <p>State Priorities: 2, 4, 7, 8</p> <p>Metrics: 1.3, 1.4, 1.10</p>		
1.4	Teaching and Learning: Technology Access (SCG)	<p>Ensure all students benefit from the investment in technology infrastructure, with increased device access and internet connectivity.</p> <p>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.</p>	\$631,888.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>In addition, 3.0 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, 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.</p> <p>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:</p> <p>African American: English language arts and math Homeless: English language arts and math Students with Disabilities: English language arts and math Hispanic/Latino: Math</p> <p>State Priorities: 4, 7, 8</p> <p>Metrics: 1.3, 1.4, 1.10</p>		
1.5	Teaching and Learning: Special Education Professional Development	<p>Professional development offerings for general and special educators, as well as special education paraprofessionals and support staff, focused on inclusive practices through Universal Design for Learning (UDL) lesson design and tiered levels of support for all students and students identified with disabilities.</p> <p>Continue behavioral support training for general education and special education teachers serving students with identified needs (e.g., Inclusive</p>	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Practices, Ability Awareness, Social Emotional and Behavioral supports, Sensory Awareness, Literacy, Imagine Learning for ELs with IEPs, etc.).</p> <p>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.</p> <p>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.</p> <p>State Priorities: 1, 2, 4, 7, 8</p> <p>Metrics: 1.15</p>		
1.6	Teaching and Learning: Newcomers and EL Professional Development and Program Support (SCG)	<p>For English Language learners, FMSD will continue to ensure that students are properly identified and enrolled in effective language pathways and/or specialized programs, Sobrato English Academic Learning (SEAL) and services. We will continue to implement the Sustainability Model for training new teachers and teachers new to the Sobrato Early Academic Language (SEAL) Model. Four schools currently participate in this model, Dahl, Los Arboles, McKinley, and Santee.</p> <p>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.</p> <p>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.</p> <p>Invest in resources to provide high quality and engaging after-school tutoring and summer programs for ELs, with a focus on Newcomers and LTELs.</p>	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>(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.</p> <p>As well as schools whose EPLI indicator showed the lowest (RED) performance levels: Franklin, Hellyer, Meadows, and Ramblewood.)</p> <p>State Priorities: 2, 4, 7, 8</p> <p>Metrics: 1.5, 1.6, 1.7</p>		
1.7	Teaching and Learning: Dual Language Immersion Programs	<p>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.</p> <p>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.</p> <p>State Priorities: 2, 4, 7, 8</p> <p>Metrics: 1.5, 1.6, 1.7</p>	\$173,906.00	No
1.8	Teaching and Learning:	FMSD has been identified as a district in Significant Disproportionality based on data from 2018-19 through 2022-23 due to the overidentification	\$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Ethnic Focal Group	<p>of Latinx students with Specific Learning Disability (SLD). 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.</p> <p>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:</p> <p>Hispanic/Latinx:</p> <ul style="list-style-type: none"> • 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. <p>African American:</p> <ul style="list-style-type: none"> • 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. • Mentoring and tutoring services, which provide additional support to students beyond the school day. 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Community of Care committee to provide feedback and thought partnership on curricular programming and community support as needed. <p>State Priorities: 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.8, 1.9, 1.17</p>		
1.9	Teaching and Learning: Extension of TK and K instructional program (SCG)	<p>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.</p> <p>The paraeducator work time will be extended to match the students' instructional day.</p> <p>Priorities: 1, 2 and 4</p> <p>Metrics: 1.3, 1.10</p>	\$3,463,276.00	Yes
1.10	Talent and Culture: Staff Hiring and Retention (SCG)	<p>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.</p> <p>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</p>	\$7,529,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>instruction focused on intervention and acceleration for EL, SED and Foster Youth.</p> <p>State Priorities: 1, 2, 4, 7, 8</p> <p>Metrics: 1.1, 1.2, 1.8, 1.9, 1.17</p>		
1.11	Teaching and Learning: Acceleration and Expanded Learning Opportunities (SCG)	<p>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.</p> <p>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.</p> <p>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:</p> <p>Partnering with Catholic Charities of Santa Clara County and providing resources to advance learning within the (CORAL) before and after school program. As well as opportunities for students to engage in STEAM and sports activities outside of their regular classroom environment.</p> <p>(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 Lairon, Santee, and Sylvandale, Students with Disabilities at Franklin, Shirakawa, and Stonegate, ELs at Kennedy and Lairon, Hispanic students at Franklin, Lairon, and Windmill Springs.</p>	\$197,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>As well as schools whose ELPI indicator showed the lowest (RED) performance levels: Franklin, Hellyer, Meadows, and Ramblewood.) 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:</p> <p>African American: English language arts and math Homeless: English language arts and math Students with Disabilities: English language arts and math Hispanic/Latino: Math</p> <p>State Priorities: 1, 2, 4, 8</p> <p>Metrics: 1.3</p>		
1.12	Teaching and Learning: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth (SCG)	<p>District staff to support Title I schools in providing targeted support for unduplicated student groups; EL, Foster Youth and Homeless, and Low Income populations.</p> <p>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), 0.5 FTE Director of Curriculum, Instruction and Assessment (ensure academic opportunities provided to unduplicated students), 0.5 FTE CIA secretary, 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).</p> <p>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:</p> <p>African American: English language arts and math Homeless: English language arts and math Students with Disabilities: English language arts and math</p>	\$701,818.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Hispanic/Latino: Math</p> <p>State Priorities: 1, 2, 4, 7, 8</p> <p>Metics: 1.1, 1.2, 1.8, 1.9, 1.17</p>		
1.13	<p>Teaching and Learning: Provide Supplemental Site Level Support for Improved Instruction and Academic Intervention According to Unduplicated Student Needs (SCG)</p>	<p>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.</p> <p>Actions and progress will be closely monitored by district staff to ensure aligned with LCAP goals and actions focused on unduplicated populations.</p> <p>State Priorities: 1, 2, 4, 7, 8</p> <p>Metrics:1.1, 1.2, 1.8, 1.9, 1.17</p>	\$1,340,309.00	Yes

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.

