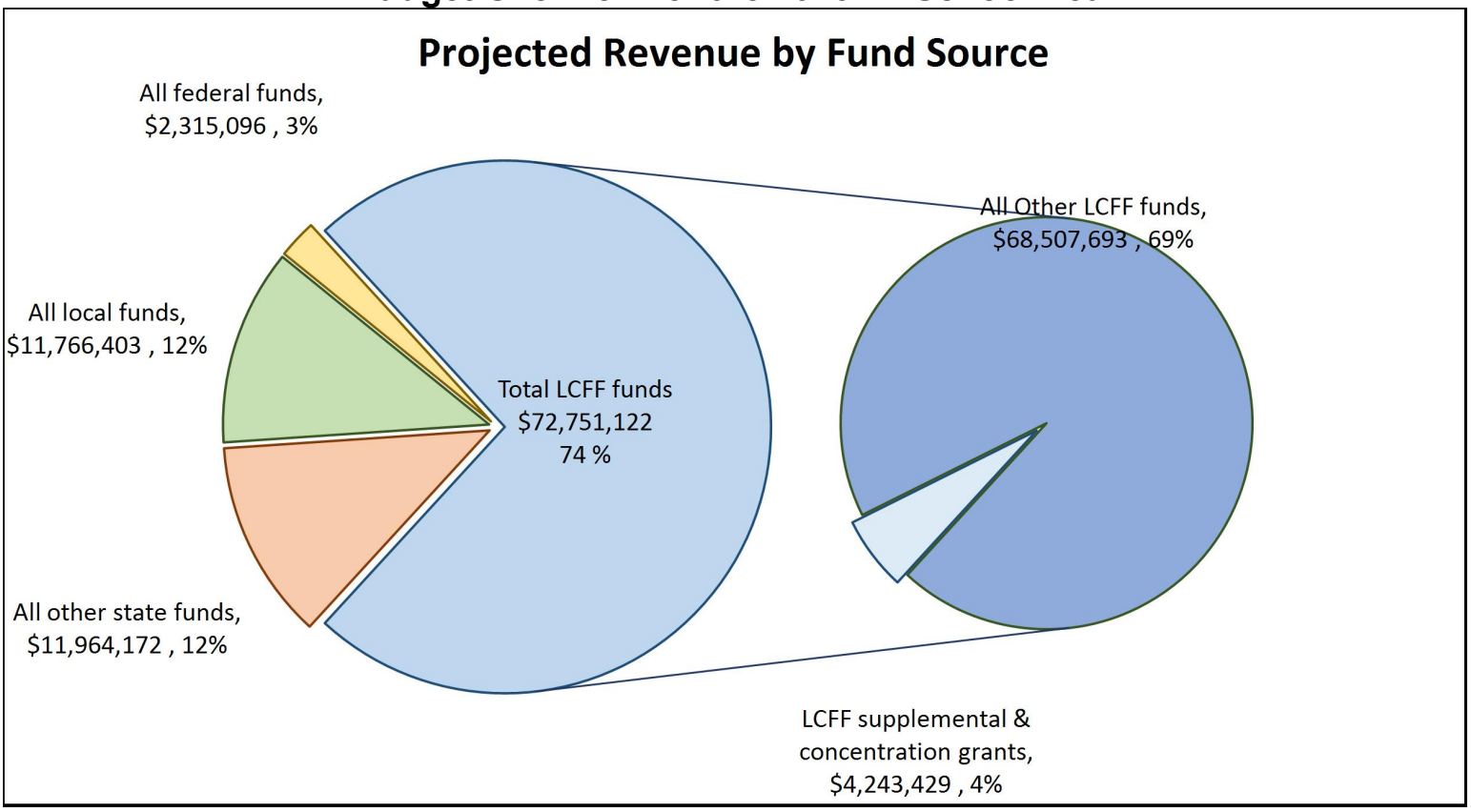
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fountain Valley School District
CDS Code: 30-66498-0000000
School Year: 2026-27
LEA contact information:
Kiva Spiratos, Ed.D.
Director, Educational Services
spiratosk@fvsd.us
714-843-3268

