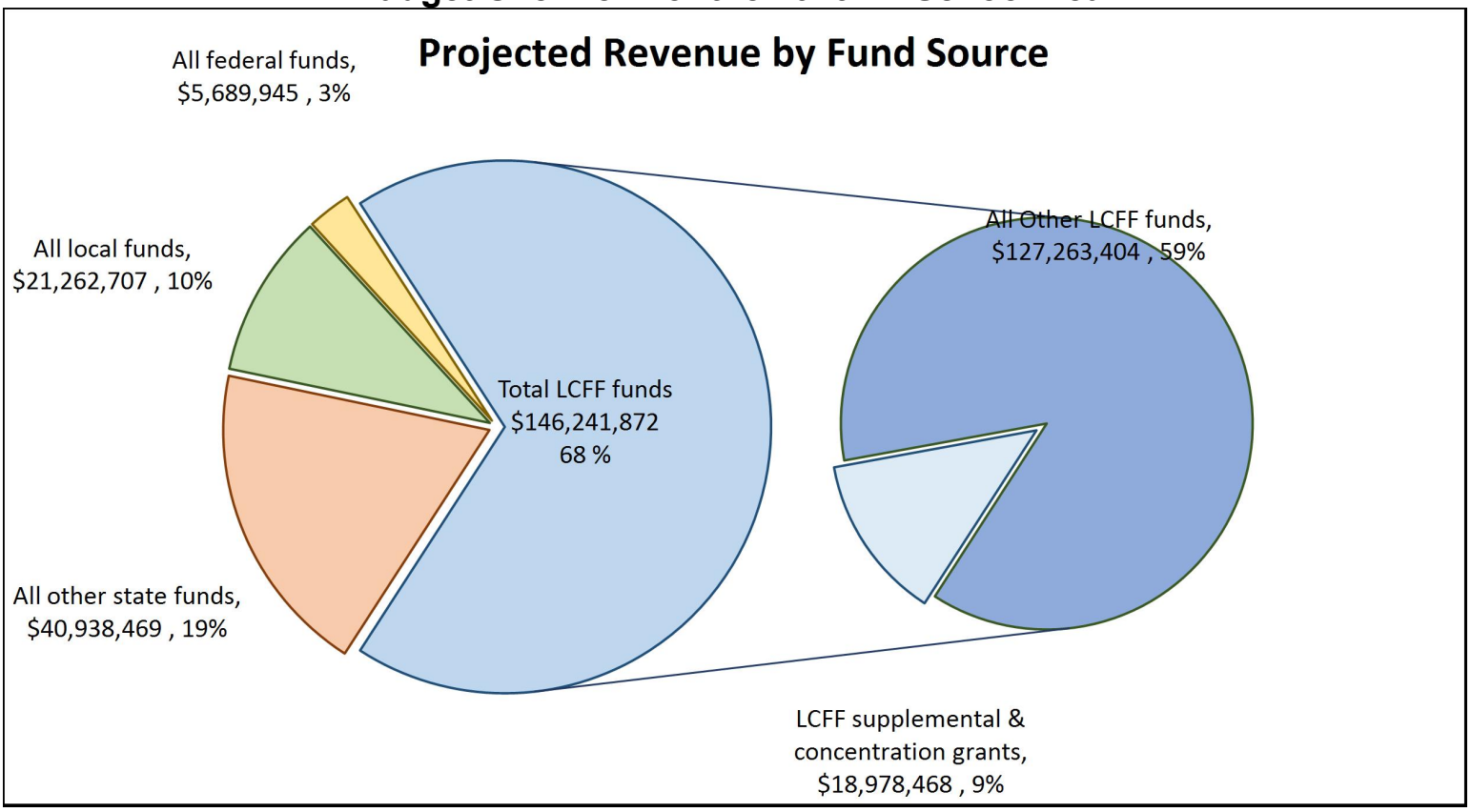
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fullerton School District
CDS Code: 30665060000000
School Year: 2026-27
LEA contact information:
Gretchen Janson, Ed.D.
Superintendent
gretchen_janson@myfsd.org
714-447-7400

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

Budget Overview for the 2026-27 School Year

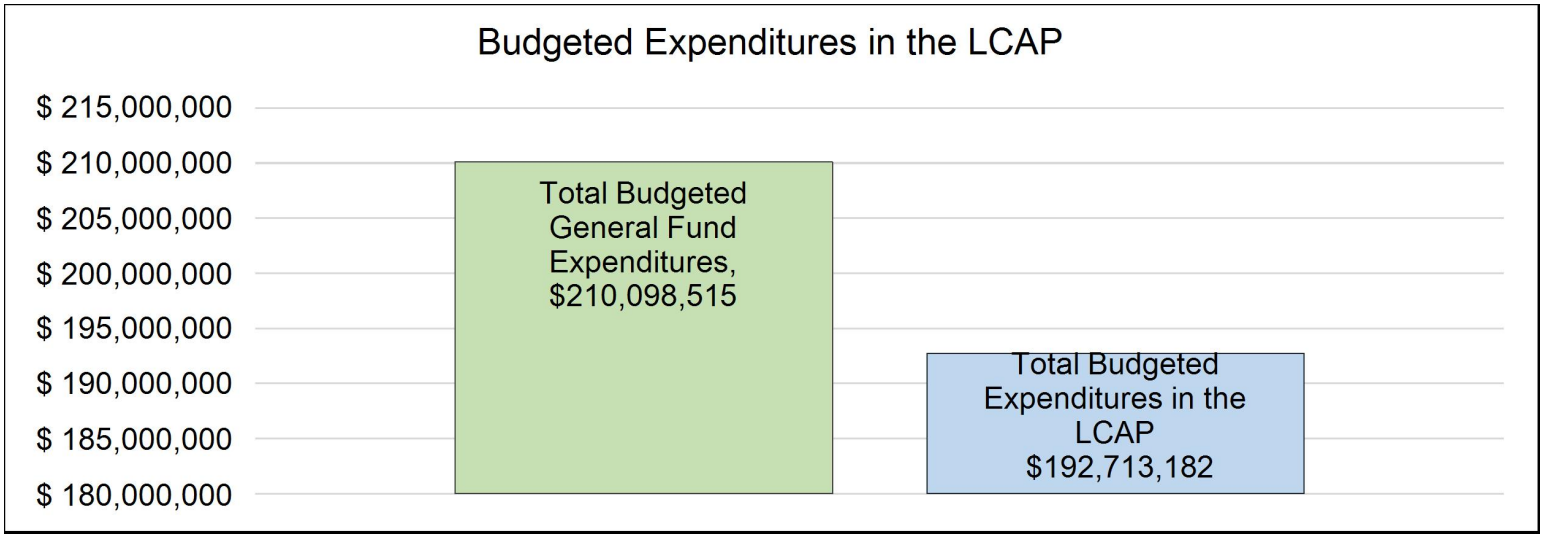


This chart shows the total general purpose revenue Fullerton School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fullerton School District is $214,132,993, of which $146,241,872 is Local Control Funding Formula (LCFF), $40,938,469 is other state funds, $21,262,707 is local funds, and $5,689,945 is federal funds. Of the $146,241,872 in LCFF Funds, $18,978,468 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Fullerton School District plans to spend $210,098,515 for the 2026-27 school year. Of that amount, $192,713,182 is tied to actions/services in the LCAP and $17,385,333 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

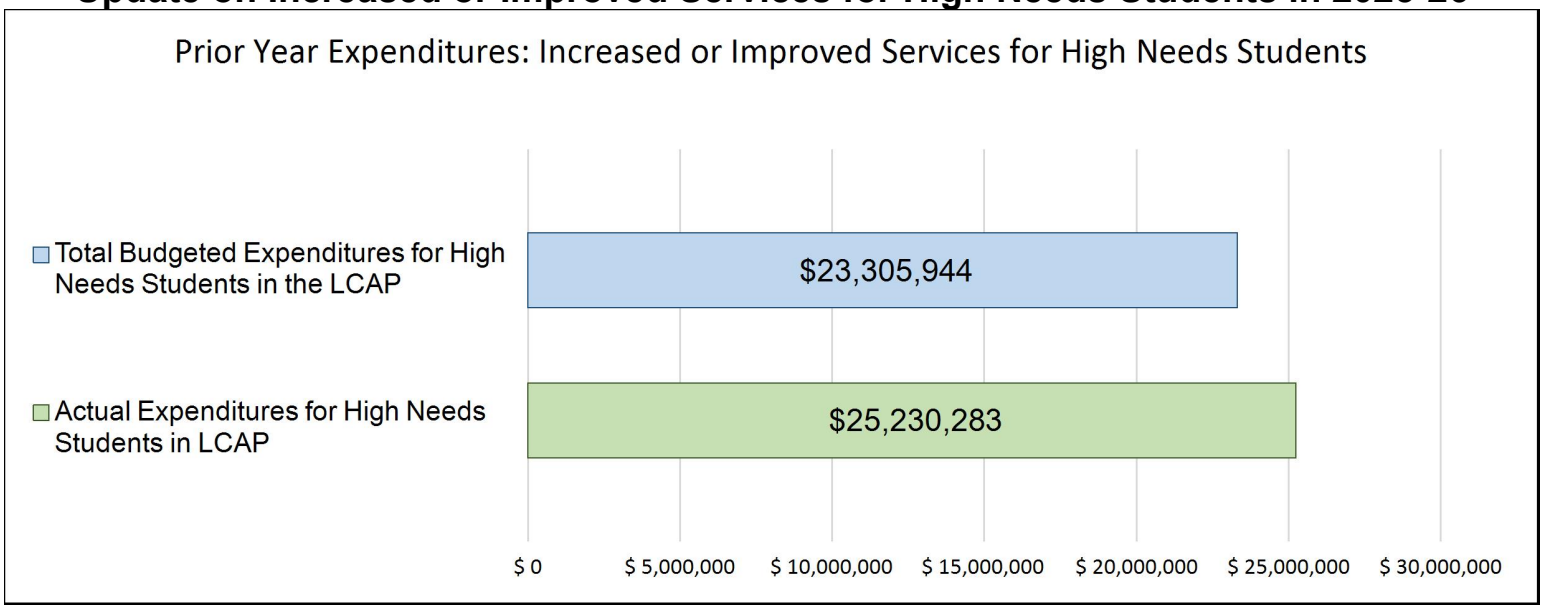
The STRS On-Behalf Contribution accounts for $8,205,341, and the balance comprises excluded extra time, substitutes, some Special Education, and general administrative expenditures.

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

In 2026-27, Fullerton School District is projecting it will receive $18,978,468 based on the enrollment of Foster Youth, English learner, and low-income students. Fullerton School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fullerton School District plans to spend $23,025,737 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Fullerton School District's LCAP budgeted $23,305,944 for planned actions to increase or improve services for high needs students. Fullerton School District actually spent $25,230,283 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

The Fullerton School District (FSD) in Fullerton, proudly serves the city of Fullerton through fifteen elementary schools, two TK-8 campuses, three junior high schools, and a homeschool program, MyFSD Academy. Serving 11,262 students, FSD's team of 1,659 staff members play a crucial role in upholding FSD's standard of educational excellence, consistently striving to surpass state and national benchmarks and prepare students for future success. FSD is recognized for its exemplary achievements with accolades including California Distinguished School, National Blue Ribbon School, Green Ribbon School, National Forum Schools to Watch, Title I Academic Achievement Award, Golden Bell Awards, and Platinum honors from the California PBIS Coalition. FSD is also home to the Performance Academy Sports Program which supports the academic and athletic needs of elite scholar-athletes. Two elementary schools offer a multi-age program, and three elementary schools and two junior high schools offer a dual language program. Raymond Elementary, Pacific Drive Elementary, Nicolas Junior High, and Ladera Vista Junior High offer Spanish dual language, while Laguna Road Elementary offers Korean.

FSD is dedicated to equipping students with the skills and knowledge they need to thrive now and in their college and career pursuits. Recognizing the value of a wide range of educational opportunities, the district aims to provide experiences that broaden students' perspectives and deepen their engagement. All twenty of FSD's physical schools have Speech and Debate programs, all elementary students receive art instruction through artist educators, all twenty schools are Apple Distinguished Schools, and all fifteen elementary schools and two TK-8 campuses house STEM clubs. FSD's junior high schools offer a wide range of electives including digital arts, robotics, programming, visual art, print production, 3D printing, journalism, cyber, networking, leadership, culinary, wood shop, Spanish language, jewelry, Korean language, and performing arts. Students also have the opportunity to earn college credits through Fullerton College and AP testing. These programs highlight FSD's commitment to delivering a comprehensive and empowering education, integrating arts and

technology to support creativity, collaboration, critical thinking, and global citizenship. Collaborations with community organizations including colleges, universities, and local businesses further enrich the educational experience.

Additionally, FSD extends beyond traditional academic boundaries, focusing on the needs and development of the whole student, including Social Emotional Skills and empathy. The district focuses on Digital Wellness, promoting responsible and safe engagement with technology. FSD is committed to a culture of understanding, respect, and belonging.

#FSDlearns

Note: FSD has budgeted from funds other than the general fund, which results in higher expenditures in the LCAP.

Reflections: Annual Performance

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

Overall, Fullerton School District (FSD) continues to show growth in critical academic and engagement indicators according to the Fall 2025 California Dashboard results. The district's performance in English Language Arts (ELA) and Mathematics remains a strength, with both indicators showing improvement from the prior year. FSD students achieved a green performance level for English language arts, with students performing 23.9 points above the standard. This represents a significant 5-point increase from the previous year. FSD also reached a green performance level in Math, with students performing 2.2 points above the standard. This is an improvement of 3.9 points compared to the prior year.

FSD successfully decreased the chronic absenteeism rate by 1.5%, bringing the overall rate to 9.1%. FSD maintained a suspension rate of 1.3%. While the district saw growth in other areas, the English Learner Progress Indicator (ELPI) is currently at a orange level (Level 2 out of 5, 1 being the lowest and 5 being the highest) with 47.7% of students making progress, which reflects a 2.1% decline from the previous year.

Based on these reflections, FSD will continue to prioritize the "Signature Strategies" in ELA and mathematics, along with the MTSS framework that has contributed to recent gains. To address identified gaps, the district will implement a renewed focus on English Learners in order to reverse the recent decline in their progress indicator. Targeted support will also be prioritized for Long-Term English Learners (LTELs), who experienced significant challenges across multiple indicators, including performing at the lowest level in both English Language Arts and mathematics, as well as a high suspension rate of 6.2%. Students with Disabilities are at the lowest performance level in mathematics. Foster Youth and students experiencing homelessness also remain a priority, as both groups are in the lowest level for chronic absenteeism, meaning that their absenteeism rate is high.

Compared to the list below from 2023, the following groups made progress out of the lowest "Red" level according to the 2025 CA Dashboard:
District Overall: Students with Disabilities in ELA; Foster Youth in Math; Homeless Students in Suspension Rate; Students with Disabilities in Chronic Absenteeism
Beechwood: EL Progress Overall; Chronic Absenteeism for All Students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students

Commonwealth: Chronic Absenteeism for All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities
Fern: Red performance levels from 2023 are red in 2025
Golden Hill: Chronic Absenteeism for All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and White students
Hermosa Drive: Chronic Absenteeism for Students with Disabilities
Ladera Vista: Red performance levels from 2023 are red in 2025
Nicolas: English Learners in ELA; Chronic Absenteeism for All Students, Hispanic students, and Socioeconomically Disadvantaged students
Orangethorpe: EL Progress Overall; Chronic Absenteeism for English Learners and Socioeconomically Disadvantaged students
Pacific Drive: ELA for All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities; Chronic Absenteeism for All Students, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and White students
Raymond: Students with Disabilities in ELA
Richman: Students with Disabilities in ELA; Chronic Absenteeism for Hispanic students and Students with Disabilities
Rolling Hills: Chronic Absenteeism for All Students, Asian students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students
Sunset Lane: Chronic Absenteeism for Hispanic students
Valencia Park: Chronic Absenteeism for Students with Disabilities
Woodcrest: All Students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students in ELA; All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities in Math

This LCAP includes actions for the following schools and student groups who received the lowest performance level on one or more state indicators as specified on the 2023 Dashboard. They are listed below to adhere with LCAP requirements for the three year cycle. The following data is from the 2023 CA Dashboard:
Fullerton School District Overall (ELA: Students with disabilities, Math: Foster Youth, Chronic Absenteeism: Foster Youth, Homeless students, Students with disabilities, Suspensions: Homeless students)
Beechwood School (EL progress overall, Chronic absenteeism: All students, ELs, Hispanic students, and Socioeconomically Disadvantaged students)
Commonwealth Elementary School (ELA: Students with disabilities, Chronic absenteeism: All students, ELs, Hispanic Students, Socioeconomically disadvantaged students, Students with disabilities)
Fern Drive Elementary School (ELA: Students with disabilities)
Golden Hill Elementary School for Creative and Performing Arts (Chronic absenteeism: All, ELs, Hispanic students, Socioeconomically disadvantaged students, Students with disabilities, White students)
Hermosa Drive Elementary School (EL progress overall, Chronic absenteeism: Students with disabilities)
Ladera Vista Junior High School of the Arts (ELA: ELs, Math: ELs, EL progress overall, Chronic absenteeism: Socioeconomically disadvantaged students)
Maple Elementary School (ELA: ELs)
Nicolas Junior High School (ELA: ELs, Students with disabilities, Chronic absenteeism: All students, Hispanic students, Socioeconomically disadvantaged students)

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

Learning Recovery and Emergency Block Grant (LREBG):
FSD has unexpended LREBG funds for the 2026-2027 school year. The LCAP Advisory Committee has identified a need for teachers to be mentored and supported, not just through the first two teacher induction years, as many of our veteran teachers are retiring after this school year. FSD recognizes the need to build teacher and principal capacity and coherence around instructional practices including first best instruction and interventions, especially for students who are performing below grade-level expectations in ELA and mathematics.

In Spring 2026, the overall ELA diagnostic iReady Distance from Standard was -20.6, with greater need among English learners (-66.8), long-term English learners (-64.7), students experiencing homelessness (-75.3), economically disadvantaged students (-39.0), foster youth (-30.0), and students receiving special education services (-84.5). In math, the overall diagnostic iReady Distance from Standard was -15.1, with greater need among English learners (-36.8), long-term English learners (-51.4), students experiencing homelessness (-52.9), economically disadvantaged students (-29.7), foster youth (-50.0), and students receiving special education services (-57.8). These data demonstrate a continued need for targeted academic intervention, ongoing progress monitoring, instructional coaching, and standards-aligned supplemental learning opportunities.

To respond to these needs, FSD will fund two instructional lead teachers on special assignment to support teachers with data informed instruction, intervention planning, collaborative inquiry cycles, and implementation of evidence-based ELA and math strategies. LREBG funds will also support data systems that allow staff to identify student needs, monitor academic progress, coordinate interventions, and evaluate the effectiveness of supports across schools. In addition, funds will support diagnostic assessments and personalized lessons so that teachers can identify skill gaps and provide targeted practice aligned to student needs. Professional learning, including collaborative inquiry cycles and summer professional development, will build staff capacity to use data, strengthen instruction, and improve intervention delivery.

FSD will also fund after-school interventions to provide additional learning time for students performing below grade level. Supplemental mathematics and literacy programs will provide targeted practice, early numeracy support, digital reading access, and opportunities for students to build foundational skills outside of core instruction. Together, these expenditures are intended to address the academic needs shown in the diagnostic data by strengthening instruction during the school day, expanding intervention opportunities beyond the school day,

and improving the district's ability to monitor whether students are making progress. LREBG-funded actions and details are found in Action 1.1, 1.4, 1.8, and 1.10. In 2026-2027, FSD is planning to spend $663,000 for learning recovery supporting programs mentioned in this Reflections: Annual Performance section, and $340,000 for costs related to the two instructional lead teachers on special assignment. In 2027-2028, FSD is planning to spend $663,000 in learning recovery programs, and $345,000 on the two instructional lead teachers on special assignment.

Reflections: Technical Assistance

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

FSD has been identified for Differentiated Assistance based on the performance of Long-Term English Learners (LTELs) on the 2025 CA Dashboard. This identification is based on two indicators: LTELs scored at Level 2 (second from lowest) on the English Learner Progress Indicator and Level 1 (lowest) on the Suspension Rate Indicator.

FSD is responding to the LTEL Differentiated Assistance identification through a targeted set of supports focused on language progress, monitoring, and timely intervention. LTEL students were invited to participate in an after-school bootcamp designed as a positive academic support opportunity rather than a punitive intervention. Students also took ELPAC Interim Assessments to receive more timely information about their language development needs. FSD will continue both the bootcamp and ELPAC Interim Assessments next year. Depending on the school, teachers or administrators have goal setting meetings with LTELs that include goal tracking on various metrics such as the ELPAC exam elements, i-Ready testing, and CAASPP testing. Additionally, staff and administrators are receiving Guided Language Acquisition Design (GLAD) training to scale strategies on a rolling basis. One challenge is coordinating training across staff groups and school sites in a way that builds consistent implementation while accounting for different schedules, roles, and levels of prior experience with language acquisition strategies. FSD has developed a School Instructional Model that principals are developing with their leadership teams, and within the template is a section for embedded ELD plans. School leadership teams will build their School Instruction Model that includes their School Vision for Instruction, Core Instructional Plan, Priority Focus Standards, Signature Instructional Strategies, Walkthrough Look-Fors, Systems of Coherence, ELD Integration, Progress Monitoring and Data Use, Professional Development Plan, and Implementation Timeline.

FSD's MTSS framework supports the reduction of suspensions through a structured system of social-emotional and behavioral supports aligned across tiers. At Tier 1, all students receive explicit instruction in core competencies such as self-management, relationship skills, and responsible decision-making through the Second Step curriculum. For students who require additional support, Tier 2 interventions provide targeted instruction in areas such as emotions and thought processing, prosocial skills, and executive functioning. The alignment between Tier 1 and Tier 2 allows for students to receive consistent skill development and opportunities to practice and reinforce positive behaviors in different settings.

FSD developed an internal dashboard to monitor LTEL students' attendance, ELPAC and ELD progress, SEL needs, ELA and Math i-Ready performance, and need for RtI support. However, FSD is planning to use a system in 2026 - 2027 called eduCLIMBER to more efficiently visualize student data, create watchlists, monitor progress, and intervene for students who may need additional support. Site administrators also conducted walkthroughs in classrooms serving LTEL students to observe student engagement, language use, and instructional needs, and met with teachers and/or LTEL students to discuss progress.

One challenge is identifying a bootcamp schedule that provides LTEL students with timely, targeted support close enough to the assessment to be meaningful, while minimizing disruption to their regular classes and remaining accessible if offered after school.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

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

Educational Partner(s)	Process for Engagement
	process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Community members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text. A LCAP committee member also attended a DELAC meeting to share about the LCAP and collect survey responses from DELAC members.
Fullerton Education Foundation (FEF)	Members of FEF were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Community members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email.
California School Employees Association (CSEA)	Members of CSEA were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Staff members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email.
Champions for Learning	Members from Champions for Learning were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Community members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email. Champions for Learning members were also invited to take the survey on site during the district-wide Champions for Learning Block Party.
All the Arts for All the Kids Foundation	Representatives of All the Arts for All the Kids were invited to four LCAP advisory meetings throughout the school year in which they learned about the LCAP process, analyzed survey data and feedback, recommended actions, and provided feedback on draft actions. Community members were invited to participate in a survey which included questions regarding FSD's four major goals. The survey was sent out through text and email.

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

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

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

Throughout the school year, the LCAP Advisory Committee including the partners above met four times to navigate the LCAP process, assess feedback data, suggest actions, and provide feedback on the draft actions. Committee members voted on actions to establish priorities, influencing the LCAP's direction. Feedback was gathered combining numerical survey data, which was averaged for each question topic with narrative insights. Narratives and feedback were collected through surveys that were distributed through Blackboard to the whole community and through direct meetings with the Superintendent's Advisory Committee of students for a rich collection of feedback from all partners. Attendees at the Champions for Learning Block Party were encouraged to complete the survey on site, with computers made available to support participation. The feedback was analyzed for themes. The themes were organized by groups (staff and community, and students) and goal and were considered by the advisory committee. The themes were discussed in groups and then recommendations were made by each group. Then, the whole advisory committee voted on each of the sub recommendations. The draft LCAP was posted on the FSD website for the public to view and provide feedback. A public hearing was held before adoption.