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 and local attendance, behavior, survey and mental health data indicated a clear need to continue to support student mental health, wellness, and a sense of belonging through a holistic approach. For example:

- 25% of all students in grades K-8 are chronically absent. Specifically, kindergarten students have the highest overall absenteeism rate at 38.6% compared to other grade spans and Foster Youth maintains in the RED indicator with 50% chronic absenteeism rate. Homeless students improved, which is reflected on the CA Dashboard in YELLOW, but still have a high rate at 55.3%. African American, White, and Two or More races students, although improved from the prior school year, continue to show a higher chronic absenteeism rate at around 32%. Students with disabilities also showed improvement with a YELLOW indicator but are at a 35.7% chronic absenteeism rate.
- 3.2% of all students in grades K-8 have been suspended at least one day in the 2022-23 school year as represented on the CA Dashboard. Foster Youth continue to show high suspension rates at 12.5%. Other student groups also scoring in the RED on the CA Dashboard include, African American students 8.4%, Homeless 6.2%, and Students with Disabilities 6.2%. Our middle schools reflect the highest number of suspensions with a rate of 12.4% at Sylvandale and 10.2% at Bridges Academy. Male students represent 66% of total unduplicated suspension rate district wide.
- 63% of students in grade 3rd-8th reported favorably to feel a sense of belonging and school connectedness. This is 7% lower than what students in the same grade level range reported three years ago. In addition we see a decline in sense of belonging as students get older; 76% of all third graders reported favorable to this prompt while 53% of 7th and 8th graders responded favorably.

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 mental health support for students through school social workers
- 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: A2A	(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%			(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%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th - 93.92% 8th- 93.56%			3rd - 96.74% 4th - 96.92% 5th - 97.38% 6th - 97.48% 7th - 96.92% 8th- 96.56%	
2.2	Student Engagement: Priority 5.B Percentage of students who were chronically absent: All students, Students with Disabilities (SWD), Foster Youth, and Homeless students Data Source: CA Dashboard	(2022-23) All: 24.9% SWD: 35.7% Foster Youth: 50% Homeless: 55.3% EL: 24.8% SED: 27.9% HL: 32.2% Asian: 8.8%			(2025-26) All: 18.9% SWD: 29.7% Foster Youth: 44% Homeless: 49.3% EL: 18.8% SED: 21.9% HL: 26.2% Asian: 2.8%	
2.3	Student Engagement: Priority 5.C Middle school dropout rates Data Source: CALPADS	(2022-23) 0.0005% Drop Out Rate			(2025-26) 0% Drop Out Rate	
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%			(2025-26) All Students: 2.3% African American: 5.5% Foster Youth: 8.6% Homeless: 3.3% Students with Disabilities: 2.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 3.4%			EL: 1.7% Hispanic/Latinx: 2.9% SED: 2.4%	
2.5	School Climate: Priority 6.B Percent of students expelled	(2022-23) 0.0003% Expulsion Rate			(2025-26) 0% Expulsion Rate	
2.6	School Climate: Priority 6.C Percentage of students in grades 3-8 answering favorably to feeling a sense of belonging (School Connectedness). Data Source: Panorama Survey	(Winter 2024) Grades 3-8 All Students: 63% Foster Youth: 75% SWD: 61% EL: 63% SED: 63% HL: 62% Asian: 63%			(Winter 2027) Grades 3-8 All Students: 73% Foster Youth: 85% SWD: 71% EL: 73% SED: 73% HL: 72% Asian: 73%	
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 2027) Staff: 94%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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			(2026-27): 100% of sites passing good repair - FIT report	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supporting the Whole Child: Coordinated Services	<p>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.</p> <p>FMSD will offer a continuum of equitable tiered prevention and intervention services provided by School Social Workers (SSWs) and all 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.</p> <p>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.</p> <p>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</p> <p>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.</p>	\$2,657,213.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>This action was also set to provide district-wide support for our student groups identified with the greatest need as evident by high suspension rates and high chronic absenteeism rates: High Chronic Absenteeism: Foster students High Suspension Rates: African American, foster, homeless, and students with disabilities</p> <p>Priorities: 5 & 6</p> <p>Metrics: 2.6</p>		
2.2	Supporting the Whole Child: Professional Development Targeted Strategies (SCG)	<p>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.)</p> <p>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.</p> <p>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.</p> <p>We will continue to build staff capacity and measure effectiveness of SEL curriculums and practices.</p>	\$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>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 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.)</p> <p>This action was also set to provide district-wide support for our student groups identified with the greatest need as evident by high suspension rates and high chronic absenteeism rates: High Chronic Absenteeism: Foster students High Suspension Rates: African American, foster, homeless, and students with disabilities</p> <p>Priorities: 5 & 6</p> <p>Metrics: 2.1, 2.2, 2.4</p>		
2.3	Resource Management: Systems to Monitor Student Achievement (SCG)	<p>Continue systems to track and monitor attendance and student wellness to connect families, students, and staff to resources and supports.</p> <p>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</p>	\$125,139.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.)</p> <p>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.</p> <p>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.</p> <p>(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.</p> <p>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.)</p> <p>This action was also set to provide district-wide support for our student groups identified with the greatest need as evident by high suspension rates and high chronic absenteeism rates: High Chronic Absenteeism: Foster students High Suspension Rates: African American, foster, homeless, and students with disabilities</p> <p>Priorities: 5 & 6</p>		