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

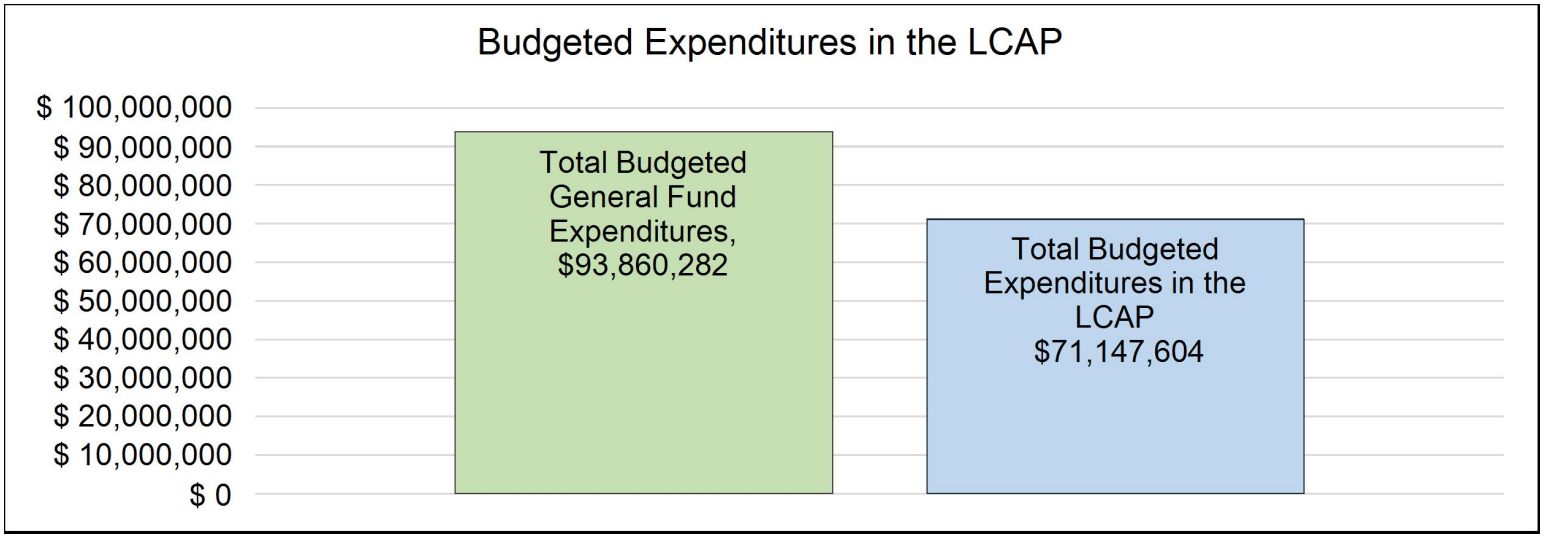


This chart shows the total general purpose revenue Fountain Valley School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fountain Valley School District is $98,796,793, of which $72,751,122 is Local Control Funding Formula (LCFF), $11,964,172 is other state funds, $11,766,403 is local funds, and $2,315,096 is federal funds. Of the $72,751,122 in LCFF Funds, $4,243,429 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 Fountain Valley 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: Fountain Valley School District plans to spend $93,860,282 for the 2026-27 school year. Of that amount, $71,147,604 is tied to actions/services in the LCAP and $22,712,678 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

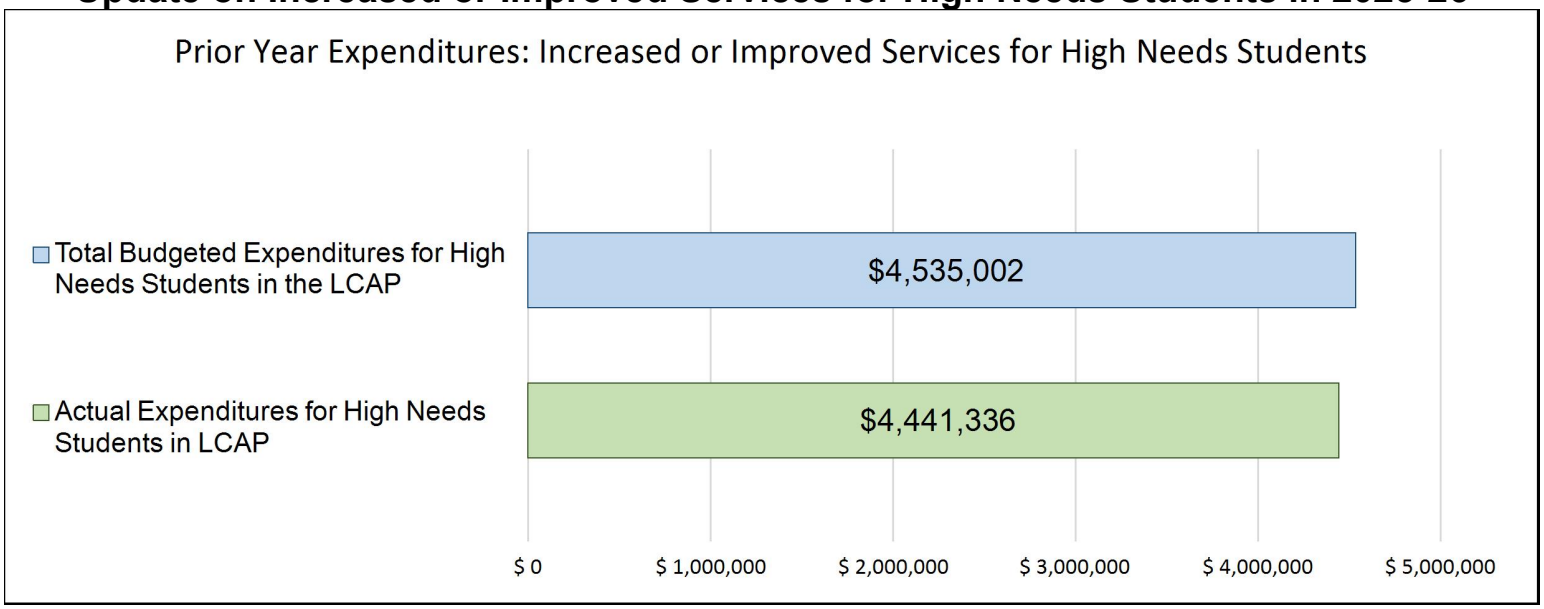
The additional expenditures encompass personnel and other operating costs directly or indirectly tied to classroom instruction.

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

In 2026-27, Fountain Valley School District is projecting it will receive $4,243,429 based on the enrollment of Foster Youth, English learner, and low-income students. Fountain Valley School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fountain Valley School District plans to spend $4,925,795 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 Fountain Valley School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fountain Valley School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Fountain Valley School District's LCAP budgeted $4,535,002 for planned actions to increase or improve services for high needs students. Fountain Valley School District actually spent $4,441,336 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $93,666 had the following impact on Fountain Valley School District’s ability to increase or improve services for high needs students:

The District revised the funding sources for certain services in response to findings from the 2025-26 Federal Program Review. This adjustment did not impact the overall level of increased and improved services provided to high-needs students during the 2025-26 school year.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fountain Valley School District	Kiva Spiratos, Ed.D. Director, Educational Services	spiratosk@fvsd.us 714-843-3268

Plan Summary [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 Fountain Valley School District was founded in 1876 and is comprised of the cities of Fountain Valley and parts of Huntington Beach, California. The Fountain Valley School District includes seven elementary schools, three middle schools, approximately 6,000 students and over 700 employees. Schools within the District have earned numerous awards including National Blue Ribbon School, California Distinguished School, Gold Ribbon School, and the Pivotal Practice Award for academic achievement and closing the achievement gap. The Fountain Valley School District instructional grades span across early infant special education, both half-day and full-day preschool, and transitional kindergarten (TK) through eighth grade for both general and special education populations.