The feedback provided by the 2025-2026 LCAP advisory committee for the 2026-2027 LCAP had two overarching themes:

Empowered Educators: Many FSD veteran teachers who were leaders and mentors are retiring at the end of the 2025-2026 school year. Therefore, the advisory committee emphasized the importance of mentorship and long-term support for both new and returning teachers. Mentorship for newer teachers is included in Action 1.3 through the Teacher Induction Program. FSD also established the Education Specialist Academy to provide targeted mentorship and support for education specialists. FSD will place a systematic focus on Professional

Learning Communities and Collaborative Inquiry Cycles next year to support ongoing learning and continuous improvement. An expanded emphasis on these efforts can be found in Actions 1.1, 1.4, 1.8, and 1.10 in the updated LREBG plans.

Informed Parents: The advisory committee recognized that FSD offers many opportunities and tools for students and parents. However, the advisory committee pointed out a need for there to be learning opportunities for parents to be able to use the tools effectively, and also more clarity about usage expectations. For example, parents would benefit from guidance on how much time students are expected to spend using an iPad at school and at home. FSD is currently gathering information to help clearly communicate this expectation.

The advisory committee also recognized that FSD offers a variety of supports for student safety, behavior, and mental health. However, committee members also emphasized the need to strengthen the home-school connection (Goal 4) by communicating more clearly about the supports. FSD will make a consistent, intentional effort to share information about available resources and programs across multiple communication channels, including PTA meetings, Coffee with the Principal, PBIS informational slides, DELAC meetings, Champions for Learning meetings, and social media.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

In line with this overarching goal, FSD is also dedicated to specifically enhancing the academic progress of Students with Disabilities in English Language Arts and Foster Youth in Math. Recognizing these areas as crucial for improvement based on the California Dashboard,

FSD is adopting a proactive stance for growth and support. This dual focus on both broad academic goals and targeted support needs illustrates FSD's approach to education, emphasizing both the development of foundational academic skills and the importance of creating a welcoming, supportive learning environment for all students. Through these concerted efforts, FSD aims to nurture an educational community where every student is equipped for success and empowered to contribute positively to society.

Furthermore, during the first year of this LCAP cycle (2023), the following student groups were two levels below FSD's average on the California Dashboard:
English Learners (ELA)
African American (ELA, Math)
Foster Youth (ELA)
Hispanic (ELA, Math)
Homeless (ELA, Math)
Socioeconomically Disadvantaged (ELA)
Students with Disabilities (Math)

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Distance from Standard (DFS) - ELA *Unduplicated student groups	2023 ELA DFS: *ELs: -31.3 *LTELs: (Baseline est. in yr.1) *Foster Youth: -79.8 Homeless: -68.9 *SocioEcon Dis: -22.3 Stud w/Disab: -89.4 Af American: -19.6 Am Ind/Alskn: -3.8 Asian: 92 Filipino: 65.2 Hispanic: -30.7 Nat Hawa/PacIs: -28.7 White: 37.1 Two or More: 52.8	2024 ELA DFS: *ELs: -27.5 *LTELs: -68.6 *Foster Youth: -56.9 Homeless: -84.1 *SocioEcon Dis: -17.9 Stud w/Disab: -86.2 Af American: -2 Am Ind/Alskn: 14.4 Asian: 94.2 Filipino: 69.5 Hispanic: -29.5	2025 ELA DFS: *ELs: -22.4 *LTELs:-70.2 *Foster Youth: -42.4 Homeless: -69.8 *SocioEcon Dis: -10.2 Stud w/Disab: -78.6 Af American: 18.5 Am Ind/Alskn: 9.1 Asian: 99.2 Filipino: 68.3 Hispanic: -23.3	2026 ELA DFS: *ELs: -21.3 *LTELs: -62 *Foster Youth: -69.8 Homeless: -58.9 *SocioEcon Dis: -12.3 Stud w/Disab: -79.4 Af American: -9.6 Am Ind/Alskn: 6.2 Asian: 97 Filipino: 69.2 Hispanic: -20.7	*ELs: +8.9 *LTELs: -1.6 (Baseline was established in year 1) *Foster Youth: +37.4 Homeless: -0.9 *SocioEcon Dis: +12.1 Stud w/Disab: +10.8 Af American: +38.1 Am Ind/Alskn: +12.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California Dashboard Red Performing Student Groups in Baseline Year by Site (DFS) FSD Overall SWD: -89.4 Commonwealth SWD: -140.3 Fern Drive SWD: -85.4 Ladera Vista ELs: -72.5 Maple ELs: -79.8 Nicolas ELs: -74.3 SWD: -162.8 Pacific Drive ELs: -73.3 Hispanic: -73.1 Socio Dis: -75.9 SWD: -144.1 Raymond SWD: -76.9 Richman SWD: -115.4 Woodcrest	Nat Hawa/PacIs: -8.1 White: 40.1 Two or More: 53.7 California Dashboard Red Performing Student Groups in Baseline Year by Site (DFS) FSD Overall SWD: -86.2 Commonwealth SWD: -150.7 Fern Drive SWD: -74.7 Ladera Vista ELs: -70.7 Maple ELs: -73.4 Nicolas ELs: -64.5 SWD: -129.6 Pacific Drive ELs: -55.4 Hispanic: -54.4 Socio Dis: -54 SWD: -121.6 Raymond	Nat Hawa/PacIs: -44.1 White: 42.9 Two or More: 47.1 California Dashboard Red Performing Student Groups in Baseline Year by Site (DFS) FSD Overall SWD: -78.6 Commonwealth SWD: -116.9 Fern Drive SWD: -87.5 Ladera Vista ELs: -70.1 Maple ELs: -71.5 Nicolas ELs: -60.8 SWD: -131.5 Pacific Drive ELs: -43.2 Hispanic: -34.1 Socio Dis: -35.5 SWD: -94.8 Raymond	Nat Hawa/PacIs: -18.7 White: 42.1 Two or More: 57.8 Commonwealth SWD: -130.3 Fern Drive SWD: -75.4 Ladera Vista ELs: -62.5 Maple ELs: -69.8 Nicolas ELs: -64.3 SWD: -152.8 Pacific Drive ELs: -63.3 Hispanic: -63.1 Socio Dis: -65.9 SWD: -134.1 Raymond SWD: -66.9 Richman	Asian: +7.2 Filipino: +3.1 Hispanic: +7.1 Nat Hawa/PacIs: -15.4 White: +5.8 Two or More: -5.7 California Dashboard Red Performing Student Groups in Baseline Year by Site (DFS) FSD Overall SWD: +10.8 Commonwealth SWD: +23.4 Fern Drive SWD: -2.1 Ladera Vista ELs: +2.4 Maple ELs: +8.3 Nicolas ELs: +13.5 SWD: +31.3 Pacific Drive ELs: +30.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: -80.9 ELs: -95.2 Hispanic: -81.9 Socio Dis: -81.3	SWD: -81.1 Richman SWD: -133.5 Woodcrest All: -54.8 ELs: -68.1 Hispanic: -57.9 Socio Dis: -49.3	SWD: -43.5 Richman SWD: -108.7 Woodcrest All: -42.8 ELs: -65.9 Hispanic: -43.3 Socio Dis: -39.2	SWD: -105.4 Woodcrest All: -70.9 ELs: -85.2 Hispanic: -71.9 Socio Dis: -71.3	Hispanic: +39.0 Socio Dis: +40.4 SWD: +49.3 Raymond SWD: +33.4 Richman SWD: +6.7 Woodcrest All: +38.1 ELs: +29.3 Hispanic: +38.6 Socio Dis: +42.1
1.2	CAASPP Overall Performance Level: ELA	2023 ELA Level 4 Green	2023 ELA Level 4 Green	2024-2025 ELA Level 4 Green (2025 Dashboard Data)	Maintain Level 4 or Increase to Level 5	0
1.3	CAASPP Distance from Standard (DFS) - Math *Unduplicated student groups	2023 Math DFS: *ELs: -48.7 *LTELs: (Baseline est. in yr.1) *Foster Youth: -117 Homeless: -94.8 *SocioEcon Dis: -46.9 Stud w/Disab: -111.3 Af American: -43.3 Am Ind/Alskn: -17.9 Asian: 85.8 Filipino: 42.8 Hispanic: -59.1 Nat Hawa/PacIs: -32 White: 18.8 Two or More: 28.6	2024 Math DFS: *ELs: -45.1 *LTELs: -113.8 *Foster Youth: -85.6 Homeless: -112.5 *SocioEcon Dis: -42 Stud w/Disab: -101.5 Af American: -37.3 Am Ind/Alskn: -11.3 Asian: 86.5 Filipino: 36.9 Hispanic: -55.2 Nat Hawa/PacIs: -28.7	2025 Math DFS: *ELs: -38.8 *LTELs: -115 *Foster Youth: -75.3 Homeless: -104.5 *SocioEcon Dis: -36.6 Stud w/Disab: -101.6 Af American: -27 Am Ind/Alskn: -15.1 Asian: 94.8 Filipino: 40.6 Hispanic: -53 Nat Hawa/PacIs: -65.9	2026 Math DFS: *ELs: -38.7 *LTELs: -107.2 *Foster Youth: -97 Homeless: -84.8 *SocioEcon Dis: -36.9 Stud w/Disab: -101.3 Af American: -33.3 Am Ind/Alskn: -7.9 Asian: 90.8 Filipino: 47.8 Hispanic: -49.1 Nat Hawa/PacIs: -22 White: 23.8 Two or More: 33.6	*ELs: +9.9 *LTELs: -1.2 *Foster Youth: +41.7 Homeless: -9.7 *SocioEcon Dis: +10.3 Stud w/Disab: +9.7 Af American: +16.3 Am Ind/Alskn: +2.8 Asian: +9.0 Filipino: -2.2 Hispanic: +6.1 Nat Hawa/PacIs: -33.9 White: +3.3 Two or More: -4.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California Dashboard Red Performing Student Groups in Baseline Year by Site (DFS) FSD Overall Foster Youth: -117 Ladera Vista ELs: -115.3 Pacific Drive SWD: -149.7 Rolling Hills SWD: -119.4 Woodcrest All: -100.3 ELs: -107.2 Hispanic: -99.5 Socio Dis: -99.9 SWD: -123.1	White: 19.9 Two or More: 29.9 California Dashboard Red Performing Student Groups in Baseline Year by Site (DFS) FSD Overall Foster Youth: -85.6 Ladera Vista ELs: -111.7 Pacific Drive SWD: -112.7 Rolling Hills SWD: -137 Woodcrest All: -62.5 ELs: -78 Hispanic: -67.8 Socio Dis: -59.2 SWD: -89.9	White: 22.1 Two or More: 24.3 California Dashboard Red Performing Student Groups in Baseline Year by Site (DFS) FSD Overall Foster Youth: -75.3 Ladera Vista ELs: -118.3 Pacific Drive SWD: -114.8 Rolling Hills SWD: -177.2 Woodcrest All: -57.9 ELs: -77.6 Hispanic: -59.2 Socio Dis: -56.6 SWD: -75.8	Ladera Vista ELs: -105.3 Pacific Drive SWD: -139.7 Rolling Hills SWD: -109.4 Woodcrest All: -90.3 ELs: -97.2 Hispanic: -89.5 Socio Dis: -89.9 SWD: -113.1	California Dashboard Red Performing Student Groups in Baseline Year by Site (DFS) FSD Overall Foster Youth: +41.7 Ladera Vista ELs: -3.0 Pacific Drive SWD: +34.9 Rolling Hills SWD: -57.8 Woodcrest All: +42.4 ELs: +29.6 Hispanic: +40.3 Socio Dis: +43.3 SWD: +47.3
1.4	CAASPP Overall Performance Level: Math	2023 Math Level 4, Green	2023 Math Level 3 Yellow	2024-2025 Math Level 4 Green (2025 Dashboard Data)	Maintain Math Level 4, Green or increase to level 5	0
1.5	iReady Distance from Standard - ELA *Unduplicated student groups	iReady ELA Diagnostic Distance From Standard (DFS) (Spring 2024) Overall: -18.7	iReady ELA Diagnostic Distance From Standard (DFS) (Spring 2025)	iReady ELA Diagnostic Distance From Standard (DFS) (Spring 2026)	iReady ELA Diagnostic (Spring 2024) Overall: -8.7	Overall: -1.9 *Eng Learners: +3.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Eng Learners: -70.2 *Long Term English Learners: -61.7 *Foster Youth: -37.9 Homeless: -76.9 *Econ Disadv: -36.6 Special Ed: -79.8	Overall: -27.0 *Eng Learners: -66.3 *Long Term English Learners: -67.3 *Foster Youth: -37.1 Homeless: -95.9 *Econ Disadv: -48.5 Special Ed: -83.0 Note: In the Spring of 2025, the following schools did not take iReady D3 and opted to administer the SBAC Interim instead- Acacia Elementary, Beechwood School, Parks Jr. High School, Sunset Lane Elementary School. All schools administered iReady D3 in the Spring of 2024.	Overall: -20.6 *Eng Learners: -66.8 *Long Term English Learners: -64.7 *Foster Youth: -30 Homeless: -75.3 *Econ Disadv: -39 Special Ed: -84.5	*Eng Learners: -60.1 *LTELs: -51.7 *Foster Youth: -27.9 Homeless: -66.9 *Econ Disadv: -26.6 Special Ed: -69.8	*Long Term English Learners: -3.0 *Foster Youth: +7.9 Homeless: +1.6 *Econ Disadv: -2.4 Special Ed: -4.7
1.6	iReady Distance from Standard - Math *Unduplicated student groups	iReady Math Diagnostic Distance From Standard (DFS) (Spring 2024) Overall: -13.7 *Eng Learners: -39.4	iReady Math Diagnostic Distance From Standard (DFS) (Spring 2025) Overall: -20.2	iReady Math Diagnostic Distance From Standard (DFS) (Spring 2026) Overall: -15.1	iReady Math Diagnostic (Spring 2024) Overall: -3.7 *Eng Learners: -29.4	iReady Math Diagnostic Distance From Standard (DFS) (Spring 2025) Overall: -1.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Long Term English Learners: -50.1 *Foster Youth: -34.4 Homeless: -48.8 *Econ Disadv: -27.3 Special Ed: -54.4	*Eng Learners: -39.3 *Long Term English Learners: -52.6 *Foster Youth: -26.5 Homeless: -57.8 *Econ Disadv: -35.4 Special Ed: -58.9 Note: In the Spring of 2025, the following schools did not take iReady D3 and opted to administer the SBAC Interim instead- Acacia Elementary, Beechwood School, Parks Jr. High School, Sunset Lane Elementary School. All schools administered iReady D3 in the Spring of 2024.	*Eng Learners: -36.8 *Long Term English Learners: -51.4 *Foster Youth: -50 Homeless: -52.9 *Econ Disadv: -29.7 Special Ed: -57.8	*LTELs: -40.1 *Foster Youth: -24.4 Homeless: -38.8 *Econ Disadv: -17.3 Special Ed: -44.4	*Eng Learners: +2.6 *Long Term English Learners: -1.3 *Foster Youth: -15.6 Homeless: -4.1 *Econ Disadv: -2.4 Special Ed: -3.4
1.7	LCAP Student Survey The survey measures rigor, connectedness, and safety with 4 point scale: 1 = never, 2 = some of the time, 3 =	2023 - 2024 Academic Rigor All: 2.88 Elem: 3 Jr. High: 2.8	2024 - 2025 Academic Rigor All: 2.96 Elem: 3.03 Jr. High: 2.86	2025 - 2026 Academic Rigor All: 3.00 Elem: 3.00 Jr. High: 2.99	2026-2027 All: Increase to 3 or higher Elem: Maintain 3 or higher Jr. High: Increase to 3 or higher	All: +0.12 Elem: 0 Jr. High: +0.19

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	most of the time, 4 = all of the time 3 or higher is FSD's desired outcome					
1.8	LCAP Parent Survey 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time 3 or higher is FSD's desired outcome	2023-2024 Academic Rigor: 3.3 Partnerships: 3.29	2024-2025 Academic Rigor: 3.25 Partnerships: 3.23	2025-2026 Academic Rigor: 3.38 Partnerships: 3.38	2026-2027 Maintain 3 or higher	Academic Rigor: +0.08 Partnerships: +0.09
1.9	CA Dashboard EL Progress Indicator and Reclassification Rate	2023-2024: FSD EL Progress Indicator: 45.3% FSD Reclassification Rate: 19% Beechwood EL Progress Indicator: 38.8% (red, level 1 of 5) Hermosa Drive EL Progress Indicator: 39.5% (red, level 1 of 5) Ladera Vista EL Progress Indicator: 30.6% (red, level 1 of 5) Orangethorpe EL Progress Indicator: 36% (red, level 1 of 5)	2024-2025: FSD EL Progress Indicator: 49.7% FSD Reclassification Rate: 16.7% Beechwood EL Progress Indicator: 64.5% (blue, level 5 of 5) Hermosa Drive EL Progress Indicator: 43.2% (yellow, level 3 of 5) Ladera Vista EL Progress Indicator: 41.1% (yellow, level 3 of 5)	2025-2026: FSD EL Progress Indicator: 47.7% FSD Reclassification Rate: 14.59% Beechwood EL Progress Indicator: 63% (green, level 4 of 5) Hermosa Drive EL Progress Indicator: 34.5% (no performance color available) Ladera Vista EL Progress Indicator: 31% (red, level 1 of 5)	2026-2027 FSD EL Progress Indicator Status Level: High 55% FSD Reclassification Rate: Maintained or higher Beechwood EL Progress Indicator: 45% (medium) Hermosa Drive EL Progress Indicator: 45% (medium) Ladera Vista EL Progress Indicator: 45% (medium)	FSD EL Progress Indicator: +2.4% FSD Reclassification Rate: -4.41% Beechwood EL Progress Indicator: +24.2% Hermosa Drive EL Progress Indicator: -5% Ladera Vista EL Progress Indicator: +0.4% Orangethorpe EL Progress Indicator: +8.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Woodcrest EL Progress Indicator: 33.3% (red, level 1 of 5)	Orangethorpe EL Progress Indicator: 43.8% (yellow, level 3 of 5) Woodcrest EL Progress Indicator: 54.3% (green, level 4 of 5)	Orangethorpe EL Progress Indicator: 44.6% (orange, level 2 of 5) Woodcrest EL Progress Indicator: 38.9% (red, level 1 of 5)	Orangethorpe EL Progress Indicator: 45% (medium) Woodcrest EL Progress Indicator: 45% (medium)	Woodcrest EL Progress Indicator: +5.6%
1.10	Principal Reflection Survey 5 point scale	2024 Principal Survey (Max rating = 5) Progress in providing professional learning to staff (Average: 3.99) Progress in making standards- aligned instructional materials available (Average: 4.1) Progress in providing support to staff where they can improve in delivering instruction (Average: 3.97) Progress in implementing other adopted academic standards (PE, Health, VAPA, etc.) (Average: 3.78) Progress on support for teachers and administrators on Identifying professional learning needs (Average: 3.83)	2025 Principal Survey (Max rating = 5) Progress in providing professional learning to staff (Average: 4.03) Progress in making standards- aligned instructional materials available (Average: 4.14) Progress in providing support to staff where they can improve in delivering instruction (Average: 3.69) Progress in implementing other adopted academic	2025 Principal Survey (Max rating = 5) Progress in providing professional learning to staff (Average: 4.3) Progress in making standards- aligned instructional materials available (Average: 4.22) Progress in providing support to staff where they can improve in delivering instruction (Average: 4.21) Progress in implementing other adopted academic	2027 Principal Survey (Max rating = 5) Progress in providing professional learning to staff (Average: increase to 4) Progress in making standards- aligned instructional materials available (Average: 4 or higher) Progress in providing support to staff where they can improve in delivering instruction (Average: increase to 4) Progress in	Principal Survey (Max rating = 5) Progress in providing professional learning to staff: +0.31 Progress in making standards- aligned instructional materials available: +0.12 Progress in providing support to staff where they can improve in delivering instruction: +0.24 implementing other adopted academic standards (PE, Health, VAPA, etc.): +0.28 Progress on support for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standards (PE, Health, VAPA, etc.) (Average: 3.96) Progress on support for teachers and administrators on Identifying professional learning needs (Average: 3.98)	standards (PE, Health, VAPA, etc.) (Average: 4.06) Progress on support for teachers and administrators on Identifying professional learning needs (Average: 4.10)	implementing other adopted academic standards (PE, Health, VAPA, etc.) (Average: increase to 4) Progress on support for teachers and administrators on Identifying professional learning needs (Average: increase to 4)	teachers and administrators on Identifying professional learning needs: +0.27
1.11	Williams Audit Ratings 1. Number of teacher mis-assignments 2. Number of students without access to instructional materials. 3. Number of instances where facilities do not meet the "good repair" standard.	2023-2024 1. Teachers: 100% compliance 2. Instructional materials: 100% compliance 3. Facilities: 100% of schools in "good repair"	2024-2025 1. Teachers: 100% compliance 2. Instructional materials: 100% compliance 3. Facilities: 100% of schools in "good repair"	2025-2026 1. Teachers: 100% compliance, 3 mis-assignments 2. Instructional materials: 100% compliance 3. Facilities: 100% of schools in "good" or "exemplary" repair Note: FSD had 4 mis-assignments in 2023-2024, which rounded to 100% compliance when reported as a percentage. FSD had 0 mis-	2026-2027 1. Teachers: 100% compliance 2. Instructional materials: 100% compliance 3. Facilities: 100% of schools in "good repair"	1. Teachers: 0 2. Instructional materials: 0 3. Facilities: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				assignments in 2024-2025.		
1.12	Broad Course of Study Percentage of students who have access	2023-2024: 100% of students have access to required courses as well as the opportunity for enrichment and interventions.	2024-2025: 100% of students have access to required courses as well as the opportunity for enrichment and interventions.	2025-2026: 100% of students have access to required courses as well as the opportunity for enrichment and interventions.	100% of students have access to required courses as well as the opportunity for enrichment and interventions.	0
1.13	Percentage of total participants of English learners, including LTELs, Foster Youth, and Low-income students in signature FSD programs (STEM Nation, FSD Fest, Speech and Debate, FSD Hockey)	2023-2024: English Learners Percentage: 11.8% Foster Youth Percentage: 0.2% Low-Income Students Percentage: 43.8%	2024-2025: English Learners Percentage: 9.2% Foster Youth Percentage: 0.3% Low-Income Students Percentage: 47.1%	2025-2026: English Learners Percentage: 8.4% Foster Youth Percentage: 0.17% Low-Income Students Percentage: 46.51%	English Learners Percentage: 14.8% (1% increase per year) Foster Youth Percentage: 0.3% (which is equal to the percentage of Foster Youth in FSD) Low-Income Students Percentage: 46.8% (1% increase per year)	English Learners Percentage: -3.4% Foster Youth Percentage: -0.03% Low-Income Students Percentage: +2.71%
1.14	Early childhood assessments: Preschool Early Development Index (EDI) Kindergarten Assessments (ELA & Math)	Fall 2022 FSD Overall: Percentage of Children on Track- Physical Health & Well-being: 86% Social Competence: 79% Emotional Maturity: 82%	The latest EDI update was not available in time for this year's LCAP. FSD Kindergarten ELA Assessment FSD Overall % correct: 95.84	2025 Percentage of Children on Track- Physical Health & Well-being: 84.8% Social Competence: 83.9% Emotional Maturity: 79.8%	Maintain the following above 60%: Physical Health & Well-being, Social Competence, Emotional Maturity,	Maintain the following above 60%: Physical Health & Well-being: -1.2% Social Competence: +4.9% Emotional Maturity: -2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Language & Cognitive Development: 74% General Knowledge & Communication: 78% Across All Domains: 55% FSD Overall: Baseline of under 60%- Gross and Fine motor skills: 54% Overall social competence: 50% Prosocial and helping behavior: 40% Communication skills and general knowledge: 42% EDI data for ELs: Percentage of Children on Track- Physical Health & Well-being: 86% Social Competence: 75% Emotional Maturity: 84% Language & Cognitive Development: 68% General Knowledge & Communication: 66% Across All Domains: 46% EDI data for ELs: Baseline of under 60%-	English learner % correct: 87.77 Socioeconomically disadvantaged % correct: 75.66 Foster Youth % correct: 77.56 FSD Kindergarten Math Assessment FSD Overall % correct: 87.8 English learner % correct: 81.75 Socioeconomically disadvantaged % correct: 73.56 Foster Youth % correct: 77.78	Language & Cognitive Development: 79.3% General Knowledge & Communication: 79.6% Across All Domains: 59% of students are ready for Kindergarten Baseline of under 60%- Gross and Fine motor skills: 59% Overall social competence: 49% Prosocial and helping behavior: 43% Communication skills and general knowledge: 46% EDI data for ELs: Percentage of Children on Track- Physical Health & Well-being: 83% Social Competence: 83% Emotional Maturity: 78%	Language & Cognitive Development, General Knowledge & Communication, Across All Domains Increase the following to at least 60%: Across All Domains, Gross and Fine motor skills, Overall social competence, Prosocial and helping behavior, Communication skills and general knowledge EDI data for ELs: Maintain above 60%: Percentage of Children on Track- Physical Health & Well-being, Social Competence, Emotional Maturity,	Language & Cognitive Development: +5.3% General Knowledge & Communication: +1.6% Across All Domains: +4% Increase the following to at least 60%: Gross and Fine motor skills: +5% Overall social competence: -1% Prosocial and helping behavior: +3% Communication skills and general knowledge: +4% EDI data for ELs: Percentage of Children on Track- Physical Health & Well-being: -3% Social Competence: +8% Emotional Maturity: -6% Language & Cognitive Development: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Gross and Fine motor skills: 51% Overall social competence: 41% Prosocial and helping behavior: 37% Communication skills and general knowledge: 26% Note: Disaggregated data for foster youth and socioeconomically disadvantaged students is not available for the EDI. FSD Kindergarten ELA Assessment FSD Overall % correct: 96.28 English learner % correct: 89.77 Socioeconomically disadvantaged % correct: 88.38 Foster Youth % correct: 70.77 FSD Kindergarten Math Assessment FSD Overall % correct: 89.82 English learner % correct: 82.22		Language & Cognitive Development: 70% General Knowledge & Communication: 69% Across All Domains: 53% EDI data for ELs: Baseline of under 60%- Gross and Fine motor skills: 58% Overall social competence: 43% Prosocial and helping behavior: 42% Communication skills and general knowledge: 33% FSD Kindergarten ELA Assessment FSD Overall % correct: 96.13 English learner % correct: 92.35 Socioeconomically disadvantaged % correct: 85.47 Foster Youth % correct: 92.31	Language & Cognitive Development, General Knowledge & Communication, Across All Domains: Increase to 50% EDI data for ELs: Baseline of under 60% Gross and Fine motor skills: 56% Overall social competence: 46% Prosocial and helping behavior: 42% Communication skills and general knowledge: 31% FSD Kindergarten ELA Assessment FSD Overall % correct: Maintain or increase English learner % correct: Increase to 90 or above Socioeconomically disadvantaged % correct: Increase to 90 or above	General Knowledge & Communication: +3% Across All Domains: +7% EDI data for ELs: Baseline of under 60%- Gross and Fine motor skills: +7% Overall social competence: +2% Prosocial and helping behavior: +5% Communication skills and general knowledge: +7% FSD Kindergarten ELA Assessment FSD Overall % correct: -0.15 English learner % correct: +2.58 Socioeconomically disadvantaged % correct: -2.91 Foster Youth % correct: +21.54 FSD Kindergarten Math Assessment FSD Overall % correct: +0.54