Action #	Title	Description	Total Funds	Contributing
		Metrics: 2.1, 2.2, 2.6		
2.4	Safe and Supportive Schools: Students in Foster Care and Students Experiencing Homelessness (SCG)	<p>Continue to support the infrastructure necessary to support and monitor the educational success of students in Foster Care and students experiencing homelessness.</p> <p>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.</p> <p>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 accurately identify foster youth and track progress to ensure barriers are eliminated for equal access to academic programs and support services.</p> <p>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.</p> <p>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.</p> <p>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.</p>	\$1,327,171.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Priorities: 5 & 6</p> <p>Metrics: 2.1, 2.2, 2.4, 2.6</p>		
2.5	Resource Management: Facilities	<p>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.</p> <p>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.</p> <p>Covered with Base Grant funds [i.e., Routine, Repairs and Maintenance Budget & Custodial Operating Budget] and incorporated into Staff's regular duties.</p> <p>Priorities: 1</p> <p>Metrics: 2.8</p>	\$4,711,225.00	No

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.

Strategic partnerships are essential for expanding resources, enriching educational experiences, and promoting holistic student development. By cultivating these relationships, the district aims to provide students with diverse learning opportunities that prepare them for success in college, career, and civic life. This goal aligns with LCFF Priority 3 by ensuring equitable access to partnerships that support family engagement and decision-making and student achievement and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>Parental Involvement: Priority 3.A</p> <p>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</p> <p>Data Source: Panorama Survey</p>	(Winter 2023-24) 91%			(Winter 2026-27) 94%	
3.2	<p>Parental Involvement: Priority 3.B</p> <p>Participation in the Expanded Learning Opportunities Program (ELOP) for Low Income, English Learner and Foster Youth students.</p>	<p>(2023-24)</p> <p>Parent satisfaction: 80%</p> <p>Survey participation: 69 family responses</p>			<p>(2026-27)</p> <p>Parent satisfaction: 90%</p> <p>Survey participation: 200 family responses</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Parent satisfaction with the program (yes or neutral responses).</p> <p>Data Source: ELOP survey participation rate</p>					
3.3	<p>Parental Involvement: Priority 3.B</p> <p>Total parent attendance counts at parent meetings that meet the needs of low income, English Learner and foster youth students.</p> <p>Data Source: PIQE Enrollment Sheets</p>	<p>(2023-24)</p> <p>PIQE: 154 Parents</p>			<p>(2026-27)</p> <p>PIQE: 204 parents</p>	
3.4	<p>Parental Involvement: Priority 3.C</p> <p>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.</p> <p>Data Source: Panorama Survey</p>	<p>(Winter 2023-24)</p> <p>95%</p>			<p>(Winter 2026-27)</p> <p>98%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	<p>Dashboard Local Indicator: Priority 3: Parent Engagement</p> <p>Number/percentage of responses on the CA School Dashboard Parent Engagement Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)</p> <p>Data Source: CA Dashboard</p>	<p>(2023-24)</p> <p>2 of 12- 17%</p>			<p>(2026-27)</p> <p>6 of 12- 50%</p>	
3.6	<p>Internal Accountability/Review of Documents Submitted</p> <p>100% of schools will be compliant with Federal requirements related to Parent Governance Committees.</p> <p>Evidence includes sign in sheets, elections, appropriate membership, agendas and minutes that reflect compliance with required topics.</p>	<p>May 2023-24:</p> <p>80% School sites evidence of complying with School Site Council and English Learner Advisory Committee requirements.</p>			<p>May 2026-27:</p> <p>100% School sites evidence of complying with School Site Council and English Learner Advisory Committee requirements.</p>	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Partnership: Implement Family Engagement Initiatives (SCG)	<p>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.</p> <p>Design and implement family engagement programs that encourage families to actively participate in student learning and school activities.</p> <p>Host workshops, events, and informational sessions to support families in understanding and navigating educational pathways.</p>	\$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Schools will continue to provide training in governance committees so parents understand their role and how they influence school and district level decisions.</p> <p>Priority: 3</p> <p>Metrics: 3.2, 3.3</p>		
3.2	Community Partnerships: Capacity Building & Support (SCG)	<p>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.</p> <p>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).</p> <p>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.</p>	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>Priority: 3</p> <p>Metric: 3.5</p>		
3.3	Community Partnerships: Communication (SCG)	<p>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).</p> <p>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.</p> <p>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).</p> <p>The designated funds support communications delivered by U.S. Mail by the district office. This may include marketing material for special programs.</p>	\$175,995.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Parent and Family video library access to training and resources to support student success on FMSD website.</p> <p>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.</p> <p>Priority: 3</p> <p>Metrics: 3.1</p>		
3.4	<p>Community Partnerships: Targeted Family Supports for Unduplicated Pupil Population (UPP) and Multilingual Families (SCG)</p>	<p>Provide additional targeted supports for focal student groups by investing in staff support (such as Bilingual District Liaisons), 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.</p> <p>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 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.</p> <p>The liaisons are critical in reaching out to families of English Learners to support ongoing communication and access to essential information.</p> <p>Priority: 3</p>	\$798,865.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric: 3.5		
3.5	Community Partnerships: Professional Development for Staff	<p>Offer professional development workshops and training sessions for staff members to build capacity in partnership development, collaboration, and community engagement.</p> <p>Encourage staff participation in networking events and conferences focused on strategic partnerships and family-community-school relationships.</p> <p>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.</p> <p>Teach staff how to effectively communicate with diverse audiences and involve them in decision-making processes.</p> <p>Facilitate workshops on collaborative planning and implementation of partnership activities within instructional programs and school initiatives.</p> <p>Teach staff how to integrate partnership goals into curriculum development and school improvement plans.</p> <p>Provide cultural competency and equity training to ensure staff understand and respect the diverse backgrounds and perspectives of community partners.</p> <p>Equip staff with skills to address equity issues and promote inclusive practices in partnership development.</p> <p>Priority: 3.5</p>	\$40,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$17,093,958	\$1,858,221