The FVSD mission is to "Promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a strong partnership between home and community." FVSD's vision, "Preparing today's youth for tomorrow's future," embodies the commitment of all FVSD employees and the community to support student's comprehensive whole-child success, both within and beyond of the classroom, and in alignment with the 2026-27 Local Control and Accountability Plan (LCAP).

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

and families, especially students of identified populations needing additional opportunities and supports to access equitable learning, and ensure the equal success of their peers.

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

The overarching mission, vision, and core values of FVSD are articulated through the FVSD Lighthouse Leadership Principles, consistently demonstrated among students within and outside of the classroom, and annually awarded to FVSD students grades TK-8. The FVSD Lighthouse Guiding Principles include the traits of: Perseverance, Citizenship, Leadership, Teamwork, Integrity, Respect and Love. These principles act as a guiding framework of leadership, moral integrity, and collective success for all of the FVSD Family. The FVSD Guiding Principles are articulated, shared, discussed and practiced among the Board of Trustees, educational partners, school sites, and students, modeled through teaching and learning practices at the FVSD sites and in classrooms.

Top organizational and educational researchers state that, "a collective and explicit framework, exercised through common language within the organization, creates an organizational structure and consistency resulting in success for everyone throughout the entire organization" (Collins, 2001; DuFour, 2005, 1998; Hattie, 2023, 2012; Hollie, 2018; & Marzano, 2012). FVSD prioritizes and implements these research practices. In conjunction with the State's Eight Priority Areas, FVSD organizational structures guide the development of FVSD 2026-2027 Local Control Accountability Plan (LCAP) and serve as the basis for successful teaching and learning within the FVSD classrooms.

Currently, FVSD's California 2025 Dashboard reports the FVSD student population including: 36% Asian, 31% White, 19% Hispanic/Latino, 8.4% Two or More Races, 1.4% Filipino, 0.1% Native Hawaiian/Other Pacific Islander, 0.5% Black or African American, and 0.2% American Indian or Alaskan Native. In terms of student populations counting toward the District's Unduplicated Pupil Percentage, 27.3% are from socioeconomically disadvantaged families, 9.6% of students are English Learners (EL) and 0.2% students are identified as Homeless/Foster Youth.

In this era of California's declining enrollment, FVSD holds a continued enrollment of approximately 6,020 students. With this said, a current and foreseen challenge is sustaining this enrollment in the years out. For the past few years, FVSD's promoting eighth grade cohorts are of larger size than the combined grades of incoming transitional kindergarten AND kindergarten cohorts combined. FVSD is challenged to closely monitor student enrollment and make adjustments to fiscal spending as enrollment fluctuates in the out years of the 2026-27 and 2027-28 LCAP cycle. Equally challenging is the reduction of district/school budgets due to the expiration of one-time grant monies having 2026-2028 expiration dates. FVSD, as well as other California and nationwide districts, are challenged to dissolve positions and programs, or find alternative funding sources for programs and staff funded with one time funds. FVSD works to seek additional funding sources, in fact, FVSD was awarded a recipient of the first cohort of the OCDE Innovation Grants of $525,000 toward the development of the Math Learning Lab Model to be funded over 3 years, 2026-2029.

Fountain Valley School District has a long-standing tradition of supporting high levels of academic achievement, as well as, cultivating the whole child through supporting the social-emotional development of students. In the 2026-27 LCAP cycle, Cox Elementary, Oka Elementary, Plavan Elementary, Tamura Elementary and Masuda Middle School(s) are identified as Title I schools receiving additional Federal funding to

support the connectivity, engagement, and instructional support of students identified from socioeconomically disadvantaged families. FVSD, comprised of its team of dedicated educators, support staff, and community partners, is fully committed to meeting the academic and social-emotional needs of all students, every day. We are the FVSD Family.

Reflections: Annual Performance

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

The Annual Performance overview described below incorporates results and language displayed on the 2025 California Dashboard for the Fountain Valley School District found at https://www.caschooldashboard.org/.

The Fountain Valley School District continually strives for individual student success in academics, as well as, the social-emotional wellness of mind and spirit for all students. Core-instruction, delivered by highly qualified teachers, focusing on the FVSD signature practices of Balanced Literacy and Cognitively Guided Math Instruction (CGI), demonstrated through active classroom engagement and a positive classroom and school culture, drives FVSD's ongoing success. FVSD continues to earn high achievement marks on local assessments, including SBAC State testing, and the California Dashboard Performance Indicators.

Local SBAC State assessment indicators report student performance as a percent (%) of students that "Met or Exceeded standards", and the California Dashboard Performance Indicators report achievement in color indicators ranging from Blue (Positive), Green, Yellow, Orange and Red (Needs Attention) based on change over time. The California Dashboard has Five Performance Indicator Areas including: English Language Arts, Math, English Learner Progress, Chronic Absenteeism and Suspension Rate. Below, exact indicator language is used to describe the annual performance of FVSD schools, highlighting areas of success, as well as, identifying areas needing attention. The California Dashboard Performance Indicators colors are Blue/Very High Performance, Green/High Performance, Yellow/Medium Performance, Orange/Low Performance, and Red/Very Low Performance.