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged % correct: 82 Foster Youth % correct: 73.33		FSD Kindergarten Math Assessment FSD Overall % correct: 90.36 English learner % correct: 86.59 Socioeconomically disadvantaged % correct: 75% Foster Youth % correct: 100%	Foster Youth % correct: Increase to 75 or above FSD Kindergarten Math Assessment FSD Overall % correct: Increase to 90 or above English learner % correct: Increase to 85 or above Socioeconomically disadvantaged % correct: increase to 85 or above Foster Youth % correct: Increase to 75 or above	English learner % correct: +4.37 Socioeconomically disadvantaged % correct: -7 Foster Youth % correct: +26.67
1.15	STAGE participation by English learners, foster youth, and low-income students			2025-2026: English learners percentage: 9.7% Foster Youth Percentage: 0.2% Low-Income Percentage: 58.05%	English learners percentage: 10.7% (1% increase per year) Foster Youth Percentage: 0.3% (same as for metric 1.13) Low-Income Percentage: At least 54.2% (which is equivalent to the percentage of socioeconomically disadvantaged students at FSD in	English learners percentage: NA, baseline established in year 2 Foster Youth Percentage: NA, baseline established in year 2 Low-Income Percentage: NA, baseline established in year 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					the 2025 CA dashboard)	
1.16	LCAP Teacher Survey: Instructional Strategies 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time 3 or higher is FSD's desired outcome	2023-2024 All Teachers: 3.15 Elementary Teachers: 3.19 Junior High Teachers: 3.03	2024-2025 All Teachers: 3.13 Elementary Teachers: 3.16 Junior High Teachers: 3.07	2025-2026 All Teachers: 3.13 Elementary Teachers: 3.12 Junior High Teachers: 3.09	2026-2027 Maintain 3 or higher	All Teachers: -0.02 Elementary Teachers: -0.07 Junior High Teachers: +0.06

Goal Analysis [2025-26]

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

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

During the 2025 - 2026 school year, the District continued implementation of mathematics actions focused on strengthening instructional practice, building teacher capacity, and improving access to grade-level content for all students. At the junior high level, a cohort of mathematics teachers participated in six professional learning sessions connected to the California Mathematics Framework, the Standards for Mathematical Practice, and the piloting of two instructional materials programs. Feedback from teachers, students, and parents was gathered throughout the pilot process and is being used to inform the District's curriculum decision for future implementation. At the elementary level, teachers participated in Cognitively Guided Instruction (CGI) professional learning through Year 1 cohorts for TK - 2 and grades 3 - 6, a mixed grade level Year 2 cohort, and a dedicated special education cohort. The special education cohort included a focus on instructional approaches that connect mathematics to students' experiences, emphasize visual supports, and respond to the unique learning needs of students.

The District also continued implementation of supports designed to improve access to mathematics for English Learners and Long-Term English Learners. TK - 8 math sentence frames were created, shared with teachers, and embedded into professional development. In addition, academic vocabulary resources for mathematics were developed in English, Spanish, Korean, and provided in multiple formats, including posters, table tents, and binder inserts, to support classroom use. Signature instructional strategies remained an ongoing area of focus and were embedded across mathematics professional learning opportunities. Implementation included after-school professional development, classroom lab days in which teachers received job-embedded support, and one-to-one coaching cycles between sessions of cohort meetings. School administrators received training in math practices intended to further equip their instructional leadership through a series of professional development sessions.

Overall, implementation of mathematics actions was largely carried out as planned. Successes included sustained professional learning across grade spans, the integration of coaching and classroom-based support, and the development of practical instructional resources to support implementation. Additional successes included efforts to strengthen articulation and collaboration. For example, for the Advancement Via Individual Determination (AVID) program, efforts focused on relationship-building between staff across school sites, intentional site visits beyond the District, and the establishment of peer tutoring structures.

FSD continued to strengthen early literacy implementation across grade spans. All third grade teachers received training in OG Comprehensive to support evidence-based reading instruction. In addition, the Reading Difficulties Risk Screener (RDRS) was implemented in kindergarten through second grade for all students, except in cases of parent opt-out or legal exemption. Families are informed when screening data identifies areas of risk, and they are also notified of the intervention support being provided, including literacy instruction aligned to students' identified needs. The District also established a process to determine the most appropriate language for student screening (English and Spanish were developed this year), with additional consideration given to whether English Language Development support is needed.

FSD began implementation of the new History/Social Science curriculum in transitional kindergarten through sixth grade. As part of this work, sixth grade teachers engaged in collaboration with a university professor to revisit key concepts within the curriculum and deepen their approach to instruction.

Additionally, FSD continued to support TK implementation through professional development and program expansion across school sites. This year, several sites operated two TK classrooms, including Laguna Road, Orangethorpe, Raymond (Dual Language Academy), Acacia, Beechwood, Rolling Hills, Sunset Lane, and Fern Drive.

One challenge that FSD identified is the need for greater coherence across professional learning opportunities offered throughout the year so that staff experience them as connected parts of a broader vision. FSD is reviewing professional learning opportunities across departments to strengthen coherence and alignment with overall district goals so that initiatives are experienced as connected and meaningful rather than isolated efforts. This includes examining annual professional development calendars to create a more thematic, timely, and intentional flow that supports school leaders and staff throughout the year. Another challenge was that the limited number of substitute teacher availability was a continuing issue for scaling professional development.

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

Actions 1.2, 1.5, 1.7, 1.8, and 1.11 experienced increases of over 10% between the budgeted amounts and the estimated actuals. Action 1.3 expenditures increased by 4.97% from budgeted amounts to estimated actuals, and it is considered a material increase because of the increased amount. A significant contributor to the increase in all Actions was the incorporation of a 2-percent, on-schedule salary adjustment, retroactive to July 1, 2025. Additionally, Prop 28 had a prior-year carryover, which accounts for increases in Actions 1.2, 1.5, 1.7, and 1.8. Action 1.5 also increased due to higher Special Education staffing and expenditures, including increased legal costs and the reclassification of certain positions. District-wide ELOP also created an increase in Instructional Aide staffing under Action 1.7. The promotion of ASP Site Supervisors for ELOP created an increase in Action 1.7. ELOP carryover from prior year increased Actions 1.7 and 1.8. Action 1.11 includes

an increase in SBITA expenditures, offset by Capital Lease revenue proceeds. Action 1.3 increase due to legal cost increase for Certificated Personnel.

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

Goal 1 actions have been generally effective in supporting growth toward proficiency in English Language Arts and Mathematics. The strongest evidence of effectiveness is reflected in CAASPP ELA and Math Distance from Standard results, where FSD improved overall in both content areas. FSD's overall ELA performance increased by 5 points, with students performing 23.9 points above standard, and overall Math performance increased by 3.9 points, with students performing 2.2 points above standard.

Actions 1.1, and 1.10, which support professional development, instructional coherence, collaborative inquiry, and site-level planning, appear to be effective based on growth in the core academic metrics. In ELA, English learners increased by 5.1 points, socioeconomically disadvantaged students increased by 7.7 points, students with disabilities increased by 7.6 points, foster youth increased by 14.5 points, students experiencing homelessness increased by 14.3 points, Hispanic students increased by 6.2 points, and African American students increased by 20.5 points. In Math, English learners increased by 6.3 points, socioeconomically disadvantaged students increased by 5.3 points, foster youth increased by 10.3 points, students experiencing homelessness increased by 8.1 points, Hispanic students increased by 2.3 points, and African American students increased by 10.3 points. These increases indicate that the district's continued use of signature instructional strategies, professional learning, and data-based instructional planning is contributing to academic growth for most student groups. FSD continued professional development in ELA and mathematics through signature instructional strategies, Orton-Gillingham training, math professional learning, and coaching cycles to strengthen instructional practice.

Action 1.2 was effective in maintaining student access to advanced coursework and college/career readiness opportunities. This action supports Metric 1.12, Broad Course of Study, where 100% of students continued to have access to required courses as well as opportunities for enrichment and intervention. It also supports Goal 1 by expanding access to rigorous academic experiences connected to student interests and future readiness. Students continued to benefit from expanded learning opportunities, including a variety of elective courses and engaging in-class experiences designed to enrich and extend their academic learning. FSD added a two-period advanced Wood course for advanced learning in construction. The classes was supported by an ROP construction teacher. FSD also added print production classes at two of the junior high schools in which students earned industry certifications. FSD also strengthened enrichment and articulation opportunities through AVID cross-site teacher collaboration and efforts to improve student tutorial supports.

FSD expanded and strengthened Dual Language Academy (DLA) implementation by adding 7th grade DLA at Nicolas, TK at Raymond, and 3rd grade at Laguna Road. Ladera Vista and Nicolas were supported through a single-subject science DLA teacher. DLA schools held family events, and teachers and administrators attended the National Association for Bilingual Education (NABE) conference. DLA-specific professional learning on MTSS in DLA, bridging, and translanguaging were provided for staff at the DLA sites.

Action 1.3 was effective in supporting the basic conditions for student learning by helping FSD recruit and maintain qualified staff. This action supports Metric 1.11, Williams Audit Ratings, where FSD maintained 100% (rounded percentage) compliance for teachers, although there were 3 teacher mis-assignments in 2025-26. FSD rebooted its administrator mentor program through principal specialists and lead principals and rebooted the Emerging Leaders program for teachers interested in administration.

Action 1.4, focused on English learner support, has been partially effective. English learners showed academic growth in both CAASPP ELA and Math, increasing 5.1 points in ELA and 6.3 points in Math. However, the English Learner Progress Indicator declined from the prior year, with 47.7% of English learners making progress, a decrease of 2.1 percentage points. This indicates that while English learners are improving in academic content areas, the district needs to strengthen designated ELD, integrated ELD, language objectives, and progress monitoring of language development to accelerate English proficiency. FSD continued to meet regularly with parent groups in order to create community and partner with parents. FSD strengthened English learner access to mathematics by developing TK-8 math sentence frames and multilingual academic vocabulary resources in English, Spanish, and Korean. FSD students competed in Spanish poetry in speech and debate.

Action 1.5, focused on students with disabilities, has been partially effective. Students with disabilities increased 7.6 points in ELA, moving to 78.6 points below standard, surpassing the 3rd year target. However, Math performance for students with disabilities declined slightly by 0.2 points, with students performing 101.6 points below standard. This indicates that ELA supports are showing positive impact, while Math supports for students with disabilities need to be strengthened through more targeted intervention, progress monitoring, and specialized instructional support. FSD students with disabilities are 0.3 points away from meeting the math target for year 3 and will continue Action 1.5 to get there. FSD supported students with disabilities through a dedicated special education CGI cohort focused on visual supports, connection to student experiences, and instructional approaches responsive to unique learning needs.

Action 1.6, focused on instructional materials, standards implementation, and basic services, continues to be effective with 100% Williams compliance for teachers, instructional materials, and facilities in good or exemplary repair, and 100% student access to a broad course of study, indicating that students continue to have the basic conditions necessary for learning. These conditions support progress in ELA and Math by providing students access to appropriately assigned teachers, standards-aligned materials, and required courses. FSD began implementation of the new TK-6 History/Social Science curriculum.

Action 1.7 has been partially effective. This action is monitored through Metric 1.13, which measures the percentage of English learners, including LTELs, foster youth, and socioeconomically disadvantaged students participating in signature FSD programs. Compared to the baseline, socioeconomically disadvantaged student participation increased from 43.8% to 46.51%, a gain of 2.71 percentage points, and is closer to the Year 3 target of 46.8%. However, compared to Year 1, socioeconomically disadvantaged student participation decreased from 47.1% to 46.51%, a decline of 0.59 percentage points.

English learner participation decreased from the baseline of 11.8% to 8.4%, a decline of 3.4 percentage points, and also decreased from the Year 1 outcome of 9.2% by 0.8 percentage points. Foster youth participation decreased from the baseline of 0.2% to 0.17%, a decline of 0.03 percentage points, and from the Year 1 outcome of 0.3% by 0.13 percentage points. These results show that Action 1.7 has been somewhat effective in maintaining access for socioeconomically disadvantaged students, but has not yet been effective enough in increasing participation for English learners and foster youth. FSD will need to strengthen outreach, communication, and access strategies for these student groups so that enrichment opportunities are more equitably accessed in these particular activities. FSD also added a metric regarding The Shared Theatre Arts Grade Experience (STAGE), and in this program, participation by ELs, Foster Youth, and socioeconomically disadvantaged students is higher than the aggregate year 2 outcomes for the other programs at 9.7%, 0.2%, and 58.05%, respectively.

Action 1.8, focused on academic support and progress monitoring for foster youth, socioeconomically disadvantaged students, and students experiencing homelessness, has been effective for academic outcomes to date. Foster youth increased 14.5 points in ELA and 10.3 points in Math. Students experiencing homelessness increased 14.3 points in ELA and 8.1 points in Math. Socioeconomically disadvantaged students increased 7.7 points in ELA and 5.3 points in Math. These results indicate that data dashboards, MTSS supports, intervention services, and progress monitoring are contributing to academic growth for these targeted student groups. However, because foster youth and students experiencing homelessness remain below standard in both ELA and Math, these supports should continue with ongoing monitoring. FSD developed a MTSS handbook to support staff in navigating MTSS supports.

Action 1.9 was partially effective based on Metric 1.14, Preschool Early Development Index (EDI). The 2025 EDI results show that most readiness domains remained above the 60% target, including Physical Health and Well-being at 84.8%, Social Competence at 83.9%, Emotional Maturity at 79.8%, Language and Cognitive Development at 79.3%, and General Knowledge and Communication at 79.6%. In addition, several areas improved from the Fall 2022 baseline, including Social Competence (+4.9 percentage points), Language and Cognitive Development (+5.3 percentage points), General Knowledge and Communication (+1.6 percentage points), and Across All Domains (+4 percentage points, from 55% to 59%). FSD continued targeted academic supports through RDRS screening, family notification of identified literacy needs, and aligned intervention support for students needing additional assistance.

However, the action remain below the 60% target. Across All Domains and Gross and Fine Motor Skills were both at 59%, one point below target. Overall Social Competence was 49% (-1 percentage point), Prosocial and Helping Behavior was 43% (+3 percentage points), and Communication Skills and General Knowledge was 46% (+4 percentage points), which remain below the desired outcome. In addition, Physical Health and Well-being decreased by 1.2 percentage points and Emotional Maturity decreased by 2.2 percentage points from baseline. FSD will continue TK professional development, early learning alignment, and social-emotional supports while using EDI results to target the developmental areas that remain below the desired outcome.

Action 1.11: FSD supported principals in completing their School Plans for Student Achievement by providing professional development, work time, and essential data needed to complete the plans. FSD also provided principals with access to an online platform to support development of their School Plans for Student Achievement. FSD was also awarded $525,000 in funds through the Orange County Department of Education's Innovation Funding Initiative to support the construction academy at Nicolas Junior High School.

Action 1.12: LTELs declined or maintained rather than showing meaningful growth on key academic and language metrics. LTELs declined 1.6 points in ELA, declined 1.2 points in Math, and declined 11.0 percentage points on the English Learner Progress Indicator, with 47.0% making progress. These results show that LTEL supports require refinement to support students in listening, speaking, reading and writing in English. FSD has been identified to receive Differentiated Assistance from the Orange County Department of Education due to LTEL's English learner progress and suspension rates. FSD continued targeted supports for Long-Term English Learners by embedding math sentence frames, academic vocabulary resources, and access strategies into mathematics professional development and printed resources. LTELs were also invited to ELD bootcamp.

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.

Actions 1.1, 1.4, 1.8, and 1.10 were revised to include updated LREBG expenditure plans and rationale. FSD is going to use LREBG funds for academic purposes for the coming year. Based on reflections on prior practice and current local diagnostic assessment data, FSD expanded the rationale from a primary focus on mathematics Response to Intervention supports to a broader MTSS-based approach supporting both English Language Arts and mathematics. This change reflects Spring 2026 diagnostic data showing that many students groups continue to perform below standard overall in ELA and mathematics, with greater needs among English learners, long-term English learners, students experiencing homelessness, economically disadvantaged students, foster youth, and students receiving special education services.

The LREBG action metrics for Action 1.8 were also updated from Metrics 1.3 and 1.6 to Metrics 1.5 and 1.6 in order to monitor local diagnostic outcomes in both ELA and mathematics. This shift allows FSD to more directly evaluate the impact of LREBG-funded assessment systems, data systems, professional learning, after-school intervention, collaborative learning cycles, supplemental learning resources, and the two instructional lead teachers on special assignment. These changes are intended to strengthen districtwide coherence around first best instruction, targeted intervention, progress monitoring, and timely support for students performing below grade-level expectations.

Action 1.3: FSD rebooted its Emerging Leaders Academy that was designed to support teachers who are interested in administration. FSD also identified principal specialists to support other principals in areas of specialties such as transition meetings, navigating tough conversations, and culture building. Educational Specialist Academy was added to action 1.3. This program was created as a support for Educational Specialists and to respond to turnover in special education staffing.

Action 1.4: FSD did not implement a standalone EL Jump Start Academy this summer and instead opted to integrate summer learning for English learners into Encore Summer Camp. This change will allow FSD to provide English learners with summer academic support in a more inclusive setting.

Action 1.5: Response to attendance-related behaviors that may lead to chronic absenteeism are now embedded within FSD’s MTSS Handbook. FSD hired two Student Support Assistants whose focus was to identify students showing early signs of attendance concerns and provide intervention. Their efforts included meeting with families, setting attendance goals with students, and using incentives and recognition to support improved attendance.

Action 1.7: "FSD Fest" has been added. FSD Fest is an annual event that allows students to showcase their learning, talents, skills, and thinking through the following events: Drone Racing League, Esports, Film Festival, Global Games, The Jammys, Keyboarding Challenge, League of Literacy, Passion Agents Conference, Spotlight Speakers, STEM Nation, Super Sleuths, and Wonder of Water. This is not a new event, but it was missing from the action.

Kindergarten assessment data were added to Metric 1.14 to monitor the progress of foster youth, English learners, and low-income students because disaggregated EDI data are not available for foster youth and low-income students.

Metric 1.15 was added as a supplement to Metric #1.13. The Shared Theatre Arts Grade Experience (STAGE) is a District-funded after-school arts program that travels to each elementary school across the District. It gives students in grades 3-6 the opportunity to learn and take part in a full-scale musical production.

Metric 1.16 was added for LREBG metric use in Action 1.1.