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
28.425%	0.000%	\$0.00	28.425%

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
1.2	<p>Action: Teaching and Learning: Supplemental, Instructional Materials & Resources</p> <p>Need: 36% of all students in grades 3-8 met or exceeded standards in English Language Arts on the Smarter Balanced assessments. However, 11% of EL students, and 30% of</p>	<p>We will provide supplemental instructional materials and professional development on differentiated instruction, with a focus on low-income and EL students.</p> <p>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</p>	<p>We will monitor progress in ELA, Math, and Science of our low-income, EL and FY students as well as all students.</p> <p>We will also seek feedback from students, parents, and staff about supplemental programs and professional</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>socioeconomically disadvantaged (SED) students met or exceeded standards.</p> <p>27% of all students in grades 3-8 met or exceeded standards in Mathematics on the Smarter Balanced Assessment. However, only 6% of Homeless students, 11% of EL students, and 22% of SED students met or exceeded standards.</p> <p>21% of all 5th and 8th grade students met or exceeded standards in Science on the CAST. However, only 1.8% of EL and 2.5% of homeless students met or exceeded standards.</p> <p>Scope: LEA-wide</p>	<p>impact in increasing overall academic rates for all students.</p>	<p>development focused on unduplicated student support.</p> <p>Metrics: 1.1, 1.2, 1.8, 1.9 and 1.17</p>
<p>1.3</p>	<p>Action: Teaching and Learning: Summative and Formative Assessment (SCG)</p> <p>Need: 36% of all students in grades 3-8 met or exceeded standards in English Language Arts on the Smarter Balanced assessments. However, 11% of EL students, and 30% of socioeconomically disadvantaged (SED) students met or exceeded standards.</p> <p>27% of all students in grades 3-8 met or exceeded standards in Mathematics on the Smarter Balanced Assessment. However, only</p>	<p>By providing a district level dedicated Student Data Technician who tracks and monitors EL, SED and FY student progress, on a weekly basis, enables school site intervention teams to readily access current student data to share with families and staff. Is ensures school teams and staff are providing immediate intervention and resources to students and families.</p>	<p>We will monitor progress in ELA, Math, and Science of our low-income and EL students as well as all students.</p> <p>We will also seek feedback from students, parents, and staff about tech support focused on unduplicated students.</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.8, 1.9, 1.10</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>6% of Homeless students, 11% of EL students, and 22% of SED students met or exceeded standards.</p> <p>21% of all 5th and 8th grade students met or exceeded standards in Science on the CAST. However, only 1.8% of EL and 2.5% of homeless students met or exceeded standards.</p> <p>Scope: LEA-wide</p>		
<p>1.4</p>	<p>Action: Teaching and Learning: Technology Access (SCG)</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>We will monitor progress in STAR reading, STAR Math and Fastbridge of our low-income and EL students as well as all students.</p> <p>Metrics: 1.1, 1.2, 1.3, 1.4, 1.8, 1.9, 1.10</p>
<p>1.9</p>	<p>Action: Teaching and Learning: Extension of TK and K instructional program (SCG)</p> <p>Need:</p>	<p>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</p>	<p>We will monitor progress on local STAR Reading and Math benchmarks of our EL and SED students as well as all students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>41% of students in K-8 are meeting benchmarks on local STAR reading assessments. However 13% of EL, and 37% of SED students are meeting benchmarks.</p> <p>53% of students in K-8 are meeting benchmark on local STAR Math assessments. However 34% of EL and 50% of SED students are meeting benchmarks.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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 smaller class sizes, specialized instructional strategies, or targeted interventions to address academic or socio-emotional challenges.</p>	<p>We will also seek feedback from students, parents, and staff about extended day and para support for unduplicated students.</p> <p>Metrics: 1.3, 1.10</p>
<p>1.10</p>	<p>Action: Talent and Culture: Staff Hiring and Retention (SCG)</p> <p>Need: 36% of all students in grades 3-8 met or exceeded standards in English Language Arts on the Smarter Balanced assessments. However, 11% of EL students, and 30% of socioeconomically disadvantaged (SED) students met or exceeded standards.</p> <p>27% of all students in grades 3-8 met or exceeded standards in Mathematics on the Smarter Balanced Assessment. However, only 6% of Homeless students, 11% of EL students, and 22% of SED students met or exceeded standards.</p>	<p>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.</p>	<p>We will monitor progress in ELA, Math, and Science of our low-income and EL students as well as all students.</p> <p>Metrics: 1.1, 1.2, 1.8, 1.9, 1.17</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>21% of all 5th and 8th grade students met or exceeded standards in Science on the CAST. However, only 1.8% of EL and 2.5% of homeless students met or exceeded standards.</p> <p>Scope: LEA-wide</p>		