2025 FVSD SBAC ACHIEMEMENT DATA
ELA 2025
FVSD Spring 2025 California State performance SBAC data reports 79% (+3% over 3 years 2023-2025) of all FVSD students "Met/Exceeded standards" for English Language Arts, a performance level that compares well to that of school districts in Orange County (1st overall). Achievement outcomes for subgroups include: Asian (87% Met/Exceeded), Two or More Races (81% Met/Exceeded), White (76% Met/Exceeded), Hispanic (67% Met/Exceeded), Socioeconomically Disadvantaged (69% Met/Exceeded), Reclassified Fluent English Proficient students (RFEP), (90% Met/Exceeded), English Learners (30% Met/Exceeded), and Students with Disabilities (38% Met/Exceeded standards).

Each subgroup increased performance 1%-5% or maintained status, over three year's of testing data 2022-2025. In fact, FVSD Students with Disabilities increased +14% points from 24% to 38% of students "Met/Exceeded" standards for English Language Arts over 3 years. The continued FVSD academic success among all students and subgroups in ELA is collectively attributed to a focused effort to increase student attendance, enrich school connectivity, and increase parent partnerships in education, as well as, deliver current California content standards by highly qualified teachers providing focused instruction in FVSD's signature practices of Balanced Literacy and Math Literacy, and focusing on the whole child's social-emotional success.

MATH 2025
FVSD Spring 2025 California State performance SBAC data reports 74% (+1% over 3 years 2023-2025) of all FVSD Students "Met or Exceeded" standards for Mathematics, a performance level that compares well to that of school districts in Orange County (1st overall). Achievement outcomes for student subgroups include: Asian (86% Met/Exceeded), Two or More Races (78% Met/Exceeded), White (69% Met/Exceeded), Hispanic (57% Met/Exceeded), Socioeconomically Disadvantaged (65% Met/Exceeded), Reclassified (RFEP) students (80% Met/Exceeded), English Learners (43% Met/Exceeded), and Students with Disabilities (34% Met/Exceeded). Most math subgroups maintained or increased performance 1%-5% over 3 years of testing data 2023-2025. One group, RFEP decreased 4% (84% to 80%) and this subgroup will be closely monitored. Performance among all students and subgroups in Mathematics is collectively attributed to a focused effort to increase student attendance, enrich school connectivity, and increase parent partnerships in education, as well as, deliver current California content standards by highly qualified teachers providing focused instruction of FVSD's signature practice of Cognitively Guided Math Instruction (CGI), as well as, focusing on the whole child's social-emotional success.

SCIENCE 2025
FVSD Spring 2025 California State performance CA Science Test (CAST) data reports 65% (+6% over 3 years 2023-2025) of 5th-grade and 8th-grade students (the only two grade levels tested for science) "Met/Exceeded" standards, a performance level that compares well to that of school districts in Orange County (1st overall). Academic outcomes for student subgroups include: Asian (78% Met/Exceeded), Two or More Races (67% Met/Exceeded), White (58% Met/Exceeded), Hispanic (53% Met /Exceeded), Socioeconomically Disadvantaged (53% Met/Exceeded), Reclassified students (71% Met/Exceeded), English Learners (16% Met/Exceeded), and Students with Disabilities (26% Met/Exceeded). English Learners have increased +7% over 3 testing years 2023-2025! FVSD works to increase quality science instruction in all classrooms with increased professional development and engagement in Hands on Activities, utilizing a student discovery and inquiry approach to instruction, classroom project-based-learning, and deepening the use of multi-media adopted curriculum resources to create an exciting curiosity for science among students.

2025 CALIFORNIA DASHBOARD PERFORMANCE
ENGLISH LANGUAGE ARTS (ELA) 2025
The 2025 California Dashboard indicator metric for FVSD ELA continues to display ALL Students performance as "Blue/Very High" (2023, 2024 and 2025) with a +6.3 point increase, 70.8 points above standard in 2025.

- District student subgroup ELA performance indicators are "Blue/Very High" for Asian, Two or More Races and White .
- District student subgroup ELA performance indicators are "Green/High" for English Learners, Filipino, Hispanic, and Socioeconomically Disadvantaged.
- District student subgroup ELA performance indicators are "Yellow/Medium" for Students with Disabilities. The SWD subgroup performance from standard increased +10 points (2023), +5.6 (2024) and another +5.4 (2025). This is an increase of over 20 points above standard over 3 testing years!
- District student subgroup ELA performance indicators are "Orange/Low" for Long-Term English Learners who moved from Yellow (2024) to Orange (2025) because of a decline of 36.2 points
- No FVSD district student subgroup(s) received a 2025 ELA performance indicator of "Red/Very Low" performance.

MATH 2025
The 2025 California Dashboard indicator metric for FVSD MATH continues to display ALL Students with a performance of "Blue/Very High" (2023, 2024 and 2025) with a +3.1 point increase, 57.6 points above standard in 2025.

- District student subgroup Math performance indicators are "Blue/Very High" for Asian, Two or More Races, and White students.
- District student subgroup Math performance indicators are "Green/High" for English Learners, Filipino, Hispanic, and Socioeconomically disadvantaged students.
- No FVSD district student subgroup received a Math performance indicator of "Yellow/Medium" performance.
- District student subgroup Math performance indicators are "Orange/Low" for Long Term English Learners because of a decline of 28.2 points (2025) and Students with Disabilities who maintained performance status 2.4 points above standard from 2024 to 2025.
- No FVSD district student subgroup received a Math performance indicator of "Red/Very Low" performance.