FSD added school-level and student group metrics to better monitor progress for student groups and schools identified as low performing on the 2023 California Dashboard, including additional CAASPP ELA and Math results, EL Progress Indicator results, and chronic absenteeism data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development For All Appropriate Staff For Positive Student Learning Outcomes	As a component of high-quality instruction, FSD invests in Professional Development (PD), emphasizing continuous learning and instructional improvement. PD offers targeted training and skill enhancement for all appropriate staff. Key actions include, but are not limited to, the following: Provide Professional Development Opportunities for All Appropriate Staff: • Evidence-based FSD Core Practices in ELA and Math: Identify and implement three core practices each for English Language Arts and Mathematics • Arts Integration strategies through Arts Lead Teachers • Differentiation Strategies for GATE students, high-achievers, and students with disabilities, including differentiated instructional strategies and curriculum resources that meet students' needs • Monthly educational leadership training for administrators • Monthly Principal staff development • Staff conference attendance for broader learning • Summer Institute for Principals & Teachers focused on curriculum and leadership • Computational thinking, coding, and STEM • Hands-on Math and Science techniques	$2,130,403.00	No

Action #	Title	Description	Total Funds	Contributing
		• Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS) - ELA and Math • Health and Physical Education Standards • History/Social Studies Framework and Content Standards • Culturally Responsive and Relevant Teaching • Social-Emotional Skill Development • Information Literacy • Visual, Performing, and Media Arts • New Teacher orientation and training • Strategic School Vision Planning for administrators • Professional development for nurses • Conference attendance for Dual Language Academy teachers LREBG Action LREBG Rationale: FSD is allocating LREBG funds to support academic recovery and instruction in English Language Arts and mathematics through an MTSS model. Local diagnostic assessment data demonstrate the need for continued academic support. In Spring 2026, FSD students performed 20.6 points below standard in ELA and 15.1 points below standard in mathematics overall. Student groups demonstrated greater need, including English learners (-66.8 in ELA; -36.8 in Math), long-term English learners (-64.7 in ELA; -51.4 in Math), students experiencing homelessness (-75.3 in ELA; -52.9 in Math), economically disadvantaged students (-39.0 in ELA; -29.7 in Math), foster youth (-30.0 in ELA; -50.0 in Math), and students receiving special education services (-84.5 in ELA; -57.8 in Math). These results show the need to strengthen first best instruction, provide targeted interventions, and monitor student progress closely across ELA and mathematics. Research related to LREBG action: • Professional development that improves teacher's math and language arts pedagogical knowledge can improve student academic outcomes • Cognitively guided instruction professional development can improve student mathematics outcomes		

Action #	Title	Description	Total Funds	Contributing
		• Building student's decoding, vocabulary, and text sense-making are evidence-based recommendations for meeting literacy needs of students FSD recognizes the need to build teacher and principal capacity and coherence around instructional practices, including first best instruction and interventions. The use of LREBG funds for instructional coaching, professional learning, assessment systems, data systems, after-school intervention, and supplemental learning resources is intended to create a coordinated system of support that helps staff identify needs, provide timely intervention, and accelerate student progress in ELA and mathematics. LREBG Metrics: 1.10, 1.16 LREBG Funds: FSD has unexpended LREBG funding. LREBG Funds supporting this action in the 2026-2027 School Year: $300,900 LREBG Funds supporting this action in the 2027-2028 School Year: $302,400 Details: In 2026-2027, FSD is planning to spend $198,900 for learning recovery supporting programs such as assessment systems, data systems, professional learning, after-school intervention, collaborative learning cycles, and supplemental learning resources, and $102,000 for costs related to the two instructional lead teachers who will drive the work of Action 1.1. In 2027-2028, FSD is planning to spend $198,900 in learning recovery programs, and $103,500 on the two instructional lead teachers on special assignment who will drive the work of Action 1.1.		
1.2	Advanced Coursework and College and Career Readiness	Provide student access to advanced learning opportunities and college and career readiness. Offer a variety of opportunities that are aligned with career readiness, such as, but not limited to: • Gifted and Talented Education (GATE) • Courses that focus on trades	$655,123.00	No

Action #	Title	Description	Total Funds	Contributing
		• Align electives to Career Technical Education (CTE) standards and integrate Career Ready Practices (CRPs), including financial literacy • Python and Apple Swift Coding at CS Pathway/Elective Schools, Cybersecurity/Networking • Advanced Construction, 3D Print, Graphic Design • Honors and AP courses for junior high students • Middle College opportunities for junior high students • Spanish and Korean Dual Language programs • Dual Language Academy Bi-literacy Attainment Award • Hands-on STEAM • Showcase opportunities • Advancement Via Individual Determination (AVID) • Junior High Ambassador Program • Professional development on CTE and CRPs for elective teachers • Advanced elective courses • Congressional App Challenge • High school articulation		
1.3	Recruit and Maintain High-Quality Staff	To secure and maintain a workforce of high-quality staff, FSD will prioritize comprehensive strategies that include robust recruitment processes and a focus on employee retention. This approach will encompass proactive outreach to identify and attract skilled candidates and ongoing career development opportunities to encourage professional growth and job satisfaction. Furthermore, FSD will implement feedback mechanisms to foster a culture of excellence and learning. By investing in these key areas, FSD will strive to create an environment that not only attracts but also retains top-tier professionals dedicated to advancing educational outcomes for all students. Examples of actions include, but are not limited to, the following: • Peer Assistance Review (PAR) • Teacher induction program • Teacher preparation program • Administrator mentor program • Classified school employee professional development • Recruitment fairs	$60,216,939.00	No

Action #	Title	Description	Total Funds	Contributing
		• New teacher professional development • Training for certificated teachers pursuing administrative positions • Educational Specialist Academy		
1.4	Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff	Improve the educational experience and outcomes for English Learners (ELs) by implementing a comprehensive support system. Focus on enhancing both designated and integrated English Language Development (ELD) to improve language proficiency and academic achievement. Conduct regular assessments to monitor student progress, guiding tailored instruction and intervention. Additionally, provide professional development for educators so they are equipped with effective ELD strategies. The action also encompasses targeted intervention programs, access to bilingual aides, engagement of parents in language development, and the use of culturally relevant materials, all designed to create a welcoming and supportive learning environment for EL students. FSD wants families new to the community to feel embraced from the start, offering them a comprehensive package of resources, detailed school information, and dedicated contacts for personalized support. Through ELAC/DELAC meetings, FSD extends vital resources and guidance to parents, creating a strong foundation for their engagement in the educational community. To address the holistic wellness of newcomers, Community Liaisons and Social Service Assistants (SSAs) offer flexible check-ins for a seamless integration through regular, personal interactions. On the instructional front, FSD is committed to delivering high-quality education tailored for newcomer students. This includes specialized training for staff on the ELLevation platform, monthly educational resources for teachers, and a focus on literacy and early reading through proven programs and strategies. For junior high students, FSD provides dedicated instructional periods daily, coupled with enriching extended learning opportunities over the summer for 1st through 7th graders, laying a strong foundation for academic success and personal growth. Research evidence shows that parental involvement is likely to have positive impact on student achievement, summer school is likely to have a small positive impact on student achievement, response to intervention has potential to considerably accelerate student achievement, reading	$4,793,152.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strategies have potential to accelerate student achievement, parental programs are likely to have positive impact on student achievement, and dual language programs have a strong correlation with student achievement. Additionally, positive self-identity developed through culturally relevant learning is likely to have a positive effect on student achievement. The actions below are for ELs across the district, including the following schools, which are in the red in EL Progress on the CA Dashboard: Beechwood School, Hermosa Drive Elementary, Ladera Vista JHS, Orangethorpe Elementary, and Woodcrest Elementary. Examples of actions include, but are not limited to, the following: • Professional development on EL approaches to evidence-based FSD signature practices in English Language Arts and Math • Check-ins with Social Service Assistants • Parent Engagement through English Learner Advisory Committee (ELAC) & District English Learner Advisory Committee (DELAC) • RtI Coaches • Supplemental instructional materials • English Language Development instruction • Spanish events in Speech and Debate • ELD Committee/Multilingual Taskforce • EL Teacher Leads • Guided Language Acquisition and Design (GLAD) training • Implement ELLevation software to identify, track, and respond to the needs of English learners • Newcomer Plan for English Learners • English Language Development (ELD) strategies professional development • Dual Language Academy Teacher Training LREBG Action LREBG Rationale: FSD is allocating LREBG funds to support academic recovery and instruction in English Language Arts and mathematics through an MTSS model. Local diagnostic assessment data demonstrate the need for continued academic support. In Spring 2026, FSD students performed 20.6 points below standard in ELA and 15.1 points below standard in mathematics		

Action #	Title	Description	Total Funds	Contributing
		overall. Student groups demonstrated greater need, including English learners (-66.8 in ELA; -36.8 in Math), long-term English learners (-64.7 in ELA; -51.4 in Math). These results show the need to strengthen first best instruction, provide targeted interventions, and monitor student progress closely across ELA and mathematics. Research related to LREBG action: • Cognitively guided instruction can improve student mathematics outcomes • Building student's decoding, vocabulary, and text sense-making are evidence-based recommendations for meeting literacy needs of students • Screening for reading issues, monitoring progress, small-group interventions, and vocabulary instruction show promise in research for effective literacy instruction for English learners • GLAD strategies have been associated with some improved literacy outcomes for English learners FSD recognizes the need to build teacher and principal capacity and coherence around instructional practices, including first best instruction and interventions. The use of LREBG funds for instructional coaching, professional learning, assessment systems, data systems, after-school intervention, and supplemental learning resources is intended to create a coordinated system of support that helps staff identify needs, provide timely intervention, and accelerate student progress in ELA and mathematics. LREBG Metrics: 1.5, 1.6 LREBG Funds: FSD has unexpended LREBG funding. LREBG Funds supporting this action in the 2026-2027 School Year: $200,600 LREBG Funds supporting this action in the 2027-2028 School Year: $201,600 Details: In 2026-2027, FSD is planning to spend $132,600 for learning recovery supporting programs such as assessment systems, data systems, professional learning, after-school intervention, collaborative		

Action #	Title	Description	Total Funds	Contributing
		learning cycles, and supplemental learning resources, and $68,000 for costs related to the two instructional lead teachers who will support the work of Action 1.4. In 2027-2028, FSD is planning to spend $132,600 in learning recovery programs, and $69,000 on the two instructional lead teachers on special assignment who will support the work of Action 1.4.		
1.5	Special Education Student Support	Increase/improve services to meet the assessed learning needs of special education students through, but not limited to, the following: • Provide professional development on behavioral interventions for all teachers, not just those exclusively teaching student qualifying for special education. • Create focus groups with a lens to improve services and address root causes of disproportionality • Review policies and infrastructures to address contributing factors to disproportionality • Train school psychology staff in differentiating disability from other contextual factors in order to address disproportionality within special education. By equipping staff with the skills to accurately identify disabilities and students who truly require special education services, FSD can provide appropriate and effective forms of support to student who require them. • Provide evidence-based instructional practices, including the FSD signature strategies in ELA and Math, to Special Education Staff. • Three lead Behavior Intervention Associate (BIA) staff and a total of 10 associates to support 20 school sites. • Continue to provide additional behavior specialists and instructional assistants to support students with disabilities. • Continue to expand the co-teach instructional model across the district and into Transitional Kindergarten. • Provide professional development on the co-teach instructional model in order to expand opportunities for students with disabilities. • Continue to offer Extended School Year opportunities to students who are eligible through their IEP. • Access to after-school opportunities for special education students.	$25,712,073.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide professional development for general education teachers on strategies for differentiation in order to maximize the time special education students are in regular education classes. • Use MTSS attendance model embedded in MTSS handbook and follow school site plans to intervene on an as needed basis to absenteeism • Educational Specialist Academy		
1.6	Standards-Aligned Curriculum and Materials	Provide both students and teachers access to rigorous, standards-aligned and culturally relevant instructional materials, encompassing both print and digital formats, across all core content areas. Being culturally relevant is important for many reasons including engagement and positive self-identity. Research shows that positive identity is likely to have a positive effect on student achievement. Examples include, but are not limited to the following: • Comprehensive English Language Arts and English Language Development curricula • Writers Workshop • FSD Core Practices, also known as FSD Signature Strategies, in ELA and Math • Orton-Gillingham • High Reliability Schools • Cotsen • Social studies curriculum • Math curriculum • Williams Instructional Materials • Science curriculum and hands on kits • PE Equipment	$1,244,764.00	No
1.7	Participation in Exploratory Enrichment	Increase participation of English learners (including LTELs), Foster Youth, and students experiencing economic hardship in exploratory enrichment. Provide students enrichment opportunities for exploration and personal growth in a wide range of interests. Opportunities include, but are not limited to: • STEM clubs at all elementary sites	$6,664,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• FSD All the Arts experience centers: Clay Lab, Colors, Shapes, & Numbers Lab, Civilizations and Cultures • Family Arts Nights at all elementary schools and PK - 8 sites • STAGE programs and performances • Speech and Debate clubs, classes, and competitions • Arts and STEM Showcase opportunities • High-interest clubs and activities for junior high school students • E-sports • Street Hockey • FSD Fest According to Visible Learning MetaX, coding has "potential to accelerate" student achievement, drama and arts have "potential to considerably accelerate" student achievement, robotics has the "potential to considerably accelerate" student achievement, STEM programs have the "potential to considerably accelerate" student achievement, gaming has "potential to accelerate" student achievement, and exercise and sports programs "likely have a positive impact" on student achievement. Exploratory enrichment activities, including those listed above, serve as contributing actions for English learners (including LTELs), Foster Youth, and students experiencing economic hardship in the following ways: 1. Exploratory enrichment activities provide students with additional learning opportunities and experiences that they might not otherwise have, helping to bridge any educational gaps. 2. Promoting Engagement and Retention - By offering a wide range of exploratory activities, schools can significantly increase engagement among students. These activities can make school more appealing and relevant to students, potentially reducing absenteeism and increasing retention rates. 3. Enhancing Academic Achievement - Participation in exploratory enrichment activities has been linked to improved academic outcomes. These activities can support the development of critical thinking, problem-solving skills, and creativity, which are transferable to academic subjects and also to college and career readiness.		

Action #	Title	Description	Total Funds	Contributing
		4. Supporting Social and Emotional Development - Many pupils face challenges that impact their social and emotional well-being. Exploratory enrichment activities provide a supportive environment where students can build confidence, resilience, and social skills. By participating in group activities and clubs, they can form meaningful connections with peers and adults and have a sense of belonging and community. 5. Preparing for Future Opportunities - Exploratory enrichment activities expose pupils to a variety of potential career paths and fields of interest, including those in STEM, the arts, and digital technologies. This exposure is crucial for helping students envision and prepare for future educational and career opportunities, particularly in areas where certain populations are underrepresented. To increase English learner, Foster Youth, and economically disadvantaged student participation in exploratory enrichment, FSD will implement strategies designed to remove barriers to participation and provide access such as providing opportunities free of charge, subsidizing fees, and providing information about programs in multiple languages. Additionally, FSD will create programs that are culturally relevant and supportive. Collaborations with community organizations will further enrich offerings, providing unique experiences that broaden students' horizons.		
1.8	Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness	Increase and improve services to target low income and foster youth. Create and identify systems and tools that help identify student academic learning needs and match those needs to effective interventions, services, and programs. According to evidence based on research on Visible Learning MetaX, response to intervention has potential to considerably accelerate student achievement, mentoring is likely to have a small positive impact on student achievement, accountability systems are likely to have positive impact on student achievement, and the well-being of students is likely to have a positive impact on student achievement. Visible Learning MetaX defines well-being as the holistic experience of students. It involves considering what best serves their overall interests, and well-being is characterized by	$28,197,466.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the experience of positive emotions and the minimization of negative emotions. Furthermore, after-school programs are likely to have a positive impact on student achievement by preventing students from being alone at home for extended periods after school, offering additional academic time to those who are struggling with key curriculum elements, and decreasing instances of crime and victimization during after-school hours. Additionally at FSD, students in the expanded learning program receive enrichment opportunities in STEM, art, and sports which have been cited in action 1.7 as having potential to considerably accelerate or likely to have a positive impact on student achievement. Examples of actions include, but are not limited to the following: -Maintain by regularly updating and monitoring the internal data dashboard to track progress on multiple measures (SBAC, iReady, absences, interventions, programs, supports). -Analyze data and use outcomes to inform improvement of efforts and MTSS based interventions to match and serve Low-Income Youth and Foster Youth. -Provide coaching support to sites in using dashboards to identify needs and match supports for Low-Income Students and Foster Youth. -Bi-weekly family check-ins for assessing and addressing academic needs as needed. -Response to Intervention programs and teachers at every school site in mathematics and language arts/literacy -Mentor team support for at-risk students, including Foster Youth, English Language Learners, socioeconomically disadvantaged students, and students experiencing homelessness -Expanded Learning: Programs after school and during breaks to provide ELs, students experiencing financial hardship, and foster youth with additional academic support, enrichment activities, and personal development opportunities. LREBG Action LREBG Rationale: FSD is allocating LREBG funds to support academic recovery and instruction in English Language Arts and mathematics through an MTSS model.		

Action #	Title	Description	Total Funds	Contributing
		Local diagnostic assessment data demonstrate the need for continued academic support. In Spring 2026, FSD students performed 20.6 points below standard in ELA and 15.1 points below standard in mathematics overall. Student groups demonstrated greater need, including students experiencing homelessness (-75.3 in ELA; -52.9 in Math), economically disadvantaged students (-39.0 in ELA; -29.7 in Math), and foster youth (-30.0 in ELA; -50.0 in Math). These results show the need to strengthen first best instruction, provide targeted interventions, and monitor student progress closely across ELA and mathematics. According to research regarding supports for students with academic difficulty, effective intervention includes several practices for improving outcomes for students performing below grade-level expectations. The LREBG-funded actions support these practices, including: -Screening and monitoring of students to identify those at risk -Delivering explicit, systematic instruction to targeted students -Using multiple representations such as visual representations to deepen mathematical understanding -Supporting capacity for solving word problems based on common problem structures -Building fluency of basic arithmetics -Teaching clear mathematical language so students can communicate understanding FSD recognizes the need to build teacher and principal capacity and coherence around instructional practices, including first best instruction and interventions, especially for students who are performing below grade-level expectations and for student groups with greater academic needs. The use of LREBG funds for instructional coaching, professional learning, assessment systems, data systems, after-school intervention, and supplemental learning resources is intended to create a coordinated system of support that helps staff identify needs, provide timely intervention, and accelerate student progress in ELA and mathematics. LREBG Metrics: 1.5, 1.6		

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds: FSD has unexpended LREBG funding. LREBG Funds supporting this action in the 2026-2027 School Year: $200,600 LREBG Funds supporting this action in the 2027-2028 School Year: $201,600 Details: In 2026-2027, FSD is planning to spend $132,600 for learning recovery supporting programs such as assessment systems, data systems, professional learning, after-school intervention, collaborative learning cycles, and supplemental learning resources, and $68,000 for costs related to the two instructional lead teachers who will drive the work of Action 1.8. In 2027-2028, FSD is planning to spend $132,600 in learning recovery programs, and $69,000 on the two instructional lead teachers on special assignment who will drive the work of Action 1.8.		
1.9	Pre-Kindergarten, TK, and Kindergarten	Recognize early years as pivotal for embedding foundational skills in Mathematics and English Language Arts (ELA). This strategic focus immerses children from the outset in learning experiences that connect basic math concepts and literacy, building a strong foundation for their future academic journey. Through integrated, playful, and engaging activities, PK and TK programs aim to cultivate a deep-seated love for learning, critical thinking, and problem-solving skills. This approach emphasizes the district's commitment to preparing students for success not only in these core subjects but across their entire educational and personal development paths. Pre-school programs, including kindergarten, are likely to have a positive impact on student achievement. Evidence suggests that Full-Day Kindergarten enhances academic performance, which is linked to long-term health advantages. When focused on low-income communities, Full-Day Kindergarten has the potential to promote health. Researchers advocate for employing trained bilingual staff, and training mainstream early childhood educators to work effectively with English language learners. Furthermore, they emphasize the importance of offering high-quality preschool environments and expanding access for children from the most economically disadvantaged families. Additionally, research	$782,376.00	Yes

Action #	Title	Description	Total Funds	Contributing
		evidence shows favorable outcomes from "comprehensive" early childhood programs that incorporate phonemic awareness, phonics, and other skills, alongside activities initiated by children. FSD is proud to offer a comprehensive program structured around the Desired Results Developmental Profile (DRDP) developed by the California Department of Education, Early Education and Support Division and Special Education Division that includes Language and Literacy Development, English-Language Development, Cognition, Including Math and Science, Physical Development-Health, History-Social Science, Visual and Performing Arts, Social and Emotional Development, and Approaches to Learning-Self-Regulation. Additionally, research states that over half of children in foster care enter kindergarten without strong phonological awareness, a key predictor of later reading success. By expanding access to high-quality early education programs, FSD provides foster youth with early interventions that strengthen foundational skills and long-term growth. Example actions include, but are not limited to, the following: -Extended Day Kindergarten -PK/TK specific PD for teachers (Socio-emotional learning, English Learners, Desired Results Developmental Profile-DRDP, developmentally appropriate practices, Reggio Emilia) -PD for classified staff (training for preschool and early childhood IAs) -Bilingual staff for Preschool and DLA in TK -Parental Involvement (Parent Advisory Committee for Preschool) -Age appropriate assessment strategies implementation (DRDP and Early Development Index) -Resources specific to TK/PK (First 5 and our SPSA to provide resources and referrals to our families) -Community education about availability of TK/PK at FSD (webinars, board presentation, outreach) -Community engagement about the benefits of early education (Fullerton Collaborative, parent education classes for TK and PK through Resilient Families - Priority Center)		

Action #	Title	Description	Total Funds	Contributing
1.10	Professional Learning Communities	Provide teachers time, resources, data systems to participate in Professional Learning Communities (PLCs). • Collaborative Inquiry Cycle • Data dashboards/student information systems • Supplemental CCSS instructional materials • Scope and Sequence for ELA and Math • Structured release time • Grade level and vertical articulation • Instructional aide support • Special education teachers support • Professional development for general education teachers to support students with unique learning needs • RtI Lead roles in facilitating PLCs PLCs provide the collaborative culture that can enhance the impact of PD by allowing it to be more practical, relevant, and sustained over time. This integration of PLCs and PD contributes to creating a dynamic and supportive environment conducive to continuous professional growth and improved student outcomes. LREBG Action LREBG Rationale: FSD is allocating LREBG funds to support academic recovery and instruction in English Language Arts and mathematics through an MTSS model. Local diagnostic assessment data demonstrate the need for continued academic support. In Spring 2026, FSD students performed 20.6 points below standard in ELA and 15.1 points below standard in mathematics overall. Student groups demonstrated greater need, including English learners (-66.8 in ELA; -36.8 in Math), long-term English learners (-64.7 in ELA; -51.4 in Math), students experiencing homelessness (-75.3 in ELA; -52.9 in Math), economically disadvantaged students (-39.0 in ELA; -29.7 in Math), foster youth (-30.0 in ELA; -50.0 in Math), and students receiving special education services (-84.5 in ELA; -57.8 in Math). These results show the need to strengthen first best instruction, provide targeted interventions, and monitor student progress closely across ELA and mathematics.	$1,742,283.00	No

Action #	Title	Description	Total Funds	Contributing
		Research related to LREBG action: • Professional learning communities can enhance student achievement • Data analysis, as a part of cycles of improvement, has rationale for effective practice for educators • Cognitively guided instruction can improve student mathematics outcomes • Building student's decoding, vocabulary, and text sense-making are evidence-based recommendations for meeting literacy needs of students • Screening for reading issues, monitoring progress, small-group interventions, and vocabulary instruction show promise in research for effective literacy instruction for English learners FSD recognizes the need to build teacher and principal capacity and coherence around instructional practices, including first best instruction and interventions. The use of LREBG funds for instructional coaching, professional learning, assessment systems, data systems, after-school intervention, and supplemental learning resources is intended to create a coordinated system of support that helps staff identify needs, provide timely intervention, and accelerate student progress in ELA and mathematics. LREBG Metrics: 1.5, 1.6 LREBG Funds: FSD has unexpended LREBG funding. LREBG Funds supporting this action in the 2026-2027 School Year: $300,900 LREBG Funds supporting this action in the 2027-2028 School Year: $302,400 Details: In 2026-2027, FSD is planning to spend $198,900 for learning recovery supporting programs such as assessment systems, data systems, professional learning, after-school intervention, collaborative learning cycles, and supplemental learning resources, and $102,000 for costs related to the two instructional lead teachers who will drive the work of Action 1.10. In 2027-2028, FSD is planning to spend $198,900 in		

Action #	Title	Description	Total Funds	Contributing
		learning recovery programs, and $103,500 on the two instructional lead teachers on special assignment who will drive the work of Action 1.10.		
1.11	Fiscal Alignment	Align financial resources to prioritize identified needs. This includes, but is not limited to: • Utilizing financial budgeting systems • Writing grants to support specific student groups through new or existing initiatives • Providing training on the alignment of fiscal resources • Providing principal training on composing the School Plan for Student Achievement (SPSA)	$5,666,586.00	No
1.12	Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff	In additions to the actions in Action 1.4, FSD will support Long Term English Learners through, but not limited to, the following actions: -Utilizing the Practice Interim ELPAC to guide targeted interventions based on interim test results. -Teachers employing specific scaffolding techniques for LTELs, utilizing materials from Wonders ELD (grades K-5) and StudySync ELD (grades 6-8) that are tailored for LTEL needs, along with the Ellevation platform, which offers strategies for all proficiency levels of English Learners. -Teacher professional development on curriculum for LTELs, data monitoring, and data informed practices to support LTELs -Involvement in EL Bootcamp to improve language skills.	$640,566.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In alignment with the Fullerton School District's mission and FSD Board Goal 5.4, the district's approach to technology integration is comprehensive so that students not only engage in responsible digital citizenship and wellness but also utilize technology as a pivotal tool in their education. This strategy encompasses providing access to technology and promoting digital literacy and safe online practices. It extends further to empower students to harness technology for a range of educational purposes: accessing resources, creating content, and participating in state and local assessments.

The district's strategy to promote digital citizenship, information/media literacy, and online safety, as outlined in Board Goal 5.4, is integral to this holistic approach to technology integration. By educating students on the ethical and safe use of digital tools, FSD fosters a responsible digital culture both in and out of school. This includes critical media literacy skills that enable students to navigate the internet safely, discerning credible information from misinformation. Parental involvement is also a key component of FSD's technology strategy. By providing resources for digital literacy and internet safety, the district engages parents as partners in promoting responsible technology use at home. The principles of digital citizenship extend beyond the classroom, supporting students' safe and productive use of technology in all aspects of their lives through this collaborative approach.

FSD's commitment is that all students and teachers have access to the necessary digital tools and infrastructure. This foundational step is crucial for enabling students to leverage technology effectively across their learning journey. By integrating technology into the curriculum, FSD provides students with the opportunity to explore a vast array of digital resources. This access is instrumental in enriching their learning experience, allowing them to delve deeper into subjects, broaden their understanding, and connect with global perspectives. Moreover, technology serves as a creative outlet for students within FSD. They are encouraged to use digital tools to create content which empowers them to express their understanding and interpretations in innovative ways. This application of technology falls in line with the FSD philosophy, allowing students to impact others through their learning. This creative use of technology not only improves their learning experience but also cultivates critical thinking, problem-solving skills, and digital creativity, preparing them for future academic and career endeavors. Additionally, technology plays a critical role in testing within the district. Students need to be proficient in using digital platforms to

take these local and state assessments, emphasizing the importance of technology in evaluating and monitoring academic progress. This proficiency is not only about navigating the test interface but also about applying their knowledge in a digital context. Integrating into this technology-focused landscape, FSD is pioneering in providing Artificial Intelligence (AI) professional development and support for all relevant staff.