<p>1.11</p>	<p>Action: Teaching and Learning: Acceleration and Expanded Learning Opportunities (SCG)</p> <p>Need: 41% of students in K-8 are meeting benchmarks on local STAR reading assessments. However 13% of EL, and 37% of SED students are meeting reading benchmarks.</p> <p>Scope: Schoolwide</p>	<p>By providing Unduplicated student access to a personalized reading program that is tailored to individual students' specific learning needs and areas of difficulty will ensure students receive focused instruction designed to extend and accelerate their learning, effectively addressing learning gaps.</p>	<p>We will monitor progress on local STAR Reading benchmarks of our EL and SED students as well as all students.</p> <p>We will also seek feedback from students, parents, and staff about extended day programs for unduplicated students.</p> <p>Metrics: 1.1, 1.2, 1.3</p>
<p>1.12</p>	<p>Action: Teaching and Learning: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth (SCG)</p> <p>Need:</p>	<p>By increasing 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.</p> <p>Providing increased staff support district-wide ensures equitable access to coordinated services</p>	<p>We will monitor progress in ELA, Math, and Science of our low-income, EL and FY students as well as all students.</p> <p>We will also seek feedback from students, parents, and staff about district support focused on</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>36% of all students in grades 3-8 met or exceeded standards in English Language Arts on the Smarter Balanced assessments. However, 11% of EL students, and 30% of socioeconomically disadvantaged (SED) students met or exceeded standards.</p> <p>27% of all students in grades 3-8 met or exceeded standards in Mathematics on the Smarter Balanced Assessment. However, only 6% of Homeless students, 11% of EL students, and 22% of SED students met or exceeded standards.</p> <p>21% of all 5th and 8th grade students met or exceeded standards in Science on the CAST. However, only 1.8% of EL and 2.5% of homeless students met or exceeded standards.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>unduplicated student support.</p> <p>Metrics: 1.1, 1.2, 1.8, 1.9, 1.17</p>
<p>1.13</p>	<p>Action: Teaching and Learning: Provide Supplemental Site Level Support for Improved Instruction and Academic Intervention According to Unduplicated Student Needs (SCG)</p> <p>Need: 36% of all students in grades 3-8 met or exceeded standards in English Language Arts on the Smarter Balanced assessments. However, 11% of EL students, and 30% of</p>	<p>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.</p>	<p>We will monitor progress in ELA, Math, and Science of our low-income, EL and FY students as well as all students.</p> <p>We will also seek feedback from students, parents, and staff about supplemental programs and professional development focused on</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>socioeconomically disadvantaged (SED) students met or exceeded standards.</p> <p>27% of all students in grades 3-8 met or exceeded standards in Mathematics on the Smarter Balanced Assessment. However, only 6% of Homeless students, 11% of EL students, and 22% of SED students met or exceeded standards.</p> <p>21% of all 5th and 8th grade students met or exceeded standards in Science on the CAST. However, only 1.8% of EL and 2.5% of homeless students met or exceeded standards.</p> <p>Scope: LEA-wide</p>		<p>unduplicated student support.</p> <p>Metrics: 1.1, 1.2, 1.8, 1.9, 1.17</p>
<p>2.2</p>	<p>Action: Supporting the Whole Child: Professional Development Targeted Strategies (SCG)</p> <p>Need: 24.9% of all students in grades K-8 were chronically absent in the 2022-23 school year. Comparatively, 35.7% of students with disabilities, 50% of FY, and 55.3% Homeless students were chronically absent.</p> <p>Additionally, 3.2% of all students in K-8 were suspended with an 8.4% suspension rate for our African American students, 12.5% of FY, 6.2% of Homeless and 6.2% of Student with</p>	<p>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, aiming to reduce disciplinary disparities and promote equitable treatment of all students.</p> <p>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</p>	<p>We will monitor progress in increasing the attendance rate of our low-income students, FY and EL as well as all students.</p> <p>We will also seek feedback from students, parents, and staff about the wellness supports.</p> <p>Metrics: 2.1, 2.2, 2.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disabilities showing higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>reducing suspension rates and increasing positive supports for students experiencing behavioral challenges.</p>	