2025 ELA and MATH PERFORMANCE REFLECTIONS (LCAP Actions are identified in the reflection)
The 2025 Dashboard ELA and MATH positive performance indicators for ALL students, as well as, FVSD student subgroups, are the result of district-wide collective and focused efforts to increase student attendance (Action 4.2), enrich school connectivity (Action 4.7), and increase parent partnerships and education (Action 3.1, 3.2, 3.3); as well as, deliver current California content standards through focused instruction by way of the FVSD signature practices of Balanced Literacy and Cognitively Guided Math Pedagogy (Action 1.1), as well as, focusing on the whole child's social-emotional success (Actions 4.3, 4.4, 4.5, 4.6). In addition, ELA and MATH success is the result of a district-wide intentional Multi-Tiered System of Support (MTSS) including robust and high-quality core instruction (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10) supported with Tier 2 before/during/and beyond the school day interventions (Actions 1.1, 2.1, 2.2, 2.3, 2.4, 2.5). Added supplemental support includes supplemental educational tools which support ELA and Math instruction providing systematic diagnostics, progress monitoring, and personalized instructional for content standards.

CHRONIC ABSENTEEISM 2025
- The 2025 California Dashboard indicator metric for FVSD CHRONIC ABSENTEEISM for ALL Students is a "Green/High Performance" of 7.6% chronic absenteeism improving another +1.8% (2025) to the +3.7% (2024). In two years FVSD has reduced Chronic Absenteeism from 13.1% (2023), to 9.4% (2024) to 7.6% (2025).
- No FVSD district student subgroup has a "Blue/Very High" performance color. This means that all student subgroups have students chronically absent, and depending on the total number of students in the subgroup, color indicators fluctuate.
- District student subgroup chronic absenteeism indicators are "Green/High Performance" for Asian, English Learners, Long Term English Learners, Two or more Races, and White.
- District student subgroup chronic absenteeism indicators are "Yellow/Medium" for Foster Youth (improvement of +29.3%), Hispanic (improvement of +3.9%), Socioeconomically Disadvantaged (improvement of +2.4%, Students with Disabilities (improvement of +3.7%). These sub groups improved from Orange to Yellow!
- District student subgroup chronic absenteeism indicators are "Orange/Low" for Filipino n = 92 increase of -2.8%.
- District student subgroup chronic absenteeism indicators are "Red/Very Low" for Pacific Islander n = 31 (with an increase of -3.3%). Note that with small subgroup numbers, the percentage of chronic absenteeism is significantly impacted with each student absence.

CHRONIC ABSENTEEISM 2025 REFLECTION
The 2025 positive dashboard CHRONIC ABSENTEEISM performance indicator for ALL students, as well as, FVSD student subgroups, is the result of district-wide collective and focused efforts to increase student attendance (Action 4.2), enrich school connectivity (Action 4.7), and increase parent partnerships and education (Action 3.1, 3.2, 3.3). For two consecutive years FVSD has demonstrated positive improvement with chronic absenteeism, improving rates from 2023 (13.1% Chronic Absenteeism rate) to 2024 (9.4% Chronic Absenteeism rate) and recent 2025-26 school year to date is 7.6% of students chronically absent.

SUSPENSION RATE 2025
The 2025 California Dashboard indicator metric for FVSD SUSPENSION RATE of ALL Students made significant improvement from a 2024 Orange/Low to 2025 Green/High status because of a 0.3% reduction/improvement in suspensions. This is a FVSD ALL Student color rebound from 2023 positive "Green/High" to 2024 "Orange/Low" and back to 2025 "Green/High Performance"!

- District student subgroup suspension rate indicators are a positive performance "Blue/Very High" for Filipino and Pacific Islander.
- District student subgroup suspension rate indicators are a positive performance "Green/High" for Asian, Socioeconomically Disadvantages and White.
- District student subgroup suspension rate indicators are Yellow/Medium" for English Learners, 2 or More Races and Students with Disabilities.
- District student subgroup suspension rate indicators are "Orange/Low" for Hispanic and Long-Term English Learners.
- District student subgroup suspension rate indicators are "Red/Very Low" for Foster Youth - a regression from Yellow/Medium - 2024

SUSPENSION RATE 2025 REFLECTION
The 2025 Dashboard SUSPENSION RATE performance indicators for ALL students rebounded from 2023 Green/High to 2024 Orange/Low, back to 2025 Green/High because of a +0.3% improvement in student suspensions overall; however, when looking at each subgroup, FVSD has one subgroup Foster Youth n = 28 in the "Red/Very Low" performance band with a 13% increase in suspensions. Foster Youth is the focus for FVSD to utilize the district-wide collective and efforts to increase student attendance (Action 4.2), enrich school connectivity (Action 4.7), and increase parent/guardian partnerships and education (Action 3.1, 3.2, 3.3). Overall, FVSD student subgroups requiring attention are Foster Youth, Hispanic and Long-Term English Learners. Focused interventions include utilizing parent outreach, community liaisons, elementary and middle school counselors, behavior intervention staff and enriching school connectedness to improve outcomes (Actions 4.1, 4.2. 4.3, 4.4, 5.5, 4.6 and 4.7) will be utilized to support the attendance of these groups in the 2026-27 school year.

ENGLISH LEARNER PROGRESS INDICATOR 2025
The 2025 California Dashboard FVSD ENGLISH LEARNER PROGRESS INDICATOR (ELPI) metric performance increased +17.7% resulting in Blue/Very High Performance 69.5% of English Learners making progress. This is a 2-color jump from (2024) 51.8% "Orange/Low" to Blue/Very High Performance of 69.5% making progress toward English language proficiency. TK students are not assessed in this EL data metric.

- 63.4% of EL students progressed at least one ELPI level
- 7% of EL students maintained ELPI Level 4
- 21.9% of EL students maintained current ELPI Levels
- 7.8% of EL students decreased at least one ELPI level.