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

FSD will measure progress toward Goal 2 using the metrics identified in the LCAP, including student access to high-quality digital instructional resources, student access to Google accounts for student-created work, percentage of teachers who teach digital citizenship lessons, information literacy, and internet safety lessons, AI technology integration training across schools, teacher/classified staff confidence in using instructional technology, principal/administrator confidence in supporting instructional technology use, parent ratings of instructional technology, and hotspot access for families who request internet support. These metrics will allow FSD to evaluate whether students have access to digital tools and connectivity, whether staff and administrators are prepared to support instructional technology use, whether families perceive instructional technology as helping their child learn, and whether students are receiving instruction in safe and responsible technology use.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students who have daily access to high quality digital instructional resources	2023-2024 100%	2024-2025 100%	2025-2026 100%	Maintain 100%	0
2.2	% of students who have Google Accounts for student created work	2023-2024 100%	2024-2025 100%	2025-2026 100%	Maintain 100%	0
2.3	% of teachers who teach requisite digital citizenship, information literacy, and Internet safety lessons across the school year	2023-2024 100%	2024-2025 100%* *Note: A 100% in this metric indicates that all assigned teachers delivered the	2025-2026 100%* *Note: A 100% in this metric indicates that all assigned teachers	Maintain 100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			instruction to reach all students.	delivered the instruction to reach all students.		
2.4	Number of schools in which personnel have been trained in AI technology integration	2023-2024 6 Schools	2024-2025 20 schools	2025-2026 20 schools	All 20 schools trained	+14
2.5	LCAP Teacher Survey 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time	2023-2024 Teacher confidence in using instructional technology to enhance student learning: Average rating: 3.25	2024-2025 Teacher and classified staff working directly with students confidence in using instructional technology to enhance student learning: Average rating: 3.19 Note: In 2024-2025, FSD included classified staff working directly with students in this metric. Prior to this year, this metric only included teachers.	2025-2026 Teacher and classified staff working directly with students confidence in using instructional technology to enhance student learning: Average rating: 3.21	Maintain Average at or above 3	-0.04
2.6	Number of Tech Mini-Externship Workshops through the Innovation and Instructional Support Department	2023-2024 10 events (An event is defined as a FSD personnel who specializes in a tech	2024-2025 388 events	2025-2026 294 events	Increase to 15 events per year	+284

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		field going out to sites to engage with students or students going to meet FSD personnel who specializes in a tech field in their workspace)				
2.7	LCAP Principal/Administrator Survey 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time	2023-2024 Principal/administrator confidence in supporting staff to use technology to enhance student learning Average rating: 3.45	2024-2025 Principal/administrator confidence in supporting staff to use technology to enhance student learning Average rating: 3.63	2025-2026 Principal/administrator confidence in supporting staff to use technology to enhance student learning Average rating: 3.67	Maintain Average at or above 3	+0.22
2.8	LCAP Parent Survey 1 = never, 2 = some of the time, 3 = most of the time, 4 = all of the time	2023-2024 Parent rating of school's performance in using instructional technology in a way that helps the child learn Average Rating: 3.34	2024-2025 Parent rating of school's performance in using instructional technology in a way that helps the child learn Average Rating: 3.27	2025-2026 Parent rating of school's performance in using instructional technology in a way that helps the child learn Average Rating: 3.40	Maintain Average at or above 3	+0.06
2.9	Percentage of families who request a hotspot for Internet access and are provided one	2023-2024 All: 100% Foster Youth: 100% ELs: 100% Low-income: 100%	2024-2025 All: 100% Foster Youth: 100% ELs: 100% Low-income: 100%	2025-2026 All: 100% Foster Youth: 100% ELs: 100% Low-income: 100%	All: 100% Foster Youth: 100% ELs: 100% Low-income: 100%	All: 0% Foster Youth: 0% ELs: 0% Low-income: 0%

Goal Analysis [2025-26]

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

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

FSD continued to provide professional development for teachers and administrators. A tool that almost all teachers received training on was Snorkl, which allows students to explain their thinking through speech, writing, and/or drawing, while receiving personalized feedback that supports reflection, revision, and deeper learning. This tool can be used across core curriculum and elective courses and, when implemented strategically, helps teachers identify student needs and provide timely support within the MTSS instructional model.

Staff from the Innovation and Instructional Support Department supported classroom implementation by helping students use technology to strengthen learning and express their ideas through digital tools. Students in grades 3-8 continued to use devices to create, take assessments, access online curriculum and resources, and turn in and receive feedback for work.

FSD has been developing an AI framework for students that has received input from teachers, administrators, and parents. FSD held two parent meetings in May 2026 to gather feedback on the framework in progress, including parents' overall impressions, areas they felt may not be appropriate, and recommendations for additions or revisions.

FSD is also working to providing parents estimates on the amount of technology use students should expect at school and at home. Although these estimates are not intended to serve as rigid guidelines, they will help families better understand typical expectations and support balanced technology use.

Although Goal 2 targets were largely met or exceeded, reductions in department staffing limited our ability to provide the full level of training and ongoing support we had planned for staff, students, and parents. As a result, while the district continued to provide high-quality digital tools, infrastructure, and resources, we recognize the need to expand training opportunities and support capacity to further strengthen technology integration, digital literacy, and family engagement. Additionally, the limited number of substitute teacher availability was a continuing issue for scaling professional development.

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

Actions 2.2, 2.3, 2.4, 2.6, and 2.7 experienced increases of over 10% between the budgeted amounts and the estimated actuals. Action 2.5 expenditures increased by 9.15% from budgeted amounts to estimated actuals. A contributor to the increase in all Actions was the incorporation of a 2-percent, on-schedule salary adjustment, retroactive to July 1, 2025. The bulk of the increase comes from a prior-year carryover in the technology budget and a one-time technology grant, resulting in increased expenditures in each of these Actions.

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

FSD's Goal 2 actions have been generally effective in supporting student access to technology, digital instructional resources, digital citizenship instruction, and technology-supported learning. Actions 2.1 and 2.8, which support technology infrastructure, digital resources, devices, and district systems, were effective. Metric 2.1 shows that 100% of students had daily access to high-quality digital instructional

resources in 2025-26, maintaining the 100% target. Metric 2.2 also shows that 100% of students had Google accounts for student-created work, maintaining the 100% target. Students in grades 3-8 continued to use devices to create, take assessments, access online curriculum and resources, and turn in and receive feedback on work.

Action 2.6, focused on digital wellness, digital citizenship, information literacy, and internet safety, was also effective. Metric 2.3 shows that 100% of assigned teachers delivered the required digital citizenship, information literacy, and internet safety lessons in 2025-26. This maintained the target of 100%.

Actions 2.2 and 2.3, which support professional development, innovation, digital literacy, and parent/student training, were effective overall. Metric 2.4 shows that personnel at 20 schools were trained in AI technology integration in 2025-26, compared to 6 schools at baseline, an increase of 14 schools and meeting the target of all 20 schools. FSD also developed an AI framework for students with input from teachers, administrators, and parents, held two parent meetings in May 2026, and continued professional development for teachers and administrators, including training on Snorkl AI to support student explanation, personalized feedback, and reflection.

Staff confidence data show partial effectiveness. Metric 2.5 shows that teacher and classified staff confidence in using instructional technology to enhance student learning was 3.21 in 2025-26, which is above the target of 3.0. This was a slight increase from 3.19 in 2024-25. This indicates that professional development and implementation support are helping maintain staff confidence above the desired level.

Action 2.4, focused on student agency opportunities, was effective in supporting students' use of technology for learning, creation, and showcasing. FSD held FSD Fest, an event with twelve events that integrated technology as students showcased their learning, creativity, and interests.

Action 2.5, focused on strategic technology support for low-income students, students experiencing homelessness, and foster youth, was effective. Metric 2.9 shows that 100% of families who requested a hotspot were provided one, including 100% of foster youth, 100% of English learners, and 100% of low-income students. This maintained the target for all groups and indicates that the action effectively removed internet access barriers for families who requested support.

Survey data also indicate that Goal 2 actions are having a positive impact on administrator and parent perceptions. Metric 2.7 shows that principal/administrator confidence in supporting staff to use technology increased from 3.45 at baseline to 3.67 in 2025-26, an increase of 0.22. Metric 2.8 shows that parent ratings of the school's use of instructional technology to help their child learn increased from 3.34 at baseline to 3.40 in 2025-26, an increase of 0.06. Both metrics remained above the target of 3.0.

Action 2.7 shows that students continue to receive exposure to industry relevant tools through our certificated and classified experts. Students in networking courses take apart a computer, make a networking cable, and students all over FSD have experiences with industry relevant software such as Canva, iMovie, Google Suite, and Adobe Express.

Overall, Goal 2 actions were effective in maintaining 100% student access to digital resources, 100% access to Google accounts, 100% delivery of digital citizenship lessons, 100% hotspot fulfillment for requesting families, and AI training across all 20 schools.

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.

In Action 2.2, FSD added "AI framework awareness" to reflect the district's ongoing work to develop an AI framework with input from educational partners, including staff and parents. This addition supports shared understanding of responsible AI use and helps prepare staff, students, and families for future implementation.

In Action 2.3, FSD added communication with families about estimated student screen-time expectations at school and at home in response to feedback from the LCAP Advisory Committee. The LCAP Advisory Committee discussed the need for clearer family communication regarding how students use technology during the school day and how technology use may extend to learning at home. FSD is currently working with staff to determine the best way to develop reasonable estimates and will continue these efforts so that this information can be shared with families. This change is intended to help families better understand typical technology expectations, support balanced technology use, and strengthen the partnership between school and home around digital wellness.

In Action 2.4, FSD removed the Innovation Experience after feedback indicated that the event was no longer serving its originally intended purpose. In its place, FSD added Drone Racing League, eSports, Keyboarding Challenge, and Super Sleuths, which more closely align with the action's current focus on providing students with opportunities to express themselves, explore their interests, and use technology in creative and meaningful ways.

In Action 2.7, FSD added "AI tool usage" to reflect the district's continued expansion of age-appropriate student access to AI tools and instruction. Students receive guidance from classroom teachers and teachers on special assignment on how to use AI tools responsibly and effectively, while staff continue to build their own capacity as authentic AI users through training and practical use of AI for efficiency, instructional enhancement, and support of student learning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Build and Maintain Infrastructure for Instructional Technology	The Fullerton School District is committed to supplying tools and resources that support a challenging and pertinent curriculum, closely aligned with core content standards. This approach involves teaching through modern educational strategies that emphasize critical thinking, creativity, collaboration, and digital literacy. FSD's commitment extends to providing essential technology infrastructure and resources that enhance the learning environment for both students and teachers. Key elements of this initiative include:	$2,148,539.00	No

Action #	Title	Description	Total Funds	Contributing
		-Providing high-speed Internet access across all educational settings, facilitating seamless digital learning experiences, including network infrastructure -Implementing a strong network infrastructure complete with effective filters in order to maintain a secure and efficient online learning environment. -Regularly updating and maintaining technology devices for staff, supporting their ability to deliver high-quality instruction. -Enhancing classroom technology resources, including the integration of television monitors and wireless microphone/classroom amplification systems, to support interactive learning and effective communication. -1:1 iPad program, which provides students in grades 3-8 with access to individual devices -Offering school-level support through roles such as Technology, Library, and Media Assistants, who play a crucial part in managing and optimizing technology resources. -Employing skilled technicians dedicated to addressing tech support needs so that technology is functioning optimally for both teaching and learning. -Facilitating access to devices during the summer to students participating in summer programs enabling continued learning opportunities and preventing the summer slide.		
2.2	Professional Development: Innovation and Digital Literacy	Offer professional development support and additional resources aimed at embedding 21st-century skills, innovative tools, and teaching strategies. Support mechanisms include training facilitated by Teachers on Special Assignment (TOSAs) focusing on innovation, personalized learning, and the incorporation of cutting-edge pedagogical approaches. Key areas of focus are, but are not limited to the following: • Project-Based Learning • Robotics • Apps (Interactive learning, personalized learning, collaboration tools, future ready skill development, assessment and feedback, accessibility, organization and productivity, career exploration) • Technology integration conferences and associated costs (substitutes, conference fees) • Principal onboarding of new technologies • Classified training of technology integration • Staff AI trainings	$336,777.00	No

Action #	Title	Description	Total Funds	Contributing
		• AI framework awareness • Custom School-wide Professional Learning • Data systems use for root cause analysis and monitoring		
2.3	Parent and Student Training	Provide parents and students in person and/or webinar orientations and training to promote technology integration, digital literacy, and digital wellness: Examples include, but are not limited to: • Parent webinars regarding digital wellness, emphasizing strategies for overseeing their children's digital activities, including device management, safe online communication, and internet usage monitoring. • AI training for parents and students • Keyboarding app available in the student portal for full accessibility, ongoing gamification for keyboarding • Digital Literacy and digital wellness resources available on the FSD website • Supply teachers with curated academic technology articles to support both digital and reading literacy skills. • Implement various technology systems and tools to help students identify, explore and experience their passions, interests, and strengths and provide opportunities for students to showcase their work. • Parent control over student devices when at home • Demo lessons, assemblies, and activities incorporating student use of various technology tools (i.e. video editing, video production, stop motion animation, website creation, coding, app prototyping, etc.) • Communication with families about estimated student screen-time expectations at school and at home Trainings empower families with the knowledge and tools needed to navigate the digital landscape safely and responsibly. By understanding how to use devices and apps effectively, parents can provide a balanced and healthy digital environment at home. Training in digital wellness and literacy also helps students develop critical skills and habits for their	$758,789.00	No

Action #	Title	Description	Total Funds	Contributing
		academic and personal lives, promoting a safer and more productive online experience.		
2.4	Student Agency Opportunities	Opportunities to build student agency and serve personalized learning needs and interests. Examples include, but are not limited to: • Broadcasting clubs and opportunities for students -"Tiny Home" project (students build a tiny home, advocate for their project, and document their journey) • FSD Fest • Film Fest • Passion Agents Conference • Spotlight Speakers • Global Games • League of Literacy • STEM Nation • Promote Title 1 school student participation - go out to all the Title 1 schools including demo lessons of tech tools and apps • Congressional App Challenge • Drone Racing League • eSports • Keyboarding Challenge • Super Sleuths	$182,313.00	No
2.5	Strategic Technology Support to Low-Income, Homeless, and Foster Youth	Provide technology resources and training to students and families facing financial challenges, those experiencing homelessness, and foster youth to enhance educational outcomes. Research evidence shows that web-based technology tools have the potential to accelerate student achievement, and technology has potential to accelerate student achievement in mathematics and other subjects, is likely to have a positive impact on reading/literacy, is likely to have a positive impact on science, is likely to have a positive impact on writing, and has potential to accelerate students with learning needs. This initiative encompasses: -Technicians to support student devices -Training on digital wellness	$2,540,127.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Student and family access to technology support for student devices -Provide information on free or low-cost Internet access options for students experiencing homelessness, Foster Youth, and socioeconomically disadvantaged students. -Provide hotspot Internet access for any student who needs it. -Increase afterschool support for IT as needed		
2.6	Digital Wellness Curriculum and Implementation	In today's rapidly evolving digital world, it's crucial for students to navigate the Internet safely and responsibly. FSD recognizes the importance of digital wellness and is dedicated to providing resources and educational materials to support the community including students and parents/guardians. FSD's comprehensive approach includes, but is not limited to: • Counselor Lesson Videos on social media and internet safety accompanied by a video and slide deck detailing trustworthy campus contacts which will be regularly updated to reflect personnel changes. • Supplemental lessons developed by FSD staff in addition to Second Step and Common Sense Media in order to develop a robust understanding of digital citizenship within students and align with FSD's specific requirements, providing targeted and relevant digital wellness education. • Videos on digital wellness topics for the community aimed at both students and parents/guardians to promote safe and healthy digital habits.	$169,248.00	No
2.7	Tech Mini-Externship Workshops through the Innovation and Instructional Support Department Personnel	Offer students real-world technology experiences facilitated by FSD's tech specialists. These experts will conduct workshops directly at school sites, as well as host students at their workplaces, immersing students in the practical applications of technology in professional settings. This initiative bridges classroom learning with the tech industry, providing a hands-on understanding of technology's role and potential in the real world. Examples of mini-externship workshops include, but are not limited to: • In class networking workshops through networking personnel • Adopt a specialists' mindset • Special field trip workshops for industry level multimedia exposure	$333,157.00	No

Action #	Title	Description	Total Funds	Contributing
		• Drone applications • AI tool usage		
2.8	Maintain Efficient Infrastructure and Device Ecosystem for District Operations	Increase the overall operational framework of the district and schools through essential technological infrastructure that supports the district's daily activities and administrative tasks in order that staff and educators are well-equipped with the necessary tools to perform their roles efficiently. As such, this action is crucial in creating a seamless bridge between operational efficiency and educational excellence. Examples of actions include, but is not limited to: • Printer/copier leases • Software for operations • Tech for business services • Computers for Maintenance and Operations	$788,398.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Williams Facilities Audit	2023-2024 100% compliance	2024-2025 100% compliance	2025-2026 100% compliance Overall facilities rate good or exemplary for all schools.	100% Compliance	0
3.2	Chronic Absenteeism Rate	2023 California Dashboard: Overall: 13.2% Students with Disabilities: 23.7% Foster Youth: 32.4% Homeless students: 44% English Learners: 15% Socioeconomically disadvantaged: 17.9% Beechwood All: 12.9% (red, level 1 of 5) Beechwood ELs: 22.2% Red	2024 California Dashboard: Overall: 10.6% Students with Disabilities: 19.4% Foster Youth: 25.3% Homeless students: 38.4% English Learners: 12.9% Socioeconomically disadvantaged: 15.5% Beechwood All: 8.6% green	2025 California Dashboard: Overall: 9.1% Students with Disabilities: 18.3% Foster Youth: 31.7% Homeless students: 38.1% English Learners: 9.5% Socioeconomically disadvantaged: 13.3% Beechwood All: 4.5% Blue	Decrease 2.5% per year Overall: 5.7% Students with Disabilities: 16.2% Foster Youth: 24.9% Homeless Students: 36.5% English Learners: 7.5% Socioeconomically disadvantaged: 10.4%	Overall: -4.1% Students with Disabilities: -5.4% Foster Youth: -0.7% Homeless students: -5.9% English Learners: -5.5% Socioeconomically disadvantaged: -4.6% Beechwood All: -8.4% Beechwood ELs: -14.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Beechwood Hispanic students: 22.5% Red Beechwood Socioeconomically Disadvantaged students: 18.2% Red Commonwealth All: 24.5% red Commonwealth EL: 26.1% red Commonwealth Hispanic students: 26.4% red Commonwealth Socioeconomically Disadvantaged students: 25.2% red Commonwealth Students with Disabilities: 26.9% red Golden Hill All: 16.7% red Golden Hill ELs: 30.4% red Golden Hill Hispanic Students: 22.7% red Golden Hill Socioeconomically Disadvantaged Students: 24.1% red Golden Hill Students with Disabilities: 28.3% red Golden Hill White Students: 11% red	Beechwood ELs: 13.9% yellow Beechwood Hispanic students: 17.3% yellow Beechwood Socioeconomically Disadvantaged students: 17.4% yellow Commonwealth All: 22.4% orange Commonwealth EL: 23.5% orange Commonwealth Hispanic students: 22.1% yellow Commonwealth Socioeconomically Disadvantaged students: 24.3% orange Commonwealth Students with Disabilities: 29.9% red Golden Hill All: 12.8% yellow Golden Hill ELs: 20.8% orange Golden Hill Hispanic Students: 15.6% yellow Golden Hill Socioeconomically	Beechwood ELs: 7.9% Green Beechwood Hispanic students: 9.4% Green Beechwood Socioeconomically Disadvantaged students: 8.8% Green Commonwealth All: 19% yellow Commonwealth EL: 14.9% yellow Commonwealth Hispanic students: 19.2% yellow Commonwealth Socioeconomically Disadvantaged students: 19.8% yellow Commonwealth Students with Disabilities: 22.9% Golden Hill All: 10.2% yellow Golden Hill ELs: 13.9% yellow Golden Hill Hispanic Students: 14.4% yellow Golden Hill Socioeconomically Disadvantaged	Beechwood All: 5.4% Beechwood ELs: 14.7% Beechwood Hispanic students: 15.0% Beechwood Socioeconomically Disadvantaged students: 10.7% Commonwealth All: 17.0% Commonwealth EL: 18.6% Commonwealth Hispanic students: 18.9% Commonwealth Socioeconomically Disadvantaged students: 17.7% Commonwealth Students with Disabilities: 19.4% Golden Hill All: 9.2% Golden Hill ELs: 22.9% Golden Hill Hispanic Students: 15.2% Golden Hill Socioeconomically	Beechwood Hispanic students: -13.1% Beechwood Socioeconomically Disadvantaged students: -9.4% Commonwealth All: -5.5% Commonwealth EL: -11.2% Commonwealth Hispanic students: -7.2% Commonwealth Socioeconomically Disadvantaged students: -5.4% Commonwealth Students with Disabilities: -4.0% Golden Hill All: -6.5% Golden Hill ELs: -16.5% Golden Hill Hispanic students: -8.3% Golden Hill Socioeconomically Disadvantaged students: -10.1% Golden Hill Students with Disabilities: -8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hermosa Drive Students with Disabilities: 21% red Ladera Vista Socioeconomically disadvantaged students: 21.3% red Nicolas All: 21.7% red Nicolas Hispanic Students: 21.7% red Nicolas Socioeconomically Disadvantaged Students: 22.8% red Orangethorpe EL students: 21% red Orangethorpe Socioeconomically Disadvantaged Students: 19.4% red Orangethorpe Students with Disabilities: 32.5% red Pacific Drive All: 21.7% red Pacific Drive Hispanic Students: 21.3% Red Pacific Drive Socioeconomically Disadvantaged Students: 22.7% Red	Disadvantaged Students: 16.6% yellow Golden Hill Students with Disabilities: 21.5% orange Golden Hill White Students: 9.5% green Hermosa Drive Students with Disabilities: 8.8% green Ladera Vista Socioeconomically disadvantaged students: 21% red Nicolas All: 16.6% yellow Nicolas Hispanic Students: 17.4% yellow Nicolas Socioeconomically Disadvantaged Students: 17.4% yellow Orangethorpe EL students: 18.4% orange Orangethorpe Socioeconomically	Students: 14% yellow Golden Hill Students with Disabilities: 20.2% yellow Golden Hill White Students: 6.4% green Hermosa Drive Students with Disabilities: 17.8% orange Ladera Vista Socioeconomically disadvantaged students: 22% red Nicolas All: 13.4% yellow Nicolas Hispanic Students: 14.2% yellow Nicolas Socioeconomically Disadvantaged Students: 14.3% yellow Orangethorpe EL students: 9.7% green Orangethorpe Socioeconomically Disadvantaged	Disadvantaged Students: 16.6% Golden Hill Students with Disabilities: 20.8% Golden Hill White Students: 3.5% Hermosa Drive Students with Disabilities: 13.5% Ladera Vista Socioeconomically disadvantaged students: 13.8% Nicolas All: 14.2% Nicolas Hispanic Students: 14.2% Nicolas Socioeconomically Disadvantaged Students: 15.3% Orangethorpe EL students: 13.5% Orangethorpe Socioeconomically Disadvantaged Students: 11.9% Orangethorpe Students with Disabilities: 25.0% Pacific Drive All: 14.2%	Golden Hill White students: -4.6% Hermosa Drive Students with Disabilities: -3.2% Ladera Vista Socioeconomically Disadvantaged students: +0.7% Nicolas All: -8.3% Nicolas Hispanic students: -7.5% Nicolas Socioeconomically Disadvantaged students: -8.5% Orangethorpe EL students: -11.3% Orangethorpe Socioeconomically Disadvantaged students: -2.8% Orangethorpe Students with Disabilities: -3.4% Pacific Drive All: -9.3% Pacific Drive Hispanic students: -7.6% Pacific Drive Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pacific Drive Students with Disabilities: 29.2% Red Pacific Drive White Students: 35.3% Red Richman Hispanic Students: 19.1% Red Richman Students With Disabilities: 26.4% Red Rolling Hills All: 23.3% Red Rolling Hills Asian Students: 25.6% Red Rolling Hills EL students: 34% Red Rolling Hills Hispanic students: 32.8% Red Rolling Hills Socioeconomically Disadvantaged students: 30.2% Red Rolling Hills Students With Disabilities: 34.6% Red Sunset Lane Hispanic Students: 23.6% Red Valencia Park Students With Disabilities: 20.8% Red Woodcrest ELs: 23.2% Red	Disadvantaged Students: 19.6% orange Orangethorpe Students with Disabilities: 27.5% orange Pacific Drive All Students: 17.3% yellow Pacific Drive Hispanic Students: 17.5% yellow Pacific Drive Socioeconomically Disadvantaged Students: 19.4% yellow Pacific Drive Students with Disabilities: 20.1% orange Pacific Drive White Students: 17% yellow Richman Hispanic Students: 21% red Richman Students With Disabilities: 26.7% red Rolling Hills All: 12.3% yellow	Students: 16.6% yellow Orangethorpe Students with Disabilities: 29.1% red Pacific Drive All: 12.4% yellow Pacific Drive Hispanic Students: 13.7% yellow Pacific Drive Socioeconomically Disadvantaged Students: 13.9% yellow Pacific Drive Students with Disabilities: 14.4% yellow Pacific Drive White Students: 9.3% green Richman Hispanic Students: 15% yellow Richman Students With Disabilities: 19.1% yellow Rolling Hills All: 10.5% yellow Rolling Hills Asian Students: 0% blue	Pacific Drive Hispanic Students: 13.8% Pacific Drive Socioeconomically Disadvantaged Students: 15.2% Pacific Drive Students with Disabilities: 21.7% Pacific Drive White Students: 27.8% Richman Hispanic Students: 11.6% Richman Students With Disabilities: 18.9% Rolling Hills All: 15.8% Rolling Hills Asian Students: 18.1% Rolling Hills EL students: 26.5% Rolling Hills Hispanic students: 25.3% Rolling Hills Socioeconomically Disadvantaged students: 22.7% Rolling Hills Students With Disabilities: 27.1%	Disadvantaged students: -8.8% Pacific Drive Students with Disabilities: -14.8% Pacific Drive White students: -26.0% Richman Hispanic students: -4.1% Richman Students with Disabilities: -7.3% Rolling Hills All: -12.8% Rolling Hills Asian students: -25.6% Rolling Hills EL students: -16.0% Rolling Hills Hispanic students: -17.9% Rolling Hills Socioeconomically Disadvantaged students: -16.5% Rolling Hills Students with Disabilities: -9.9% Sunset Lane Hispanic students: -10.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Woodcrest Students With Disabilities: 37.1% Red	Rolling Hills Asian Students: 9.8% green Rolling Hills EL students: 12.5% yellow Rolling Hills Hispanic students: 16.8% yellow Rolling Hills Socioeconomically Disadvantaged students: 16.2% yellow Rolling Hills Students With Disabilities: 24.8% orange Sunset Lane Hispanic Students: 13.3% Yellow Valencia Park Students With Disabilities: 26.2% Red Woodcrest ELs: 17% yellow Woodcrest Students With Disabilities: 21.3% orange	Rolling Hills EL students: 18% orange Rolling Hills Hispanic students: 14.9% yellow Rolling Hills Socioeconomically Disadvantaged students: 13.7% yellow Rolling Hills Students With Disabilities: 24.7% red Sunset Lane Hispanic Students: 13.3% orange Valencia Park Students With Disabilities: 22% orange Woodcrest ELs: 21.3% red Woodcrest Students With Disabilities: 40% red	Sunset Lane Hispanic Students: 16.1% Valencia Park Students With Disabilities: 13.3% Woodcrest ELs: 15.7% Woodcrest Students With Disabilities: 29.6%	Valencia Park Students with Disabilities: +1.2% Woodcrest ELs: -1.9% Woodcrest Students with Disabilities: +2.9%
3.3	Suspension Rate	2023 California Dashboard % of	2024 California Dashboard % of	2025 California Dashboard % of	Overall: 0.5% or less	Overall: +0.2% Homeless: -3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students suspended at least one day: Overall: 1.1% Homeless: 6.7% Foster Youth: 5.1% English Learners: 1.4% Socioeconomically disadvantaged: 1.7%	students suspended at least one day: Overall: 1.3% Homeless: 1.7% Foster Youth: 6.3% English Learners: 1.2% Socioeconomically disadvantaged: 1.9%	students suspended at least one day: Overall: 1.3% Homeless: 3.5% Foster Youth: 3.4% English Learners: 1.5% Socioeconomically disadvantaged: 1.9%	Homeless: 5.7% Foster Youth: 4.1% English Learners: 0.7% Socioeconomically disadvantaged: 0.85%	Foster Youth: -1.7% English learners: +0.1% Socioeconomically disadvantaged: +0.2%
3.4	LCAP Student Survey FSD survey based on a 4 point scale measuring connectedness and safety: 4 = all of the time 3 = most of the time 2 = some of the time 1 = never	2023-2024 Connectedness Average Rating All: 2.75 Elem: 2.94 Jr. High: 2.61 Safety Average Rating All: 2.86 Elem: 3.09 Jr. High: 2.71	2024-2025 Connectedness Average Rating All: 2.88 Elem: 2.99 Jr. High: 2.70 Safety Average Rating All: 3.03 Elem: 3.12 Jr. High: 2.87	2025-2026 Connectedness Average Rating All: 2.87 Elem: 2.95 Jr. High: 2.80 Safety Average Rating All: 3.02 Elem: 2.95 Jr. High: 2.92	Connectedness Average Rating: Increase to 3 in all levels Safety Average Rating All: Increase to 3 Elem: Maintain 3 or above Jr. High: Increase to 3	Connectedness Average Rating All: +0.12 Elem: +0.01 Jr. High: +0.19 Safety Average Rating All: +0.16 Elem: -0.14 Jr. High: +0.21
3.5	LCAP Teacher Survey FSD survey based on a 4 point scale measuring safety, Socio-emotional learning, and school climate: 4 = all of the time 3 = most of the time 2 = some of the time 1 = never	2023-2024 Safety Average Rating All: 3.17 Elem: 3.12 Jr. High: 3.33 SEL Average Rating All: 3.02 Elem: 3.04 Jr. High: 2.97	2024-2025 Safety Average Rating All: 3.23 Elem: 3.19 Jr. High: 3.31 SEL Average Rating All: 3.07 Elem: 3.10 Jr. High: 2.99	2025-2026 Safety Average Rating All: 3.18 Elem: 3.14 Jr. High: 3.35 SEL Average Rating All: 3.12 Elem: 3.12 Jr. High: 3.07	Safety Average Rating All: Maintain 3 or above Elem: Maintain 3 or above Jr. High: Maintain 3 or above SEL Average Rating	Safety Average Rating All: +0.01 Elem: +0.02 Jr. High: +0.02 SEL Average Rating All: +0.1 Elem: +0.08 Jr. High: +0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Climate Average Rating All: 3.21 Elem: 3.24 Jr. High: 3.12	School Climate Average Rating All: 3.24 Elem: 3.30 Jr. High: 3.12 Note: In 2024-2025, FSD included classified staff working directly with students in this metric. Prior to this year, this metric only included teachers.	School Climate Average Rating All: 3.35 Elem: 3.33 Jr. High: 3.31	All: Maintain 3 or above Elem: Maintain 3 or above Jr. High: Increase to 3 or above School Climate Average Rating All: Maintain 3 or above Elem: Maintain 3 or above Jr. High: Maintain 3 or above	School Climate Average Rating All: +0.14 Elem: +0.09 Jr. High: +0.19
3.6	LCAP Principal Survey FSD survey based on a 4 point scale measuring safety, SEL, and school climate: 4 = all of the time 3 = most of the time 2 = some of the time 1 = never	2023-2024 Safety Average Rating: 3.59 SEL Average Rating: 3.52 School Climate Average Rating: 3.44	2024-2025 Safety Average Rating: 3.56 SEL Average Rating: 3.41 School Climate Average Rating: 3.41	2025-2026 Safety Average Rating: 3.48 SEL Average Rating: 3.47 School Climate Average Rating: 3.53	Maintain 3 or above	Safety: -0.11 SEL: -0.05 School Climate: +0.09
3.7	LCAP Parent Survey FSD survey based on a 4 point scale measuring safety: 4 = all of the time 3 = most of the time 2 = some of the time 1 = never	2023-2024 Safety Average Rating: 3.24	2024-2025 Safety Average Rating: 3.23	2025-2026 Safety Average Rating: 3.39	Maintain 3 or above	+0.15