<p>2.3</p>	<p>Action: Resource Management: Systems to Monitor Student Achievement (SCG)</p> <p>Need: 24.9% of all students in grades K-8 were chronically absent in the 2022-23 school year. Comparatively, 35.7% of Students with disabilities, 50% or FY, and 55.3% Homeless students were chronically absent.</p> <p>63% of all students in grades 3-8 reported favorably to feeling a sense of belonging (School Connectedness) on the Winter 2024 Panorama survey. 75% of FY, 63% of EL, and 63% of SED students reported favorably in this domain.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p> <p>By providing systems to monitor student wellness through these platforms ensures consistent monitoring and intervention strategies across all schools within the district</p>	<p>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.</p> <p>We will also seek feedback from students, parents, and staff about the wellness supports.</p> <p>Metrics: 2.1, 2.2, 2.6</p>
<p>2.4</p>	<p>Action: Safe and Supportive Schools: Students in Foster Care and Students Experiencing Homelessness (SCG)</p> <p>Need:</p>	<p>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</p>	<p>We will monitor progress in increasing the attendance rate and decreasing suspension rates of our low-income</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>24.9% of all students in grades K-8 were chronically absent in the 2022-23 school year. Comparatively, 50% of FY and 55.3% Homeless students were chronically absent.</p> <p>Additionally, 3.2% of all students in K-8 were suspended with 12.5% of FY and 6.2% of Homeless showing significantly higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>members provide targeted support and resources, contributing to improved academic and social-emotional outcomes.</p> <p>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.</p>	<p>students, FY and EL as well as all students.</p> <p>We will also seek feedback from students, parents, and staff about the wellness supports.</p> <p>Metrics: 2.1, 2.2, 2.4, 2.6</p>
<p>3.1</p>	<p>Action: Community Partnership: Implement Family Engagement Initiatives (SCG)</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>We will also seek feedback from parents, families, and staff about shared decision making and family supports being provided.</p> <p>Metrics: 3.2, 3.3</p>
<p>3.2</p>	<p>Action: Community Partnerships: Capacity Building & Support (SCG)</p>	<p>By continuing to fund the Franklin McKinley Children's Initiative (FMCI) and the Family Resource Center (FRC) FMSD is able to provide</p>	<p>We will monitor parent and family participation in FMCI and ESL opportunities our SED, EL</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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.</p> <p>Scope: LEA-wide</p>	<p>holistic support services and needed resources to low-income families.</p> <p>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.</p>	<p>and FY student families as well as all students families.</p> <p>We will also seek feedback from parents, families, and staff about programs and resources being provided.</p> <p>Metric: 3.5</p>
3.3	<p>Action: Community Partnerships: Communication (SCG)</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>We will monitor communication confirmation reports and response rates for our SED, EL and FY student families as well as all students families.</p> <p>We will also seek feedback from parents, families, and staff about communication tools being provided.</p> <p>Metrics: 3.1</p>
3.4	<p>Action: Community Partnerships: Targeted Family Supports for Unduplicated Pupil Population (UPP) and Multilingual Families (SCG)</p> <p>Need: Through comprehensive state and local data analysis and educational partner feedback, the</p>	<p>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</p>	<p>We will monitor translation and interpretation requests for our SED, EL and FY student families as well as all students families.</p> <p>We will also seek feedback from parents,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>need for additional parent support by intentionally reducing language barriers to ensure systems for clear communication for families of unduplicated students.</p> <p>Scope: LEA-wide</p>	barriers do not hinder parent engagement or access to essential information.	<p>families, and staff about communication tools being provided.</p> <p>Metric: 3.5</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	<p>Action: Teaching and Learning: Newcomers and EL Professional Development and Program Support (SCG)</p> <p>Need: 48% of English learner students progressed at least one English Learner Progress Indicator (ELPI) level.</p> <p>With 49% 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</p>	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.	<p>We will monitor progress ELPAC and reclassification rate , of our EL students as well as all students.</p> <p>We will also seek feedback from students, parents, and staff about supplemental programs and professional development focused on EL student support.</p> <p>Metrics: 1.5, 1.6, 1.7</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	average by 25 percentage points in ELA and 16 in Math. Scope: Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