ENGLISH LEARNER PROGRESS INDICATOR 2025 REFLECTION
FVSD English Learners rebounded in 2025 with significant progress from (2023) 62.7%, (2024) 51.8% to (2025) 69.5% and improvement of +17.7% resulting in the Dashboard color change from "Orange/Low" to "Blue/Very High Performance". Improvement is direct result of a strong MTSS core, standards based instruction, with Tier 2 supports of additional researched methods of instructional delivery. To support our FVSD English Learner students who continue to progress in English proficiency, a focused and collaborative effort to increase student attendance (Action 4.2), deepen school connectivity (Action 4.7), and increase parent partnerships and education (Action 3.1, 3.2, 3.3) as well as, deliver current California content standards through focused instruction in the English Language Development (ELD) standards

(Action 1.1 and 1.4), provide additional tutoring (Action 2.3), continue to offer support in the student's primary language (Action 2.1) and provide core instruction in the FVSD signature practices of Balanced Literacy and Cognitively Guided Instruction (Action 1.1), as well as, focusing on the whole child social-emotional success continues to be a priority (Action 4.3, 4.4, 4.5).

REQUIRED SITE REPORTING OF DASHBOARD LOWEST PERFORMANCE INDICATORS FOR 3-YEAR LCAP CYCLES OF 2024-25, 2025-26 AND 2026-27
Per the 2024-2027 LCAP template requirements, school districts are required to report ALL Dashboard lowest performance indicators in any group or subgroups, and the list will remain for the 3-year cycle.
2025 FVSD SITES WITH LOWEST DASHBOARD INDICATORS

- Gisler Elementary displays Red/Very Low for Chronic Absenteeism student subgroup White due to an increase +3.4% in the 2024-25 school year
- Newland Elementary displays Red/Very Low for Chronic absenteeism student subgroup Students with Disabilities due to an increase +0.8% in the 2024-25 school year
- Oka Elementary displays Red/Very low for Chronic absenteeism student subgroup Two or More Races due to an increase +7.7% in the 2024-25 school year
- Tamura Elementary displays Red/Very Low for Chronic Absenteeism Students with Disabilities due to an increase +3.5% in the 2024-25 school year
- Talbert Middle School displays Red/Very Low for Math Students with Disabilities due to a -26.2 decline in performance in this subgroup in 2024-25

2025 RED/LOW 2025 DASHBOARD REFLECTIONS
In looking at the past 3 years of Red/Very Low Performance Dashboard Indicators each year varies in school sites, topics, and data. In conclusion, RED/ VERY LOW does not display predictable trends and Red/Very Low depends on subgroups and the number of students in these groups. FVSD will continue to focus on Red/VERY Low in effort that progress is made the next year, and anticipate new subgroups being identified due to small N=# of students in the sample.

2024 FVSD SITES WITH LOWEST DASHBOARD INDICATORS

- Courreges Elementary displays "Red/Very Low" for the Suspension Rate subgroup of Socioeconomically Disadvantaged students. This subgroup reported 0% suspended in 2022-23 with an increase to 3.3% in 2023-24. The +3.3% increase resulted in the dashboard color change.
- Oka Elementary displays "Red/Very Low" in ELA subgroup of students with disabilities (92.7 points below standards which is a decline of -6.9 points from 2023)
- Oka Elementary displays "Red/Very Low" in Math subgroup of students with disabilities (97.8 points below standard which is a decline of -16.7 points from 2023)

2024 LOWEST INDICATOR REFLECTIONS
FVSD is elated to report the 75% positive improvement growth among school site's subgroups that performed at the "Red/Very Low" Dashboard performance indicators from 2023 to 2024. The previous 2023 Dashboard reported 12 subgroups with a "Red/Very Low" performance indicator and the 2024 Dashboard reported only 3 subgroups with a "Red/Very Low" dashboard performance indicator.

Significant improvement was made in the area of Chronic Absenteeism at each of the schools and this improvement is seen in the FVSD ALL student performance of 2024 Dashboard color change from "2023 Yellow/Medium" to "2024 Green/High" demonstrated by +3.7% improvement rate of 9.4% of students chronically absent in 2024, compared to the previous 13.1% of students chronically absent in 2023. Currently in this 2024-25 school year Chronic Absenteeism is at 7.7%. The 2024 Chronic Absenteeism positive performance is a result of the district-wide collective and focused efforts to increase student attendance (Action 4.2), enrich school connectivity (Action 4.7), and increase parent partnerships and education (Action 3.1, 3.2, 3.3).

Areas of focus to improve the 2025-2026 ELA and Math subgroups of Students with Disabilities will be the district-wide collective and focused efforts to increase student attendance (Action 4.2), enrich school connectivity (Action 4.7), and increase parent partnerships and education (Action 3.1, 3.2, 3.3); as well as, deliver California content standards through focused instruction in the FVSD signature practices of Balanced Literacy and Cognitively Guided Math Pedagogy (Action 1.1), as well as, focusing on the whole child's social-emotional success (Actions 4.3, 4.4, 4.5, 4.6). In addition, ELA and MATH success is the result of a district-wide intentional Multi-Tiered System of Support (MTSS) including robust and high-quality core instruction (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10) supported with Tier 2 before/during/and beyond the school day interventions (Actions 1.1, 2.1, 2.2, 2.3, 2.4, 2.5). Added supplemental support includes supplemental educational tools which support targeted ELA and Math instruction providing systematic diagnostics, progress monitoring, and personalized instructional for targeted content standards.