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) Teacher Screener	Fall 2023: 20.7% of students at moderate or high risk, n = 2,254	Fall 2024: 20% of students at moderate or high risk, n = 2,182	Fall 2025: 19% of students at moderate or high risk, n = 1,930	Decrease to 20% or below in line with the PBIS pyramid which indicates 10-15% of students is Tier 2 and 5% in Tier 3	-1.7%
3.9	Attendance Rate	2022-2023: 96%	2023-2024: 96%	2024-2025: 96%	Maintained or increased	0%
3.10	Drop Out Rate	2023-2024: 0%	2024-2025: 0%	2025 - 2026: 0%	0%	0%
3.11	Percentage of Foster Youth, Homeless students, and Socioeconomically disadvantaged students needing Tier 3 SEL Interventions	Spring 2024 Foster Youth: 27.5% Homeless students: 19.3% Socioeconomically disadvantaged: 0.6%	Spring 2025 Foster Youth: 21% Homeless students: 18.4% Socioeconomically disadvantaged: 0.7%	Spring 2026 Foster Youth: 14% Homeless students: 22% Socioeconomically disadvantaged: 1%	Spring 2027: Foster Youth: 24.5% (Decrease approximately 1% per year) Homeless students: 16.3% (Decrease approximately 1% per year) Socioeconomically disadvantaged: Maintained or lower	Foster Youth: -13.5% Homeless students: +2.7% Socioeconomically disadvantaged: +0.4%
3.12	Expulsion Rate	Expulsion Rate 2022-2023: 0%	Expulsion Rate 2023-2024: 0%	2024 - 2025: 0%	0%	0%

Goal Analysis [2025-26]

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

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

Facilities continued to be monitored and maintained throughout the year, and all schools received an overall facility rating of Good or Exemplary in 2025. A key success was the improvement in facility ratings from the prior year. In 2024, all schools received an overall rating of Good. In 2025, five schools improved from Good to Exemplary: Acacia, Fern Drive, Golden Hill, Hermosa Drive, and Orangethorpe. The remaining schools maintained a Good rating, and no schools declined. This indicates that FSD's facilities actions were implemented effectively and contributed to stable or improved conditions across the district.

One ongoing challenge is that facility needs require continuous monitoring, timely response, and coordination across departments and school sites. While all schools met or exceeded the Good standard, the district will continue to review site needs and prioritize maintenance and facility improvements to support safe and positive school environments for students, staff, and families. Bond projects are continuing with two gyms being completed this school year, one at D. Russell Parks Junior High School and another at Nicolas Junior High School.

FSD is continuing to implement Digital Wellness, PBIS, SEL curriculum, behavior supports, and MTSS processes to support safe, positive, and inclusive learning environments for all students. Students leaders at the junior high level attended Know More Do Better to learn about human trafficking and staying safe both physically and on the Internet. The Nicolas Care club that focuses on mental health did a presentation for staff and students to disseminate the information that they learned at the Know More Do Better conference. The Ensure Justice conference was attended by Social Service Assistants and counselors, some personnel from student support services, and SEL team, a community liaison, district administrators. The focus was on youth to speak and lead in the efforts to prevent human trafficking and exploitation.

In line with FSD's goal to provide a safe environment for students, FSD developed a "Immigration Support Response Guide" that includes information about student rights, approaching topics such as immigration concerns, the district's response protocol, and mental health impact resources. The guide also includes "How to Talk to Children About Immigration" documents in English, Korean, and Spanish, and recommended books to read with children. The guide was shared with every school site's staff including office managers, junior high safety monitors, and transportation personnel.

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

Actions 3.3, 3.5, 3.7, and 3.8 experienced increases of over 10% between the budgeted amounts and the estimated actuals. A significant contributor to the increase in all Actions was the incorporation of a 2-percent, on-schedule salary adjustment, retroactive to July 1, 2025. District-wide ELOP also created an increase in Instructional Aide staffing under Actions 3.3, 3.7, and 3.8. ELOP carryover from prior year increased Actions 3.5 and 3.8. A carryover from a St. Jude Grant increased budgeted expenditures under Action 3.7.

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

FSD's Goal 3 actions have been generally effective in supporting safe, secure, and positive learning environments, with several metrics showing progress from the baseline. Action 3.6, Safe Facilities, was effective, as FSD maintained 100% compliance on the Williams Facilities Audit and all schools received an overall facilities rating of Good or Exemplary. Facilities also improved from the prior year, with Acacia, Fern Drive, Golden Hill, Hermosa Drive, and Orangethorpe moving from Good to Exemplary, while the remaining schools maintained a Good rating and no schools declined.

Action 3.4, Decrease Chronic Absenteeism, and the attendance-related supports in Action 3.5, Wrap-around Services for Physical Well-being of Students Experiencing Financial Hardships and Foster Youth, and Action 3.8, Support Services for Foster Youth and Low-Income Students Regarding Socio-emotional Well-Being, have been effective overall in reducing chronic absenteeism. Districtwide chronic absenteeism decreased from 13.2% on the 2023 California Dashboard to 9.1% on the 2025 California Dashboard. Improvements were also seen for students with disabilities, English learners, and students experiencing homelessness. However, these actions were only partially effective for foster youth, as foster youth chronic absenteeism decreased only slightly from baseline and increased from Year 1 to Year 2. FSD will continue site attendance teams, tiered attendance interventions, attendance monitoring, family check-ins, transportation supports, and internal dashboard use to target students needing additional support.

Actions 3.1, 3.2, 3.3, 3.7, and 3.8 also show evidence of effectiveness in supporting school climate, safety, SEL, PBIS, and student support. Action 3.1, Safety Training for All Appropriate Staff, supported staff capacity through safety-related trainings related to roles. Action 3.2, Physical, Social, and Emotional Health and Well-being of Students, and Action 3.3, Staff and Community Training to Support the Needs of Unduplicated Students, supported implementation of PBIS, SEL, restorative practices, ReThink Ed, Second Step, Nonviolent Crisis Intervention (NCI), mental health supports, safe spaces, structured play, and targeted intervention systems. Action 3.7, Climate and Community Building, further supported student belonging through PBIS, Spirit Weeks, and school-wide community-building activities, while Action 3.8 provided support staff and MTSS-based interventions for foster youth and students experiencing financial hardship.

The effectiveness of these actions is reflected in survey and screening results. Student survey results improved from baseline in both connectedness and safety overall, with junior high students showing notable gains in connectedness and safety. Teacher and staff survey results remained above 3.0 across safety, SEL, and school climate; from baseline to Year 2, teacher/staff safety increased by 0.01, SEL increased by 0.1, and school climate increased by 0.14 overall, with junior high school climate increasing by 0.19. Parent perceptions of safety also increased from 3.24 to 3.39, an increase of 0.15, exceeding the target to maintain 3.0 or above. The SRSS-IE results further indicate progress, with the percentage of students identified at moderate or high risk decreasing from 20.7% in Fall 2023 to 19% in Fall 2025, a decrease of 1.7 percentage points and meeting the target of 20% or below.

At the same time, some results show areas where the actions have been only partially effective and will require continued attention. Although Actions 3.2, 3.3, 3.7, and 3.8 are intended to strengthen school climate, SEL, and student support, the suspension rate for English learners increased from 1.2% in 2024 to 1.5% in 2025. While suspension rates for students experiencing homelessness and foster youth improved compared to baseline, students experiencing homelessness increased from Year 1 (1.7%) to Year 2 (3.5%). Principal survey ratings remained above 3.0 but declined slightly from baseline in safety and SEL, with safety decreasing by 0.11 and SEL decreasing by 0.05 compared to the baseline year, while school climate increased by 0.09. Student safety ratings also remained above baseline overall, but the elementary safety rating decreased from 3.12 in 2024 to 2.95 in 2025.

Actions 3.3 and 3.5 were partially effective in supporting foster youth and students experiencing homelessness through SEL, behavior, MTSS, and wraparound supports. Based on Metric 3.11, the percentage of foster youth needing Tier 3 SEL interventions decreased from 27.5% in Spring 2024 to 14% in Spring 2026, a decrease of 13.5 percentage points, exceeding the Spring 2027 target of 24.5%. This suggests that supports connected to Actions 3.3 and 3.5 are helping reduce the need for intensive SEL intervention among foster youth.

For students experiencing homelessness, the results show that the actions have not yet been effective enough. The percentage of homeless students needing Tier 3 SEL interventions increased from 19.3% in Spring 2024 to 22% in Spring 2026, an increase of 2.7 percentage points, and remains above the Spring 2027 target of 16.3%. These results indicate that FSD should continue and strengthen Actions 3.3 and 3.5, with closer progress monitoring and more targeted Tier 1 and Tier 2 SEL, behavior, and wraparound supports for students experiencing homelessness.

Overall, the actions under Goal 3 have made progress toward the goal, particularly Action 3.6 in facilities, Actions 3.4, 3.5, and 3.8 in chronic absenteeism and wraparound supports, and Actions 3.1, 3.2, 3.3, 3.7, and 3.8 in safety training, SEL, PBIS, school climate, and student support. Continued implementation should focus on strengthening attendance supports for foster youth and students experiencing homelessness, monitoring suspension trends, and improving student perceptions of safety and connectedness, particularly where results remain below the desired target of 3.0.

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.

In Action 3.1, FSD added language ("Inform staff of the Immigration Support Response Guide") to reflect expanded supports related to student safety and well-being. In response to the California Attorney General’s requirement for local educational agencies to have policies regarding the protection of students’ rights, FSD developed an Immigration Support Response Guide and held information sessions for staff regarding the contents of the guide. These sessions provided staff with timely information, resources, and opportunities to ask questions. The guide includes information on student rights, how to approach immigration-related concerns, the district’s response protocol, and mental health impact resources. It also includes “How to Talk to Children About Immigration” resources in English, Korean, and Spanish, along with recommended books families and educators can read with children. This change supports Goal 3 by strengthening student safety, emotional well-being, and a sense of belonging for students and families.

In Action 3.2, the Wellness Coordinator position is no longer funded due to the conclusion of a grant. Additionally, the lead counselor position was deemed no longer needed due to changing staffing and evaluation of program needs.

In metric 3.2 and 3.3, the target for year 3 outcome for English learners was missing and has been added.

Actions 3.4, 3.5, and 3.8 are no longer LREBG actions as FSD is spending LREBG funds for instruction and systems that support instruction. LREBG supported actions and rationale can be found in Goal 1.

FSD added chronic absenteeism metrics for the required districtwide student groups and school-level student groups identified as low performing on the 2023 California Dashboard to more clearly monitor progress and evaluate the effectiveness of attendance interventions.

Data for socioeconomically disadvantaged students were added to Metrics 3.2, 3.3, and 3.11 to provide a fuller understanding of their outcomes and progress across these measures.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safety Training for All Appropriate Staff	Continue to advance an ongoing district-wide initiative aimed at strengthening the knowledge and training of all educational partners, to create safe and positive working and learning environments. This initiative includes, but is not limited to the following: • Continuously updating and refining emergency preparedness and safety plans. • Access to online safety programs, such as those offered by ASCIP. • Providing tailored safety and emergency preparedness assessments and training, specific to different roles and responsibilities. • Inform staff of the Immigration Support Response Guide	$702,393.00	No
3.2	Physical, Social, and Emotional Health and Well-being of Students	Improve and sustain schools' capacity to support the well-being of students. This entails providing access to essential support staff within schools, such as Social Service Assistants, Health Assistants, Community Liaisons, and the SEL TOSA, all dedicated to addressing student wellness. Efforts include employing a Multi-Tiered System of Supports (MTSS) for personalized interventions. Maintain and improve systems and tools that help identify student mental and social health and match those needs to effective interventions, services, and programs. Research evidence supports restorative practices as being effective in reducing suspension rates, SEL programs and positive student emotional well-being as being effective in improving student outcomes, Positive Behavioral Interventions and Support (PBIS) as having a positive impact on math proficiency, home visitations as likely to have a positive impact on student outcomes, and counseling as likely to have a positive impact on student outcomes.	$7,379,131.00	No

Action #	Title	Description	Total Funds	Contributing
		The following are critical to the response based on an MTSS approach mentioned above: -Provide staff, teachers, and administrators with training in restorative practices. -Incorporating Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL) training for relevant personnel for positive educational environments in FSD spaces including the classroom, the playground, and school buses -Integration of Social-Emotional Learning (SEL) into intervention and enrichment programs. -Implement trauma-informed training for staff, teachers, and administrators. -Provide mentorship programs where students are guided by staff members. -Utilize ReThink Ed for counseling. -Support for students needing tier 2 or 3 mental health assistance from Mental Health Associates (MHAs). -Bi-weekly family check-ins for assessing and addressing basic, medical, mental health, and attendance needs. -Home visitations as necessary -Employ SWIS, The School-Wide Information System, which is a part of PBIS to analyze data trends to address areas of need. -"Lunch Bunch" for students identified with tier 2 or 3 social-emotional and behavioral needs, offering mentorship and check-in/check-out sessions during lunch. -Refer students to outside organizations for telehealth mental health services. -"Check-in, check-out" system for daily connections and support for students identified as Tier 2 or 3 -PPS Counselors at K-8 sites and Junior High Schools -Implement restorative practices -Visual vests for supervisors to stand out -Safe spaces at schools for students to cool down emotionally -Nurse support at each school -Provide structured play time		

Action #	Title	Description	Total Funds	Contributing
		By creating a nurturing and welcoming school environment, these initiatives aim to improve sense of belonging, resilience, and academic success for students experiencing economic hardship and students in foster care. Ultimately, these efforts strive to equip students with the skills and resources needed to overcome challenges and thrive both in school and beyond.		
3.3	Staff and Community Training to Support the Needs of Unduplicated Students	Parallel to student support, expanding training for all appropriate staff and parents is critical in understanding and meeting the nuanced needs of students. This involves organizing specialized training sessions on PBIS, MTSS, and Social Emotional Learning (SEL), equipping partners with the knowledge to extend support from school to home. Facilitating training and workshops focused on the social-emotional health of students, with an emphasis on those undergoing personal and economic challenges with a goal that staff are continually well-equipped to create an environment of empathy, respect, and understanding through Restorative Practices and targeted interventions. Research evidence suggests that programs involving parental engagement can positively influence student achievement. Similarly, restorative practices have been shown to effectively reduce suspension rates. There is also evidence indicating that anxiety can negatively affect student performance. Furthermore, Social-Emotional Learning (SEL) programs and initiatives that support positive student emotional well-being have been effective in enhancing student outcomes. Additionally, Positive Behavioral Interventions and Supports (PBIS) have demonstrated a beneficial impact on students' math proficiency. Examples include, but are not limited to: • Training for all appropriate staff and parents to better understand and support the nuanced needs of unduplicated students (English learners, low-income students, foster youth). • Provide appropriate staff with training in restorative practices. • Trauma informed practices PD	$1,418,665.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Organizing specialized training sessions on PBIS, MTSS, and Social Emotional Learning (SEL) to equip appropriate staff and community members with the tools to support student development at home and in school. • Facilitate professional development focused on social-emotional health, particularly for students undergoing personal and economic challenges, to support staff with skills for creating an empathetic, respectful, and understanding environment. • Implement Restorative Practices and targeted interventions in classrooms and across schools to cultivate a welcoming atmosphere.		
3.4	Decrease Chronic Absenteeism	To reduce chronic absenteeism among foster youth, students experiencing homelessness, and students with disabilities across the school district, English learners at Beechwood School, Commonwealth Elementary, Golden Hill School, Orangethorpe Elementary, Rolling Hills Elementary, and Woodcrest Elementary, economically disadvantaged students at Beechwood School, Commonwealth Elementary, Golden Hill School, Nicolas JHS, Ladera Vista JHS, Orangethorpe Elementary, Pacific Drive Elementary, and Rolling Hills Elementary, Hispanic students at Beechwood School, Commonwealth Elementary, Golden Hill School, Nicolas JHS, Pacific Drive Elementary, Richman Elementary, Rolling Hills Elementary, and Sunset Lane Elementary, White students at Golden Hill School and Pacific Drive Elementary, and Asian students at Rolling Hills Elementary, the following strategic initiatives aim to improve schools' abilities to increase attendance rates: • Maintain internal dashboard updated and monitored by assigned district and site based personnel that provide timely and accurate attendance data to enable swift interventions. • Creation of site based attendance teams who develop and follow through with attendance plans • Regular emails sent to principals from tech department about students who are absent and close to chronically absent • Attendance plan implementation based upon student needs • Continue and expand programs such as Saturday School Opportunity Attendance Recovery (SSOAR) and School Attendance Review Board (SARB) support offering opportunities	$3,421,433.00	No