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	1:30.5 [This is only 1 school and has a very small enrollment. A 3 way partnership between ESUHSD, Evergreen Community College and FMDS.]	1:28.1
Staff-to-student ratio of certificated staff providing direct services to students	1:16 [This is only 1 school and has a very small enrollment. A 3 way partnership between ESUHSD, Evergreen Community College and FMDS.]	1:14

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	60,137,733	17,093,958	28.425%	0.000%	28.425%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$17,093,958.00	\$7,368,438.00	\$0.00	\$696,906.00	\$25,159,302.00	\$19,609,905.00	\$5,549,397.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teaching and Learning: PK-8 Continuum of Core Instruction	All	No			All Schools	On Going	\$115,000.00	\$198,000.00				\$313,000.00	\$313,000.00	
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	\$0.00	\$354,315.00	\$354,315.00				\$354,315.00	
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	\$91,583.00	\$152,654.00	\$244,237.00				\$244,237.00	
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	\$481,787.00	\$150,101.00	\$631,888.00				\$631,888.00	
1	1.5	Teaching and Learning: Special Education Professional Development	All Students with Disabilities	No			All Schools	On Going	\$25,000.00	\$75,000.00				\$100,000.00	\$100,000.00	
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	\$45,000.00	\$0.00	\$45,000.00				\$45,000.00	
1	1.7	Teaching and Learning: Dual Language Immersion Programs	All	No			All Schools Specific Schools: Windmill Springs and Meadows	On Going	\$112,906.00	\$61,000.00				\$173,906.00	\$173,906.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Teaching and Learning: Ethnic Focal Group	All	No			All Schools Specific Schools: Shirakawa and Middle Schools	3 Years	\$0.00	\$70,000.00				\$70,000.00	\$70,000.00	
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	\$3,463,276.00	\$0.00	\$3,463,276.00				\$3,463,276.00	
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	\$7,529,645.00	\$0.00	\$7,529,645.00				\$7,529,645.00	
1	1.11	Teaching and Learning: Acceleration and Expanded Learning Opportunities (SCG)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	On Going	\$0.00	\$197,300.00	\$197,300.00				\$197,300.00	
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	\$525,818.00	\$176,000.00	\$701,818.00				\$701,818.00	
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	\$0.00	\$1,340,309.00	\$1,340,309.00				\$1,340,309.00	
2	2.1	Supporting the Whole Child: Coordinated Services	All	No			All Schools	On Going	\$2,657,213.00	\$0.00	\$0.00	\$2,657,213.00			\$2,657,213.00	
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	\$125,139.00	\$125,139.00				\$125,139.00	

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
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	\$1,302,171.00	\$25,000.00	\$1,327,171.00				\$1,327,171.00	
2	2.5	Resource Management: Facilities	All	No			All Schools	On Going	\$2,496,641.00	\$2,214,584.00	\$0.00	\$4,711,225.00			\$4,711,225.00	
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	\$65,000.00	\$65,000.00				\$65,000.00	
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	\$0.00	\$175,995.00	\$175,995.00				\$175,995.00	
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	\$763,865.00	\$35,000.00	\$798,865.00				\$798,865.00	
3	3.5	Community Partnerships: Professional Development for Staff	All	No			All Schools	On Going	\$0.00	\$40,000.00	\$0.00			\$40,000.00	\$40,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
60,137,733	17,093,958	28.425%	0.000%	28.425%	\$17,093,958.00	0.000%	28.425 %	Total:	\$17,093,958.00
								LEA-wide Total:	\$16,851,658.00
								Limited Total:	\$45,000.00
								Schoolwide Total:	\$197,300.00

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	1.2	Teaching and Learning: Supplemental, Instructional Materials & Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$354,315.00	
1	1.3	Teaching and Learning: Summative and Formative Assessment (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$244,237.00	
1	1.4	Teaching and Learning: Technology Access (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$631,888.00	
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	
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	\$3,463,276.00	
1	1.10	Talent and Culture: Staff Hiring and Retention (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,529,645.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Teaching and Learning: Acceleration and Expanded Learning Opportunities (SCG)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$197,300.00	
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	\$701,818.00	
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	\$1,340,309.00	
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	\$125,139.00	
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	\$1,327,171.00	
3	3.1	Community Partnership: Implement Family Engagement Initiatives (SCG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	
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	\$175,995.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	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	\$798,865.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$25,187,387.38	\$25,214,184.18

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	Implementation of Multi-Tiered Systems of Support MTSS)	No	\$686,536.34	785,246.99
1	1.2	Provide Student Support Specialists for Academic Intervention	No	\$0.00	0
1	1.3	Provide online Lexia Personalized Reading Intervention Program	No	\$197,300.00	217,645.00
1	1.4	Access to Quality Core and Supplemental Instructional Materials	Yes	\$703,033.00	1,741,167.61
1	1.5	Hire and Retain Qualified Teachers and Administrators - Human Resources	Yes	\$365,800.00	365,800.00
1	1.6	Reduce Class size grades 4-6 (15 teachers)	No	\$0.00	0
1	1.7	Provide Modified Full Day Kindergarten	Yes	\$1,750,929.00	1,870,784.20
1	1.8	Independent Studies Teacher	No	\$186,217.00	186,217.00
1	1.9	Provide Para educators to support Full day Kindergarten, TK, Special Ed Inclusion; Extend day to match instructional time beginning in 2021-22	Yes	\$2,389,318.00	2,110,450.00
1	1.10	Salary Increases to Attract and Retain Teachers	Yes	\$9,713,370.00	10847909.75

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	Provide Professional Development for Special Education staff, including onboarding of new Special Ed staff	Yes	\$184,518.04	184,517.75
1	1.12	Expand and Provide Support for Full Inclusion Programs	No	\$0.00	0
1	1.13	Ensure EL students are provided Quality English Language Development (ELD) Program and equitable access to grade level content	No	\$796,001.00	679,902.48
1	1.14	Implement High Quality Dual Language Immersion Programs	Yes	\$371,906.74	434,756.55
1	1.15	Provide Professional Development for Staff	Yes	\$66,039.00	248,869.98
1	1.16	Develop Technology Integration Plan	No	\$165,210.80	165,550.58
1	1.17	Computer Techs (increase 1.0) and Support technology infrastructure & Support for Sites	Yes	\$581,238.00	599,629.35
1	1.18	Administer state and local assessment and use assessment data tools to monitor and improve student academic achievement	Yes	\$437,550.46	464,264.60
1	1.19	Provide schools with Library Media Aides (expand Library media Aides to support access and resources 21-22)	Yes	\$883,946.00	875,679.55
1	1.20	Provide enrichment for identified Gifted and Talented Students Specialized Programs: GATE	Yes	\$1,200.00	1,200
1	1.21	Provide Academic Counselors & Assistant Principals (CCA, Bridges and Sylvandale. & Assistant Principals)	Yes	\$716,097.00	727,233.56
1	1.22	Staffing to support schools implementation of programs	Yes	\$696,272.00	595,342.32