2023 FVSD SITES WITH LOWEST DASHBOARD INDICATORS, LCAP REQUIREMENT TO LIST FOR 3 YEARS
An LEA must identify the following, which will remain unchanged for the three-year LCAP cycle:

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

FVSD 2023 DASHBOARD

- The FVSD Overall reported Red/Very Low in Chronic Absenteeism in the subgroups of Foster Youth reporting 21.7%, Students with Disabilities reporting 26.1%, and African American reporting 16.1% in 2023
- Courreges Elementary reported Red/Very Low in one Chronic Absenteeism subgroup reporting 20.3% Chronic Absenteeism among students of Two or More Races in 2022-23
- Cox Elementary reported Red/Very Low in one Chronic Absenteeism subgroup reporting 26.3% Chronic Absenteeism among with Students with Disabilities in 2022-23
- Gisler Elementary reported Red/Very Low in one Chronic Absenteeism subgroup reporting 26.7% Chronic Absenteeism among Socioeconomically Disadvantaged students in 2022-23
- Newland Elementary reported Red/Very Low in one Chronic Absenteeism subgroup reporting 31.1% Chronic Absenteeism among Socially Disadvantaged Students in 2022-23
- Oka Elementary reported Red/Very Low in one ELA performance subgroup reporting that Students with Disabilities is at 85.8 points below standard a (-55 point) decline in ELA performance between 2022 and 2023
- Tamura Elementary reported Red/Very Low in two Chronic Absenteeism subgroups reporting10.7% Chronic Absenteeism among Asian students and 23.7% among Students with Disabilities in the 2022-23

- Masuda Middle School reported Red/Very Low in two Chronic Absenteeism subgroups reporting 20.2% Chronic Absenteeism among Hispanic and 23.7% among Students with Disabilities in 2022-23
- Fulton Middle School reported Red/Very Low in two Chronic Absenteeism subgroups reporting 24.8% Chronic Absenteeism among Hispanic and 27.4% among Students with Disabilities in 2022-23
- Talbert Middle School reported Red/Very Low in one Chronic Absenteeism subgroup reporting 36.6% Chronic Absenteeism among Students with Disabilities in 2022-23
- Plavan Elementary School has zero student subgroups performing in the Red/Very Low Performance rating

2023 LOWEST INDICATOR REFLECTIONS
Analysis of these very small subgroups reflects unique reasons for reported Red/Very Low Performance; however, students representing these subgroups are members of a our FVSD school campuses; therefore, attention and strategies to improve and increase performance for these subgroups is the work of the entire FVSD District Family at all sites. Although Chronic Absenteeism as a FVSD District improved 2.6% overall (15.7% in 2022 improved to 13.1% in 2023) FVSD continually works to increase student daily attendance through increasing connectivity between schools and families, especially in the identified populations of African-American students and Foster Youth related to Chronic Absenteeism and Suspension Rates. Specific actions implemented to address this goal include layered proactive interventions under the direction of the Director of Student Services and Safety who is the department liaison who oversees and supports multiple staff members dedicated to supporting the well-being of students through structured counseling and outreach programs. Supports for this work include site administrators, elementary and middle school counselors, behavior intervention aides, and classroom teachers, as well as ASB, PAL, WEB and other leadership and school connectedness groups, who all work to provide students with increased and improved access to attendance incentives, personal outreach, tutoring before and beyond the school day, clubs, sports, noon leagues, activities and more; and social-emotional supports during the school day. In addition, the District's Saturday School Program, supported by middle school assistant principals and counselors, helps provide an alternative to suspension within the District's progressive discipline model. The Director of Student Services and Safety, also acts as the designated liaison among schools and families specifically tasked with supporting Foster Youth. A focus of the 2023-24 school year was the creation of School Climate Teams, also led by the Director of Student Services and Safety, who works with sites to gather student feedback and data to determine gaps in student/school connectivity multiple times throughout the year in order to establish proactive outreach for attendance awareness, student connectedness, and intervene with counseling, SART, and SARB interventions.

2026-27 LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) REQUIRED FOR 2025-26, 2026-27, and 2027-28 LCAP
California Education Code 52064.4 requires that an LEA (district) that has Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. LREGB notes are displayed in the Actions of this LCAP in the following sections. A summary of these action is below.

As the result of input gathered through a comprehensive needs assessment including the FVSD 2026-27 LCAP Educational Partner Input Survey, in person collaborative Site Advisory Committees including (School Site Council, staff meetings, ELAC, DELAC, bilingual aides and student leadership), and the LREBG needs assessment program review guidelines, the 2026-27 FVSD LREBG Funds and Rationale are allocated toward the following FVSD LCAP Goals and Actions:

- Goal 1 - Student Achievement, Action 1.2 Induction (LREBG allocation $110,000.00) and Action 1.5 Professional Development (LREBG allocation $101,076.00)

- Goal 2 - Special Populations, Action 2.4 - Tier 2 Academic Intervention Teacher On Special Assignment TOSA (LREBG allocation $171,718.00)
- Goal 3 - Parent Engagement, Action 3.2 - Technology digital communication platforms (LREGB allocation $18,815.00)
- Goal 4 - Positive Culture and Climate, Action 4.4 - Elementary School Counselors and Behavior Intervention Aides -BIA - (LREBG allocation $491,017.00)
- Goal 5- Facilities Maintenance, Action 5.3 - Instructional technology-(LREBG allocation $33,000.00).

CONCLUSION of 2025 CAASPP and Dashboard Data
In conclusion, FVSD continues to be a high performing district ranking #1 in Math, #1 in ELA and #1 in Science among all Orange County school districts. This success encompasses the continued effort and focused attention and resources toward each of FVSD's District Priorities of Academic Achievement, Positive Culture and Climate, Fiscal Responsibility, Family Engagement, and Constructive Learning Environments, that develop the Goals and Actions of the 2026-27 FVSD LCAP. Focused areas of improvement are stated in the above section "2025 LOWEST INDICATOR REFLECTIONS" - including the small number of subgroups needing attention with regard to Chronic Absenteeism.