Action #	Title	Description	Total Funds	Contributing
		for students to recover attendance and incentivizing consistent school attendance. • Utilize automated communication system to keep families informed about attendance expectations and updates on their child's attendance record. • Adjust and increase transportation routes as necessary, particularly for foster youth and socioeconomically disadvantaged students to remove transportation barriers to school attendance. • Support the capacity of schools to support comprehensive attendance efforts through availability of Social Service Assistants (SSA) and Community Liaisons.		
3.5	Wrap-around Services for Physical Well-being of Students Experiencing Financial Hardships and Foster Youth	Maintain adequate staffing and fund basic needs services and resources for foster youth and students experiencing financial hardship, more specifically, students experiencing homelessness. Research evidence shows that insufficient or poor-quality sleep can significantly impair learning, memory, and overall school performance. A lack of adequate sleep often detrimentally affects students. Providing essential materials such as mattresses and blankets can help students achieve restorative sleep, supporting their academic success and well-being. Evidence also shows that extracurricular activities are likely to have a positive impact on student outcomes. Support strategies include: -Offering transportation options and increasing bus routes to facilitate reliable school access for students experiencing homelessness and foster youth. -Allocating funds for extracurricular activities specifically designed to engage and support these vulnerable groups. -Providing essential items like clothing, sleeping bags, household goods, sheets, and blankets to address the basic needs and help stabilize the living situations of these students.	$5,472,555.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Safe Facilities	Carry out regular maintenance of school and district facilities for environments that are safe, clean, and supportive for both work and learning. Actions to achieve this include but are not limited to: • Continue perimeter fencing projects across schools to prevent direct external access to classrooms • Create a single point of entry through the office at school sites • Training for appropriate staff to maintain safe environments (example: playground safety inspection training) • Update equipment and facilities as necessary. • Review and optimize cleaning schedules for daily upkeep. • Utilize a visitor management system for site security. • Provide a School Liaison Officer	$17,246,901.00	No
3.7	Climate and Community Building	Improve school climate through a series of targeted actions. According to Visible Learning MetaX, research evidence supports that belonging, or the extent to which students feel respected, included, accepted, and encouraged within their school's social environment, which is also known as "school connectedness," significantly influences a student's emotional, behavioral, and cognitive engagement with their education. Belonging has the potential to greatly accelerate student achievement. Furthermore, positive ethnicity self-identity is likely to have a positive effect on student outcomes. These actions include, but are not limited to: • Implementing Positive Behavior Intervention Systems (PBIS) across all schools to support a nurturing school climate. • Hosting Palooza events at each junior high and TK-8 sites, featuring a week of Social-Emotional Learning (SEL) lessons culminating in a school-wide event to unite and build community among students. • Celebrating Spirit Weeks to increase school spirit and create a sense of unity across the student body. • Emphasizing thematic learning during special days, weeks, and months such as National African American History Month, Computer Science Week, Autism Awareness Month, Asian American and Pacific Islander Heritage Month, Día de los Muertos, National Teacher Appreciation Week, The Great	$631,538.00	No

Action #	Title	Description	Total Funds	Contributing
		Kindness Challenge Week, Lunar New Year, and National Women's History Month, enriching students' understanding and appreciation of the various cultures and contributions.		
3.8	Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being	In addition to actions in Action 3.2, improve and sustain schools' capacity to support the well-being of students, particularly focusing on those in foster care or experiencing financial hardship. This entails providing access to essential support staff within schools, such as Social Service Assistants, Health Assistants, Community Liaisons, and SEL administrators, all dedicated to addressing the unique challenges these vulnerable students face. Efforts include employing a Multi-Tiered System of Supports (MTSS) for personalized interventions. Maintain and improve systems and tools that help identify student mental and social health and match those needs to effective interventions, services, and programs. Examples include, but are not limited to the following: -Keep current FSD's internal dashboard for foster youth and homeless students that tracks multiple measures of student well-being -Respond as necessary based on a MTSS approach if students fall below baseline/target values on the internal dashboard -Maintain Community Liaisons and SEL coaches to address the unique needs of students in foster care or experiencing financial hardship for a sense of belonging and resilience among students. -Homeless and foster youth students have regular meetings with Student Support Advisors (SSAs) for regular check-in/check-out and connection.	$4,101,806.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

several schools, including Commonwealth Elementary, Maple Elementary, Nicolas Junior High, Richman Elementary, Valencia Park Elementary, and Woodcrest Elementary School.

FSD's efforts to engage families has had positive results according to the LCAP parent survey in which parents expressed that they feel more connected (3.35 in 2023-2024 vs. 3.32 in 2022-2023), and they also feel more like they are in partners in their students' learning (3.29 in 2023-2024 vs. 3.25 in 2022-2023). However, a key motivator for FSD's emphasis on community engagement stems from findings in the latest LCAP parent survey, revealing a slight decline in parents' influence over meaningful decision-making at the school and district level, dropping from an average rating of 2.99 in 2022-2023 to 2.96 in 2023-2024, with a notable decrease from 3.05 two years prior. This indicates a downward trend. Moreover, FSD is compelled to intensify efforts towards enhancing outcomes for students in foster care, students experiencing homelessness, and students with disabilities, who are currently facing challenges as highlighted by the CA dashboard. To address these issues, FSD is committed to actively collaborating with families of these students for improved outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Survey - Overall Results FSD survey measuring connectedness, partnerships, relationships, and decision-making: 4 point scale 4 = all of the time 3 = most of the time 2 = some of the time 1 = never	2023-2024 Connectedness Average Rating: 3.35 Partnerships Average Rating: 3.29 Relationships Average Rating: 3.39 Decision-making average rating: 2.96	2024-2025 Connectedness Average Rating: 3.27 Partnerships Average Rating: 3.23 Relationships Average Rating: 3.34 Decision-making average rating: 2.93	2025-2026 Connectedness Average Rating: 3.42 Partnerships Average Rating: 3.38 Relationships Average Rating: 3.47 Decision-making average rating: 3.14	All average ratings will be maintained or increased to be above 3 which means "most of the time."	Connectedness Average Rating: +0.07 Partnerships Average Rating: +0.09 Relationships Average Rating: +0.08 Decision-making average rating: +0.18
4.2	Attendance at the FSD Champions for Children Conference	2023-2024 1,200 attendees	2024-2025 850 attendees	2025-2026 1,300 attendees	Attendance at the conference will be maintained or will exceed 1200.	+100 attendees

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Number of parents taking the LCAP Parent Survey	2023-2024: 304	2024-2025: 211	2025-2026: 420	405 Parent Survey Takers (Increase by 10% every year)	+116
4.4	Number of workshops/trainings/programs offered to parents of low-income, foster and homeless youth and SPED	2023-2024 10 Educational Essentials for Families: 42 parent graduates SchoolSmarts: 18 parent graduates Words Alive: Will be offered next school year 15 SEL workshops for parents: 220 attendees	2024-2025 10 Educational Essentials for Families: 39 parent graduates SchoolSmarts: 13 parent graduates Words Alive: 15 parent graduates 12 SEL workshops for parents: 320 attendees	2025-2026 10 Educational Essentials for Families: 60 parent graduates SchoolSmarts: 6 parent graduates Words Alive: 23 parent graduates 7 SEL workshops for parents: 112 attendees	At least 60 graduates every year from a combination of 10 Educational Essentials for Families, SchoolSmarts, and Words Alive. At least 10 SEL workshops offered to parents each year with at least 150 total participants	+29 parent graduates SEL workshops: -8 workshops, -108 total participants
4.5	Percentage of total participants of English learners, including LTELs, Foster Youth, and Low-income students in signature FSD programs (STEM Nation, FSD Fest, Speech and Debate, FSD Hockey) Note: Students are accompanied by a parent/guardian at the showcase events of these programs	2023-2024: English Learners Percentage: 11.8% Foster Youth Percentage: 0.2% Low-Income Students Percentage: 43.8%	2024-2025: English Learners Percentage: 9.2% Foster Youth Percentage: 0.3% Low-Income Students Percentage: 47.1%	2025-2026: English Learners Percentage: 8.4% Foster Youth Percentage: 0.17% Low-Income Students Percentage: 46.51%	English Learners Percentage: 14.8% (1% increase per year) Foster Youth Percentage: 0.3% (which is equal to the percentage of Foster Youth in FSD) Low-Income Students Percentage: 46.8%	English Learners Percentage: -3.4% Foster Youth Percentage: -0.03% Low-Income Students Percentage: +2.71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(1% increase per year)	
4.6	Percentage of total participants of English learners, including LTELs, Foster Youth, and Low-income students in STAGE Note: Parents are invited to the final performances			2025-2026: English learners percentage: 9.7% Foster Youth Percentage: 0.2% Low-Income Percentage: 58.05%	English learners percentage: 10.7% (1% increase) Foster Youth Percentage: 0.3% (same as for metric 4.5) Low-Income Percentage: At least 54.2% (which is equivalent to the percentage of socioeconomically disadvantaged students at FSD in the 2025 CA dashboard)	English learners percentage: NA, baseline established in year 2 Foster Youth Percentage: NA, baseline established in year 2 Low-Income Percentage: NA, baseline established in year 2

Goal Analysis [2025-26]

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

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

During the 2025-26 school year, FSD continued implementation of Goal 4 actions to strengthen family engagement, parent education, and partnerships between schools and families. Implementation was largely carried out as planned, with continued emphasis on providing families with opportunities to participate in workshops, school events, districtwide engagement activities, and programs that support student learning and well-being.

FSD also held family learning opportunities related to health and wellness. Through PODER: Prevention of Diabetes Education and Resources, offered in partnership with CHOC, families at two sites received support and education related to diabetes prevention and healthy living. In addition, EFNEP: Expanded Food and Nutrition Education Program was implemented for the first year at Raymond, providing families with nutrition education and resources. These partnerships helped expand the range of family engagement opportunities beyond traditional academic topics to include wellness, prevention, and whole-child support.

Another success was the continued implementation of 10 Educational Essentials for Families, with plans to offer the program at additional school sites next year. For the first time, the 10 Educational Essentials for Families was offered in Korean. These efforts reflect FSD's commitment to building parent capacity, strengthening school-family partnerships, and providing meaningful learning opportunities that respond to family and student needs.

Another partnership was with North Orange Continuing Education (NOCE) who provided a series of parent workshops at Pacific Drive. Parents who completed the workshop series had the opportunity to earn a certificate of completion. Workshop topics included understanding Adverse Childhood Experiences (ACEs), helping families better understand student needs and ways to support their children at home and school.

One implementation challenge is consistent access to parent education opportunities across all school communities. While several programs were successfully implemented at specific sites, FSD recognizes the need to expand these opportunities more broadly so that more families can participate. Moving forward, FSD will continue to strengthen partnerships with community organizations, expand parent workshop opportunities, and increase site-based access to family learning opportunities.

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

Action 4.3 experienced an increase of 11.09% between the budgeted amounts and the estimated actuals. A significant contributor to the increase in all Actions was the incorporation of a 2-percent, on-schedule salary adjustment, retroactive to July 1, 2025. Also, under Action 4.3, the Executive Assistant to the Superintendent was promoted, which contributed to the increase in this Action.

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

Goal 4 actions have been generally effective in strengthening family engagement, communication, and parent participation, with several metrics showing improvement from the baseline. Action 4.1, Practices that Promote Connection Through Communication, was effective based on Metric 4.1, as parent connectedness increased from 3.35 to 3.42 (+0.07), relationships increased from 3.39 to 3.47 (+0.08), and decision-making increased from 2.96 to 3.14 (+0.18), moving above the desired outcome of 3.0. Partnerships also remained above the desired outcome at 3.38, increasing from the baseline of 3.29 (+0.09). These results indicate that communication, family outreach, and connection-building efforts are contributing to stronger parent perceptions of engagement.

Action 4.2, Family Engagement in Student Success, was effective in increasing districtwide parent participation. Attendance at the Champions for Children Conference increased from 1,200 attendees at baseline to 1,300 attendees in Year 2, an increase of 100 attendees, and also increased significantly from 850 attendees in Year 1. Parent participation in the LCAP survey also increased from 304 respondents at baseline to 420 respondents in Year 2, an increase of 116 respondents, exceeding the target of 405 parent survey takers. These results suggest that outreach and engagement strategies are having a positive impact.

Action 4.4, Practices of Connection and Strategic Engagement of Families of English Learners, Foster Youth, and Students Experiencing Economic Hardship, was partially effective. Parent education participation increased, as the combined number of graduates from 10 Educational Essentials for Families, SchoolSmarts, and Words Alive increased from 60 graduates at baseline to 89 graduates in Year 2, an

increase of 29 graduates, and exceeded the target of at least 60 graduates. However, SEL workshops decreased from 15 workshops and 220 attendees at baseline to 7 workshops and 112 attendees in Year 2, which is 8 fewer workshops and 108 fewer participants than baseline. This portion of the action was not yet effective in meeting the target of at least 10 SEL workshops with at least 150 total participants, so FSD should continue strengthening outreach, scheduling, and access to parent SEL learning opportunities. Prior LCAP language identifies Action 4.4 as a contributing action intended to increase meaningful engagement for families of English learners, foster youth, and socioeconomically disadvantaged students through parent education, translation, multilingual communication, and engagement opportunities.

Action 4.3, Parental Engagement in Showcase Opportunities, and the engagement components of Action 4.4 were partially effective based on participation in signature FSD programs. Low-income student participation in signature FSD programs increased from 43.8% at baseline to 46.51% in Year 2, an increase of 2.71 percentage points, and was close to the Year 3 target of 46.8%. However, English learner participation decreased from 11.8% to 8.4%, a decline of 3.4 percentage points, and foster youth participation decreased slightly from 0.2% to 0.17%, a decline of 0.03 percentage points. Compared to Year 1, English learner participation decreased by 0.8 percentage points, foster youth participation decreased by 0.13 percentage points, and low-income participation decreased by 0.59 percentage points. These results show that the actions have been more effective for low-income student participation than for English learners and foster youth, and FSD should strengthen targeted outreach and access strategies for those student groups.

Metric 4.6, STAGE participation, established a new baseline in Year 2 and will be used to monitor future effectiveness. In 2025-26, participation was 9.7% English learners, 0.2% foster youth, and 58.05% low-income students. Because this is the first year of data, effectiveness over time cannot yet be determined. However, low-income participation already exceeds the future target of 54.2%, while English learner participation will need to increase to 10.7% and foster youth participation will need to increase to 0.3% in order to meet the Year 3 target.

Overall, Goal 4 actions are making progress toward the goal, particularly in parent connectedness, relationships, decision-making, Champions for Children Conference attendance, LCAP survey participation, and parent education program completion. The areas of partial effectiveness are SEL workshop participation and participation of English learners and foster youth in signature FSD programs. Continued implementation should focus on maintaining strong family communication and engagement while strengthening targeted outreach, multilingual communication, and access for families of English learners, foster youth, and low-income students.

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

In response to the California Attorney General’s requirement for local educational agencies to have policies regarding the protection of students’ rights in relation to immigration, FSD developed an Immigration Support Response Guide and held 22 parent information sessions focused on immigration-related topics. These sessions provided families with timely information, resources, and opportunities to ask questions. To further support this work, FSD developed an "Immigration Support Response Guide" that includes information on student rights, how to approach immigration-related concerns, the district’s response protocol, and mental health impact resources. The guide also includes “How to Talk to Children About Immigration” resources in English, Korean, and Spanish, along with recommended books families and educators can read with children. Intent to communicate about the "Immigration Support Response Guide" was added to Action 4.2.

In Action 4.2, the Wellness Coordinator position is no longer funded due to the conclusion of a grant.

As mentioned in "Engaging Educational Partners" section of this LCAP, the LCAP committee said that they want to be well-informed about the resources available to them and students. The district will use a combination of strategic storytelling, targeted messaging and digital communication to increase family awareness of district programs, opportunities and student experiences. This includes district eblasts, digital newsletters, social media, website news features and coordinated messaging campaigns. The District will continue to explore additional strategies to expand reach. These actions were added to Action 4.1. Also in Action 4.1, "community and student led conferences" was changed to "community and student led showcases" to more accurately describe FSD's action.

Metric #4.6 was added as a supplement to Metric #4.5. The Shared Theatre Arts Grade Experience (STAGE) is a District-funded after-school arts program that travels to each elementary school across the District. It gives students in grades 3-6 the opportunity to learn and take part in a full-scale musical production. It is a signature FSD program that we take pride in and should be included in the metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Practices that promote connection through communication	Champion ongoing and transparent communication with parents as partners, upholding a culture of respect, integrity, and belonging. Examples include, but are not limited to: • Strategize and implement communication efforts to actively inform and involve parents in the educational community through a Public Information Officer (PIO), including celebrating achievements • Adequately staff schools with office personnel based on site needs • Use strategic storytelling to highlight district programs, opportunities, and student experiences • Develop targeted messaging to increase family awareness and engagement • Share information through district eblasts, digital newsletters, social media, website news features, and coordinated messaging campaigns • Continue exploring additional communication strategies to expand reach and connect with more families. • Establish intra-district mail delivery schedules based on need for timely delivery of information and resources • Single Plan for Student Achievement (SPSA)	$2,255,842.00	No

Action #	Title	Description	Total Funds	Contributing
		• Local Control Accountability Plan (LCAP) Survey and Advisory Committee • Maintain updated District and site websites • Community and student led showcases • Social media communication • Provide multiple forms of district communication (hard copies, text, call, website, marquee/billboard) • SSAs and Community Liaisons support families through regular interaction • Continuous conversations, training, and reflection centered on building relationships and cultivating positive connections with students, staff, and community • Coffee with the principal		
4.2	Family Engagement in Student Success	Identify opportunities and implement plans to increase parent and community participation to support the personal and intellectual success of every student. Examples include but are not limited to: • Pre-K/TK/Kinder parent orientation • Updated school and district websites featuring calendars of key dates for school and district events • Parent Teacher Association (PTA) • District and Site Foundations • District and Site Advisory Groups • Trainings for Families of Students with Disabilities • Parent trainings on PBIS, MTSS, SEL • Fullerton Collaborative • Family training on culturally responsive teaching • Champions for Children Conference • Topic based workshops such as mental health at home, managing stress at home, ABCs of IEPs • Multilingual Taskforce • Early Childhood Parent Meeting • Preschool Parent Advisory Group • After School Programs collaboration with Community Based Organizations (Boys and Girls Club, Higher Ground, OC United)	$2,096,145.00	No

Action #	Title	Description	Total Funds	Contributing
		• Wellness Advocacy Council • Communicate how FSD will measure growth toward proficiency to parents • Communicate student learning goals and progress on goals to parents frequently • Communicate how parents can help support students for assessments • Core subject matter district-wide challenge • Communicate about the purpose of the home language survey • Communicate about the "Immigration Support Response Guide"		
4.3	Parental Engagement in Showcase Opportunities	Showcase opportunities offer parents and the community a unique window into their children's educational and extracurricular lives, allowing parents and the community to experience students' progress, talents, and interests firsthand. Such events not only enable parents to better understand and appreciate their children's efforts and achievements but also provide crucial emotional support to students. FSD will plan and promote activities and events highlighting student successes. Examples include but are not limited to: • K-pop Battle of the Bands within and across Jr. High campuses (including TK-8 schools) • FSD Fest (Drone Racing League, eSports, Film Festival, Global Games, The Jammys, KeyQuest Keyboarding Challenge, League of Literacy, Passion Agents Conference, Spotlight Speakers, STEM Nation, Super Sleuths, Wonder of Water) • Fullerton Education Foundation Auction • Every Student Succeeding • Parent Teacher Association Reflections • School Site Awards • Eccellenza • Family Arts Nights • Speech and Debate • FSD Street Hockey • FSD Junior High Sports League • Korean Culture Night	$438,272.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Practices of Connection and Strategic Engagement of Families of of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship	Increase/Improve opportunities for families of English learners, foster youth, and socioeconomically disadvantaged students to be involved in district and school activities, advisory and advocacy roles, and activities to support learning at home. Examples include but are not limited to: • Champions for Learning • Representation in LCAP Advisory Committee • 10 Education Essentials for Families • School Smarts parent education - navigating the school system • Words Alive Advocates for Reading • Workshops to support parent orientation/navigation of school system • Provide print and verbal translation services as needed and required • Social media communication in Korean and Spanish • Provide multiple forms of district communication (hard copies, text, call, website, marquee/billboard) in Korean and Spanish • School signs posted in multiple languages	$1,845,182.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$18,978,468.00	$978,295.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.160%	0.000%	$0.00	15.160%

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
1.7	**Action:** Participation in Exploratory Enrichment **Need:** FSD recognizes an opportunity to broaden the educational journey for English learners, Foster Youth, and economically disadvantaged students by more actively involving them in enrichment activities. Feedback from the LCAP survey, feedback cards collected during the Block Party, and	FSD's strategies are set to make enrichment activities more accessible and culturally relevant. By removing financial barriers and communicating about programs in multiple languages, the district aims to welcome broader participation. Implementing these initiatives for students who need them means that participation is not limited by a student's financial situation or background. This approach creates a more welcoming and relatable educational environment where students have the opportunity to explore their interests and	1.13, 1.15

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
	engagement sessions with the Superintendent's Student Advisory Committee revealed several key areas for improvement in Enrichment/Curriculum Expansion. Respondents emphasized the need for a holistic education that balances traditional academic skills with practical, real-world applications. There was a call to widen extracurricular offerings, including more sports, field trips, robotics, and coding programs. Additionally, there was a focus on addressing learning needs through the integration of technology, arts, and STEM (Science, Technology, Engineering, and Mathematics) activities. Students specifically expressed a desire for more opportunities in these areas, highlighting the importance of a well-rounded and engaging educational experience. These programs provide avenues for both personal and academic growth beyond the standard curriculum, aiming to make educational experiences accessible to all students. The Fullerton School District (FSD) acknowledges that enrichment opportunities can be costly and may not be financially accessible for some families. To address this, FSD is committed to providing these opportunities to low-income students. Additionally, so that parents are aware of these opportunities, FSD will enhance its communication efforts by providing information in multiple languages to overcome language barriers. This approach helps keep all families informed and able to participate in these valuable programs.	talents. The actions are provided on an LEA-wide basis because providing activities on an LEA-wide basis allows unduplicated pupils to participate alongside their peers. Inclusive participation also creates stronger, more diverse programs in which students can collaborate, build relationships, and develop a sense of belonging. The intentional efforts to remove financial, linguistic, and access barriers is specifically intended to increase participation and improve outcomes for unduplicated pupils.	