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	1.23	Site Allocations	Yes	\$1,993,604.00	193,238.65
1	1.24	Implement Significant Disproportionality: Comprehensive Coordinated Early Intervening Services	No	\$0.00	0,00
2	2.1	Professional Development and Curriculum on Social Emotional Learning for Staff within MTSS Framework	No	\$235,200.00	234,492.06
2	2.2	Mental Health and Wellness Related Services and Supports	No	\$23,664.00	15,257.89
2	2.3	Student Attendance and Wellness Data Systems	Yes	\$125,475.00	132,596.00
2	2.4	Partner with Educational Legal Services-PD and Consultation	No	\$21,000.00	6,525.15
2	2.5	Homeless and Foster Youth supports	No	\$60,000.00	55,375.26
2	2.6	Fund an additional district nurse principally directed to support the specific needs of unduplicated students. One other nurses are funded out of general fund.	Yes	\$151,084.00	176,790.26
2	2.7	Provide students with Arts Education/music enrichment, theater	No	\$56,300.00	0
2	2.8	Provide Recess programs/Physical Education	No	\$0.00	16,400.60
2	2.9	Restorative Justice Practices	No	\$0.00	149.13
2	2.10	Provide safe and clean facilities	No	\$920,241.00	538,486.48

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	3.1	Provide Parent Educational opportunities including Parent Leadership Training	No	\$10,000.00	14,788.43
3	3.2	Franklin McKinley Children's Initiative & First Five Resource Center	No	\$149,000.00	149,054.64
3	3.3	Provide Translations and Interpretation Services for Families at District level Meetings and Events	Yes	\$199,999.00	80,463.98
3	3.4	Parent Outreach- Bilingual District Liaisons	Yes	\$257,838.00	353,765.54
3	3.5	Parent Square -Home/School Communication Tool	Yes	\$56,500.00	74,677.71
3	3.6	Communications - mailings	Yes	\$15,000.00	22,944.82
3	3.7	Support Parent English as a Second Language Classes in collaboration with Eastside Union High School District	No	\$20,000.00	47,010.31
3	3.8	Compliance with District and School Governance Parent Committees	No	\$0.00	0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
19,068,110	\$19,377,250.00	\$19,858,573.82	(\$481,323.82)	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	1.4	Access to Quality Core and Supplemental Instructional Materials	Yes	\$584,762.00	\$1,278,811.00		
1	1.5	Hire and Retain Qualified Teachers and Administrators - Human Resources	Yes	\$83,000.00	96,109.00		
1	1.7	Provide Modified Full Day Kindergarten	Yes	\$1,750,929.00	1,870,784.00		
1	1.9	Provide Para educators to support Full day Kindergarten, TK, Special Ed Inclusion; Extend day to match instructional time beginning in 2021-22	Yes	\$2,389,318.00	2,110,450.00		
1	1.10	Salary Increases to Attract and Retain Teachers	Yes	\$9,713,370.00	10,857,615.00		
1	1.11	Provide Professional Development for Special Education staff, including onboarding of new Special Ed staff	Yes	\$158,500.00	176,461.00		
1	1.14	Implement High Quality Dual Language Immersion Programs	Yes	\$3,000.00	15,979.00		
1	1.15	Provide Professional Development for Staff	Yes	\$13,000.00	110,516.00		
1	1.17	Computer Techs (increase 1.0) and Support technology	Yes	\$581,238.00	599,629.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		infrastructure & Support for Sites					
1	1.18	Administer state and local assessment and use assessment data tools to monitor and improve student academic achievement	Yes	\$292,396.00	308,486.00		
1	1.19	Provide schools with Library Media Aides (expand Library media Aides to support access and resources 21-22)	Yes	\$517,521.00	516,713.00		
1	1.20	Provide enrichment for identified Gifted and Talented Students Specialized Programs: GATE	Yes	\$1,200.00	1,200.00		
1	1.21	Provide Academic Counselors & Assistant Principals (CCA, Bridges and Sylvandale. & Assistant Principals)	Yes	\$437,527.00	440,653.00		
1	1.22	Staffing to support schools implementation of programs	Yes	\$572,476.00	471,886		
1	1.23	Site Allocations	Yes	\$1,505,117.00	182,418.00		
2	2.3	Student Attendance and Wellness Data Systems	Yes	\$101,475.00	132,596.00		
2	2.6	Fund an additional district nurse principally directed to support the specific needs of unduplicated students. One other nurses are funded out of general fund.	Yes	\$151,084.00	176,790.00		
3	3.3	Provide Translations and Interpretation Services for Families at District level Meetings and Events	Yes	\$191,999.00	78,179.00		
3	3.4	Parent Outreach- Bilingual District Liaisons	Yes	\$257,838.00	353,051.00		
3	3.5	Parent Square -Home/School Communication Tool	Yes	\$56,500.00	57,303.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	Communications - mailings	Yes	\$15,000.00	22,944.82		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
63,260,934	19,068,110	0	30.142%	\$19,858,573.82	0.000%	31.392%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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