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	experiencing homelessness are showing lower academic scores compared to their peers (metric 1.1, 1.2, 1.3, 1.5, 1.6), and they need appropriate interventions that meet their specific needs. Additionally, students emphasized the importance of accommodating individual learning paces in the LCAP survey feedback. They expressed a need for educational approaches that cater to their unique learning speeds and styles, as well as opportunities to relearn material when they struggle. **Scope:** LEA-wide		
1.9	**Action:** Pre-Kindergarten, TK, and Kindergarten **Need:** The identified need is to establish a strong foundation in multiple areas including Mathematics and English Language Arts (ELA) during the critical early years of education. From an early age, children need to be engaged in learning experiences that integrate comprehensive skills. Such a foundation is crucial for setting the stage for their future academic and personal development. The action stresses the importance of creating an enriching and engaging educational environment through Pre-Kindergarten (PK), Transitional Kindergarten (TK), and Kindergarten programs that not only grow a love for learning but also develop critical skills. This approach is part of	Implementing full-day TK and Kindergarten programs and supporting them LEA-wide in the elementary schools is crucial for promoting accessibility, enabling early educational opportunities to reach underserved or low-income students, including Foster Youth, across FSD, thus supporting the goal of advancing health and educational access. The California State Preschool Program is offered based on eligibility criteria for families across the district at eight of the elementary sites where families qualifying for the program are most concentrated. Furthermore, comprehensive support structures, including bilingual staff and parental involvement initiatives, are deployed widely to cultivate a welcoming educational environment for all students, especially benefiting English language learners and students experiencing financial hardships and their families. Community engagement and outreach strengthens the supportive network	1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	a broader commitment to preparing students for long-term success in core subjects and beyond, particularly emphasizing the support for students in low-income communities to help bridge any educational and well-being gaps. Additionally, research states that over half of children in foster care enter kindergarten without strong phonological awareness, a key predictor of later reading success. High-quality early education programs offer a valuable opportunity to support foster youth by building on their potential, strengthening foundational skills, and promoting long-term academic growth. FSD emphasizes the importance of offering non-fee-based programs for students in financial need, particularly in early education. Without these crucial early childhood opportunities, many of our families would be unable to access the benefits of early learning, which are vital for their children's development and future academic success. Additionally, English learners benefit from early education programs that help them transition smoothly into the school system. Bilingual aides play a crucial role in this process, providing essential language support and helping create a positive learning environment that helps students develop strong language skills and a solid foundation for their academic journey. **Scope:** LEA-wide	around students, promoting widespread understanding and backing for early education initiatives. This action is identified as LEA-wide because although decisions such as making TK/Kindergarten full day were made with the highest needs students in mind, non-unduplicated students can benefit from these decisions. Additionally, although enrollment in the state preschool program is prioritized based on criteria such as McKinney-Vento status, foster youth status, and household income, students who do not meet priority criteria may also possibly enroll when space is available.	
2.5	**Action:**	Device usage has become a necessary part of the learning experience at FSD, therefore, access to	2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Strategic Technology Support to Low-Income, Homeless, and Foster Youth **Need:** Access to resources is a top priority for Fullerton School District, and providing students with access to technology for learning opportunities remains a high priority, as reflected in community feedback and the board's goal for students to "use technology in safe and productive ways." The analysis of the LCAP survey data and Block Party community card feedback affirmed FSD's commitment to technology and highlighted the need to increase student access. Key themes from the feedback which emerged include increasing access to technology and educational resources outside of school, offering more home programs and reading apps for younger students, extending the hours of existing apps, providing various tech devices, and making affordable internet access and educational links readily available. Access to these technologies requires hardware, software, and connectivity, which can be costly and should not be a barrier. FSD currently has families that depend on the district for all of the above, and FSD remains committed to providing these resources for families in need. **Scope:** LEA-wide	hardware, software, Internet, technicians, safe usage are all necessities. To create access to technology, the district has implemented a 1:1 device program for students in grades 3 to 8 throughout the LEA in which 56.4% of the students are socioeconomically disadvantaged. Additionally, FSD provides wireless Internet access points to support students facing financial hardship. Regarding the themes that emerged from community and student feedback, hardware, software, and Internet access are essential components for increasing access to technology and educational resources outside of school. This includes offering more home programs and reading apps for younger students, extending the hours of existing apps, providing various tech devices, and providing affordable internet access and links are readily available. Devices also need to be well-maintained to function effectively. FSD staffs schools with the necessary personnel to troubleshoot and service both software and hardware. This support allows students to avoid seeking outside services for their device maintenance needs. This action is LEA-wide, because other students can benefit from the tech services, wellness training, and afterschool informational technology (IT) support. Fullerton School District has over 55% of its population identified as unduplicated, so after school program is open to all TK-6th grade students.	
3.3	**Action:** Staff and Community Training to Support the Needs of Unduplicated Students	The action is provided on an LEA-wide basis, as every school in FSD serves unduplicated students, including English learners, students experiencing	3.11, 3.2, 3.3

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

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
	they can deepen their sense of belonging and thrive socially and emotionally. **Scope:** LEA-wide		
3.8	**Action:** Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being **Need:** Students in foster care or experiencing financial hardship have strengths that can further flourish with support within their educational environments. Foster Youth and students experiencing financial hardship may need tailored interventions and resources to fully engage with their academic and social-emotional development due to the distinct challenges they may encounter. Establishing support systems in schools is essential to leverage students' strengths and resilience. Such support systems not only empower students but also aim to acknowledge and address their needs in appropriate ways. **Scope:** LEA-wide	These actions are designed LEA-wide to integrate into the school environment so that no student who needs social emotional support is overlooked. The efforts of the Social Service Assistants can benefit all parents. For example, the outreach efforts of Social Service Assistants through social media communications about available resources in FSD and the community can benefit all students. However, these services are very targeted and intentional for students who are low-income students or in foster care. The implementation of a Multi-Tiered System of Supports (MTSS), along with dedicated roles like Social Service Assistants, Health Assistants, and SEL administrators, directly addresses the unique needs of students in foster care or experiencing financial hardship by providing them with personalized and consistent support. Training staff in restorative practices and SEL, along with the provision of mental health services and regular check-ins creates a nurturing environment that promotes a sense of belonging and resilience. This comprehensive approach not only supports the individual student but also supports the overall school climate.	3.2, 3.3, 3.4, 3.8
4.4	**Action:** Practices of Connection and Strategic Engagement of Families of of English	The actions address the needs of families of English learners, foster youth, and socioeconomically disadvantaged students by creating pathways for meaningful engagement in	4.1, 4.3, 4.4, 4.5, 4.6

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

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
	comprehensive translation services in multiple languages, schools can offer families the tools they need to effectively support their children's education. Communication strategies including social media posts in Korean and Spanish as well as multi-language school signage contribute to creating a welcoming environment that encourages active participation from all families. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff **Need:** For English Language Arts (ELA), English learners (ELs) face the dual challenge of acquiring language proficiency while also mastering subject content. They need comprehensive support in developing reading, writing, speaking, and listening skills, which	The comprehensive support system for English Learner students strategically addresses their needs by blending language development with academic support. Through designated and integrated English Language Development (ELD) programs, regular assessments, and professional development for teachers, FSD provides a well-rounded educational approach. It also extends support beyond academics including family engagement and the use of culturally relevant materials, creating a welcoming environment that promotes both linguistic proficiency and academic achievement.	1.1, 1.3, 1.5, 1.6, 1.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	includes a strong emphasis on vocabulary growth, understanding of grammar and syntax, and the ability to analyze and interpret texts. Equally important is the exposure to culturally relevant materials that reflect their different backgrounds, making learning more engaging and providing a context for better understanding and connection with the content. Additionally, ELs require specific strategies to enhance reading comprehension and writing skills, such as identifying key ideas, making inferences, and organizing their thoughts coherently in writing. Addressing these needs requires tailored instructional strategies that not only focus on language acquisition but also on developing critical thinking and analytical skills specific to ELA. In Mathematics, the challenges for ELs extend beyond language barriers to include the mastery of mathematical concepts and procedures. The mathematical language itself, with its unique vocabulary and symbolic representations, requires targeted instruction so ELs can understand and apply math concepts. This involves not only teaching the terminology but also helping students grasp the underlying principles of mathematical operations and theories. ELs benefit from support with word problems due to their linguistic complexity, necessitating strategies that help decode and comprehend the problems while applying mathematical reasoning. Incorporating FSD's core practices and culturally relevant examples can significantly aid in bridging the gap between		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	language proficiency and mathematical understanding. By providing these supports, educators can help ELs not only become proficient in math but also develop the confidence and skills necessary to succeed academically. Additionally, approximately 66% of FSD's ELs are students experiencing economic hardships. EL services are free for students to prevent financial barriers. **Scope:** Limited to Unduplicated Student Group(s)		
1.12	**Action:** Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff **Need:** Long-term English learners (LTELs) have distinct academic needs, particularly in English Language Arts (ELA) and math. In ELA, LTELs require targeted instruction that builds academic vocabulary, enhances reading comprehension skills, and develops writing proficiency through structured, scaffolded tasks. They benefit from exposure to complex texts and opportunities for extended discourse to improve their language proficiency. In math, LTELs need support in understanding math-specific vocabulary and language structures used in word problems and mathematical reasoning. Instruction should integrate visual	The comprehensive support system for English Learner students at FSD is designed to meet their needs through differentiated instruction informed by data. By utilizing both designated and integrated English Language Development (ELD) programs, along with regular assessments, FSD provides instruction that responds to student needs.	1.1, 1.3, 1.5, 1.6, 1.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	aids, manipulatives, and real-world contexts to make abstract concepts more accessible, while also encouraging collaborative learning to develop both math skills and language fluency. Through the survey results and block party cards, one of the themes that surfaced was that all students need differentiated instruction that fit their needs. For Long Term ELs, the differentiated instruction has been determined to be interim ELPACs so that students become more familiar with the test structure and teachers can tailor interventions to student needs along with curriculum that fits the students' levels and EL bootcamp. Recognizing the financial barriers many ELs face, FSD provides EL services at no cost. This approach allows students, regardless of their economic situation, to access the support they need to thrive academically. Approximately 66% of FSD's ELs come from economically disadvantaged backgrounds, highlighting the importance of this initiative. **Scope:** Limited to Unduplicated Student Group(s)		
3.5	**Action:** Wrap-around Services for Physical Well-being of Students Experiencing Financial Hardships and Foster Youth **Need:** To target needs of foster youth and students experiencing financial hardships holistically, the district must maintain a strong staffing	Increasing bus routes and expanding transportation options helps students facing financial hardships or unstable living situations consistently attend school. Regular attendance is crucial for academic continuity and access to on-campus support services which can significantly enhance the educational experience and opportunities for students.	3.2, 3.3, 3.4, 3.8, 3.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	infrastructure and fund resources capable of addressing students' needs. This includes meeting physical needs, nurturing students through their interests, and getting students to school. Foster Youth and students experiencing financial hardships are appearing in the red on the CA dashboard in areas such as suspensions, chronic absenteeism, and academics, so their basic needs need to be met in order for students to experience growth. **Scope:** Limited to Unduplicated Student Group(s)	Funding extracurricular activities for foster youth and students experiencing financial hardship provides crucial opportunities for social engagement, skill development, and emotional support outside the traditional classroom setting. These activities are vital for building skills that are essential for personal and academic success. Offering clothing, sleeping bags, household goods, bedsheets, and blankets helps address fundamental needs that must be met for students to focus on their education. By supporting the basic living conditions of students, schools contribute to stabilizing their home environments, thereby reducing stress and anxiety that can impede academic performance and social development.	

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

Additional Concentration Grant Funding

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

FSD supports schools with higher concentrations of unduplicated students by allocating more staff per student. Schools with unduplicated student concentrations greater than 55% have a classified staff-to-student ratio of 0.08, compared with 0.04 for schools at or below 55%, and a certificated staff-to-student ratio of 0.08, compared with 0.05 for schools at or below 55%. These staffing allocations include personnel who provide services that support academic, behavioral, social-emotional, and operational needs. These measures provide comprehensive services for students in these key groups. This is evident in expenditures budgeted for Contributing Actions 1.4, 1.7, 1.8, 1.9, 1.12, 2.5, 3.3, 3.5, 3.8, and 4.4.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0.04 classified staff/student	0.08 classified staff/student
Staff-to-student ratio of certificated staff providing direct services to students	0.05 certificated staff/student	0.08 certificated staff/student

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	125,186,069.00	18,978,468.00	15.160%	0.000%	15.160%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$136,866,159.00	$34,503,555.00	$15,479,892.00	$5,863,576.00	$192,713,182.00	$158,371,423.00	$34,341,759.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development For All Appropriate Staff For Positive Student Learning Outcomes	All	No			All Schools	Ongoing	$1,552,199.00	$578,204.00	$1,490,989.00	$520,170.00	$0.00	$119,244.00	$2,130,403.00	0.00%
1	1.2	Advanced Coursework and College and Career Readiness	All	No			All Schools	Ongoing	$468,120.00	$187,003.00	$323,991.00	$312,859.00	$0.00	$18,273.00	$655,123.00	0.00%
1	1.3	Recruit and Maintain High-Quality Staff	All	No			All Schools	Ongoing	$59,892,307.00	$324,632.00	$60,013,628.00	$32,767.00	$49,513.00	$121,031.00	$60,216,939.00	0.00%
1	1.4	Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$3,786,326.00	$1,006,826.00	$4,091,471.00	$430,711.00	$0.00	$270,970.00	$4,793,152.00	0.00%
1	1.5	Special Education Student Support	Students with Disabilities	No			All Schools	Ongoing	$16,139,314.00	$9,572,759.00	$13,321,401.00	$9,777,348.00	$1,158,376.00	$1,454,948.00	$25,712,073.00	0.00%
1	1.6	Standards-Aligned Curriculum and Materials	All	No			All Schools	Ongoing	$301,624.00	$943,140.00	$254,039.00	$932,819.00	$0.00	$57,906.00	$1,244,764.00	0.00%
1	1.7	Participation in Exploratory Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,411,630.00	$1,252,610.00	$1,172,802.00	$4,531,311.00	$802,583.00	$157,544.00	$6,664,240.00	0.00%
1	1.8	Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$25,984,238.00	$2,213,228.00	$8,844,278.00	$7,702,579.00	$9,879,532.00	$1,771,077.00	$28,197,466.00	0.00%
1	1.9	Pre-Kindergarten, TK, and Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California State Preschool Program: Commonwealth, Hermosa	Ongoing	$590,298.00	$192,078.00	$611,737.00	$160,135.00	$120.00	$10,384.00	$782,376.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Drive, Maple, Orangethorpe, Pacific Drive, Richman, Valencia Park, Woodcrest. TK/Kinder Providing Elementary Schools: Acacia, Beechwood, Commonwealth, Fern Drive, Robert C. Fisler, Golden Hill, Hermosa Drive, Laguna Road, Maple, Orangethorpe, Pacific Drive, Raymond, Richman, Rolling Hills, Sunset Lane, Valencia Park, Woodcrest									
1	**1.10**	Professional Learning Communities	All	No			All Schools	Ongoing	$1,453,832.00	$288,451.00	$1,354,524.00	$329,853.00	$0.00	$57,906.00	$1,742,283.00	0.00%
1	**1.11**	Fiscal Alignment	All	No			All Schools	Ongoing	$3,450,650.00	$2,215,936.00	$2,860,067.00	$0.00	$2,614,759.00	$191,760.00	$5,666,586.00	0.00%
1	**1.12**	Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$546,037.00	$94,529.00	$549,322.00	$17,162.00	$0.00	$74,082.00	$640,566.00	0.00%
2	**2.1**	Build and Maintain Infrastructure for Instructional Technology	All	No			All Schools	Ongoing	$1,713,378.00	$435,161.00	$2,023,084.00	$55,502.00	$0.00	$69,953.00	$2,148,539.00	0.00%
2	**2.2**	Professional Development: Innovation and Digital Literacy	All	No			All Schools	Ongoing	$249,016.00	$87,761.00	$336,777.00	$0.00	$0.00	$0.00	$336,777.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Parent and Student Training	All	No			All Schools	Ongoing	$671,028.00	$87,761.00	$580,205.00	$178,584.00	$0.00	$0.00	$758,789.00	0.00%
2	2.4	Student Agency Opportunities	All	No			All Schools	Ongoing	$84,890.00	$97,423.00	$182,313.00	$0.00	$0.00	$0.00	$182,313.00	0.00%
2	2.5	Strategic Technology Support to Low-Income, Homeless, and Foster Youth	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$2,176,296.00	$363,831.00	$2,045,995.00	$183,723.00	$0.00	$310,409.00	$2,540,127.00	0.00%
2	2.6	Digital Wellness Curriculum and Implementation	All	No			All Schools	Ongoing	$81,487.00	$87,761.00	$169,248.00	$0.00	$0.00	$0.00	$169,248.00	0.00%
2	2.7	Tech Mini-Externship Workshops through the Innovation and Instructional Support Department Personnel	All	No			All Schools	Ongoing	$245,396.00	$87,761.00	$159,198.00	$173,959.00	$0.00	$0.00	$333,157.00	0.00%
2	2.8	Maintain Efficient Infrastructure and Device Ecosystem for District Operations	All	No			All Schools	Ongoing	$353,237.00	$435,161.00	$613,411.00	$174,987.00	$0.00	$0.00	$788,398.00	0.00%
3	3.1	Safety Training for All Appropriate Staff	All	No			All Schools	Ongoing	$688,999.00	$13,394.00	$674,297.00	$12,987.00	$0.00	$15,109.00	$702,393.00	0.00%
3	3.2	Physical, Social, and Emotional Health and Well-being of Students	All	No			All Schools	Ongoing	$7,309,669.00	$69,462.00	$4,768,195.00	$2,046,452.00	$352,057.00	$212,427.00	$7,379,131.00	0.00%
3	3.3	Staff and Community Training to Support the Needs of Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,288,498.00	$130,167.00	$890,115.00	$408,788.00	$62,867.00	$56,895.00	$1,418,665.00	0.00%
3	3.4	Decrease Chronic Absenteeism	All	No			All Schools	Ongoing	$3,398,188.00	$23,245.00	$3,045,847.00	$229,166.00	$0.00	$146,420.00	$3,421,433.00	0.00%
3	3.5	Wrap-around Services for Physical Well-being of Students Experiencing Financial Hardships and Foster Youth	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$3,156,864.00	$2,315,691.00	$1,857,963.00	$3,219,442.00	$118,712.00	$276,438.00	$5,472,555.00	0.00%
3	3.6	Safe Facilities	All	No			All Schools	Ongoing	$8,700,217.00	$8,546,684.00	$16,864,806.00	$0.00	$353,359.00	$28,736.00	$17,246,901.00	0.00%
3	3.7	Climate and Community Building	All	No			All Schools	Ongoing	$573,124.00	$58,414.00	$414,202.00	$172,081.00	$25,147.00	$20,108.00	$631,538.00	0.00%
3	3.8	Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$2,188,125.00	$1,913,681.00	$1,517,253.00	$2,434,023.00	$62,867.00	$87,663.00	$4,101,806.00	0.00%
4	4.1	Practices that promote connection through communication	All	No			All Schools	Ongoing	$2,107,787.00	$148,055.00	$2,201,061.00	$32,885.00	$0.00	$21,896.00	$2,255,842.00	0.00%
4	4.2	Family Engagement in Student Success	All	No			All Schools	Ongoing	$1,977,856.00	$118,289.00	$2,018,543.00	$55,706.00	$0.00	$21,896.00	$2,096,145.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Parental Engagement in Showcase Opportunities	All	No			All Schools	Ongoing	$386,442.00	$51,830.00	$170,596.00	$162,952.00	$0.00	$104,724.00	$438,272.00	0.00%
4	4.4	Practices of Connection and Strategic Engagement of Families of of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,444,351.00	$400,831.00	$1,444,801.00	$214,604.00	$0.00	$185,777.00	$1,845,182.00	0.00%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
125,186,069.00	18,978,468.00	15.160%	0.000%	15.160%	$23,025,737.00	0.000%	18.393 %	**Total:**	$23,025,737.00
								LEA-wide Total:	$16,526,981.00
								Limited Total:	$6,498,756.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,091,471.00	0.00%
1	1.7	Participation in Exploratory Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,172,802.00	0.00%
1	1.8	Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness	Yes	LEA-wide	Foster Youth Low Income	All Schools	$8,844,278.00	0.00%
1	1.9	Pre-Kindergarten, TK, and Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California State Preschool Program: Commonwealth,	$611,737.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Hermosa Drive, Maple, Orangethorpe, Pacific Drive, Richman, Valencia Park, Woodcrest. TK/Kinder Providing Elementary Schools: Acacia, Beechwood, Commonwealth, Fern Drive, Robert C. Fisler, Golden Hill, Hermosa Drive, Laguna Road, Maple, Orangethorpe, Pacific Drive, Raymond, Richman, Rolling Hills, Sunset Lane, Valencia Park, Woodcrest		
1	1.12	Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$549,322.00	0.00%
2	2.5	Strategic Technology Support to Low-Income, Homeless, and Foster Youth	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,045,995.00	0.00%
3	3.3	Staff and Community Training to Support the Needs of Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$890,115.00	0.00%
3	3.5	Wrap-around Services for Physical Well-being of Students Experiencing	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$1,857,963.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Financial Hardships and Foster Youth						
3	**3.8**	Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,517,253.00	0.00%
4	**4.4**	Practices of Connection and Strategic Engagement of Families of of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,444,801.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$185,247,710.00	$203,165,137.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development For All Appropriate Staff For Positive Student Learning Outcomes	No	$1,840,983.00	$1,917,711.00
1	**1.2**	Advanced Coursework and College and Career Readiness	No	$637,622.00	$865,800.00
1	**1.3**	Recruit and Maintain High-Quality Staff	No	$60,785,016.00	$63,807,330.00
1	**1.4**	Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff	Yes	$4,585,341.00	$4,843,643.00
1	**1.5**	Special Education Student Support	No	$21,178,295.00	$23,924,074.00
1	**1.6**	Standards-Aligned Curriculum and Materials	No	$1,337,141.00	$1,402,688.00
1	**1.7**	Participation in Exploratory Enrichment	Yes	$5,886,649.00	$7,354,177.00
1	**1.8**	Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness	Yes	$27,746,743.00	$31,365,570.00
1	**1.9**	Pre-Kindergarten, TK, and Kindergarten	Yes	$879,461.00	$888,063.00
1	**1.10**	Professional Learning Communities	No	$1,352,816.00	$1,373,382.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Fiscal Alignment	No	$5,227,282.00	$6,272,014.00
1	1.12	Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff	Yes	$639,603.00	$703,027.00
2	2.1	Build and Maintain Infrastructure for Instructional Technology	No	$2,117,442.00	$2,136,122.00
2	2.2	Professional Development: Innovation and Digital Literacy	No	$398,635.00	$471,144.00
2	2.3	Parent and Student Training	No	$589,192.00	$667,130.00
2	2.4	Student Agency Opportunities	No	$248,941.00	$318,093.00
2	2.5	Strategic Technology Support to Low-Income, Homeless, and Foster Youth	Yes	$2,507,194.00	$2,736,599.00
2	2.6	Digital Wellness Curriculum and Implementation	No	$181,071.00	$246,035.00
2	2.7	Tech Mini-Externship Workshops through the Innovation and Instructional Support Department Personnel	No	$137,690.00	$201,112.00
2	2.8	Maintain Efficient Infrastructure and Device Ecosystem for District Operations	No	$564,716.00	$583,308.00
3	3.1	Safety Training for All Appropriate Staff	No	$738,061.00	$767,476.00
3	3.2	Physical, Social, and Emotional Health and Well-being of Students	No	$6,491,485.00	$6,729,596.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Staff and Community Training to Support the Needs of Unduplicated Students	Yes	$1,233,868.00	$1,414,687.00
3	3.4	Decrease Chronic Absenteeism	No	$3,433,324.00	$3,527,112.00
3	3.5	Wrap-around Services for Physical Well-being of Students Experiencing Financial Hardships and Foster Youth	Yes	$4,717,805.00	$6,774,582.00
3	3.6	Safe Facilities	No	$17,396,555.00	17,421,759.00
3	3.7	Climate and Community Building	No	$563,031.00	$651,776.00
3	3.8	Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being	Yes	$3,411,860.00	$5,189,385.00
4	4.1	Practices that promote connection through communication	No	$2,815,159.00	$2,872,914.00
4	4.2	Family Engagement in Student Success	No	$2,691,945.00	$2,722,565.00
4	4.3	Parental Engagement in Showcase Opportunities	No	$422,697.00	$469,577.00
4	4.4	Practices of Connection and Strategic Engagement of Families of of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship	Yes	$2,490,087.00	$2,546,686.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$18,748,382.00	$23,305,944.00	$25,230,283.00	($1,924,339.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Improve Educational Outcomes for English Learners through Specialized Support and Professional Development for Appropriate Staff	Yes	$4,108,735.00	$4,110,936.00	0.00%	0.00%
1	1.7	Participation in Exploratory Enrichment	Yes	$1,302,507.00	$1,316,147.00	0.00%	0.00%
1	1.8	Academic Support and Progress Monitoring for Foster Youth, Low Income Students, and Students Experiencing Homelessness	Yes	$9,011,479.00	$10,327,404.00	0.00%	0.00%
1	1.9	Pre-Kindergarten, TK, and Kindergarten	Yes	$695,581.00	$702,847.00	0.00%	0.00%
1	1.12	Improve Educational Outcomes for Long Term English Learners through Specialized Support and Professional Development for Appropriate Staff	Yes	$554,915.00	$594,096.00	0.00%	0.00%
2	2.5	Strategic Technology Support to Low-Income, Homeless, and Foster Youth	Yes	$2,111,548.00	$2,243,446.00	0.00%	0.00%
3	3.3	Staff and Community Training to Support the Needs of Unduplicated Students	Yes	$830,866.00	$877,548.00	0.00%	0.00%
3	3.5	Wrap-around Services for Physical Well-being of	Yes	$1,565,118.00	$1,733,731.00	0.00%	0.00%

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)
		Students Experiencing Financial Hardships and Foster Youth					
3	**3.8**	Support Services for Foster Youth and Low Income Students Regarding Socio-emotional Well-Being	Yes	$1,118,539.00	$1,194,772.00	0.00%	0.00%
4	**4.4**	Practices of Connection and Strategic Engagement of Families of of English Learners (including LTELs), Foster Youth, Students Experiencing Economic Hardship	Yes	$2,006,656.00	$2,129,356.00	0.00%	0.00%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$122,021,645.00	$18,748,382.00	0.000%	15.365%	$25,230,283.00	0.000%	20.677%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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