FVSD continues to utilize data to make informed strategical decisions to build awareness, identify causes, create interventions, measure growth, and celebrate progress in all areas of student academic and social-emotional success, especially in our subgroup areas of English Learners, Socioeconomic Disadvantaged, Foster/Youth and Homeless. FVSD's 2026-27 LCAP aligns with the California State Priorities, includes the input of Education Partners and the Goals and Actions continue FVSD's commitment to ongoing student academics, as well as, social-emotional success through a strong MTSS structure of supports. We are the FVSD Family.

Reflections: Technical Assistance

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

2026 FVSD TECHNICAL ASSISTANCE - Not Applicable
2025 FVSD TECHNICAL ASSISTANCE - MAINTENANCE
2024 FVSD TECHNICAL ASSISTANCE - MAINTENANCE
The 2023 FVSD Dashboard Low Performance Indicators in Chronic Absenteeism and Suspension rate for the identified subgroups of African American and Foster Youth qualified FVSD for Differentiated Assistance (DA) meaning focused improvement in this area for the 2023-2024 next school year. FVSD's School Climate Team focused attention on positive attendance incentives, intentional attendance communication with parents, building positive school site climate and culture, and continual proactive initiatives to reduce Chronic Absenteeism. FVSD is elated to report a 75% positive improvement in the "Red/Very Low" Performance Dashboard change among school sites in the area of Chronic Absenteeism. The 2023 Dashboard identified 12 subgroups with a "Red/Very Low" performance indicator and the 2024 Dashboard reports only 3 subgroups with a "Red/Very Low" dashboard performance indicator. This positive improvement moved FVSD from Differentiated Assistance (DA) support from OCDE into Maintenance for 2024 -2025 school year.

Significant improvement was made in the area of Chronic Absenteeism at each of the schools and this improvement is seen in the FVSD ALL student performance indicator of the 2024 dashboard color change from "2023 Yellow/Medium" to "2024 Green/High" demonstrated by +3.7% improvement rate of 9.4% of students chronically absent in 2024, compared to 13.1% of students chronically absent in 2023. In fact, current data for the 2024-25 school year reports a continue improvement of 7.7% Chronic Absenteeism. The 2024 Chronic Absenteeism

positive performance is result of the district-wide collective and focused efforts to increase student attendance (Action 4.2), enrich school connectivity (Action 4.7), and increase parent partnerships and education (Action 3.1, 3.2, 3.3). Based on the significant improvement in the identified subgroups of Chronic Absenteeism among African American and Foster/Youth students, FVSD has graduated from the status of "Technical Assistance" into "Maintenance". FVSD will continue to monitor areas of Chronic Absenteeism through strengthening student/family/school connectedness at all school sites (Action4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7).

2023 FVSD TECHNICAL ASSISTANCE IDENTIFICATION
For most schools, emerging from the pandemic impacted attendance rates and rising student social-emotional behaviors. Due to reported Chronic Absenteeism and Student Suspension rates in identified student subgroups, FVSD was identified to participate in the collaboration model of Differentiated Assistance, meaning a collaborative effort with the Orange County Department of Education to engage in ideas with the intent to increase and improve the outcomes in Chronic Absenteeism among the FVSD district subgroups of: foster youth, students with disabilities and African American students; and a second area of suspension among the District groups of: foster youth and African American students.

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

Most significantly, these areas continue to be addressed and supported with collective teamwork under the leadership of the Director of Student Services to introduce and train district staff with layered proactive interventions dedicated to supporting the well-being of students through structured counseling and outreach programs. Supports for this work include site administrators, elementary and middle school counselors, behavior intervention aides, and classroom teachers, as well as ASB, PAL, WEB and other leadership and school connectedness groups, who all work to provide students with increased and improved access to attendance incentives, personal outreach, tutoring before and beyond the school day, clubs, sports, noon leagues, activities and more; including social-emotional supports during the school day. In addition, the District's Saturday School Program, supported by middle school assistant principals and counselors, helps provide an alternative to suspension within the District's progressive discipline model.

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

Comprehensive Support and Improvement

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

Schools Identified

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

FVSD is pleased to share that there are no schools in the district that have been identified for Comprehensive Support and Improvement (CSI) Services during the 2026-27 school year.

Support for Identified Schools

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

Not applicable to FVSD.

Monitoring and Evaluating Effectiveness

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

Not applicable to FVSD.

Engaging Educational Partners

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
FVSD Local Control Accountability Plan Advisory Committee	FVSD conducted multiple in-person meetings with district, site staff and educational partner representatives from each of the District's ten school sites. The LCAP Leadership Team engagement follows a three step process of (1) sharing information about the LCAP and providing an overview of the the Mid-Year LCAP update, (2) gathering input related to the development of the 2026-27 LCAP, and (3) reviewing the survey results and draft form of the 2026-27 LCAP. The LCAP Advisory Committee consists of district leadership, site administrators, parent representatives from each of the ten school sites (including parents of students with disabilities), representatives of the Fountain Valley Educators Association (teachers), representatives of the California School Employees Association Fountain Valley Chapter #358 (classified employees), and the SELPA Executive Director. Meetings for the 2026-2027 LCAP took place on 1/27/2026, 3/4/26 and 5/13/26.
FVSD District English Learner Advisory Council and District Advisory Council	FVSD conducted four in-person DELAC meetings with English Learner parents and teacher representatives from each of the District's ten school sites. DELAC meetings discuss the English Learner Program, student progress, and gather feedback regarding LCAP goals and actions. Meetings for the FVSD DELAC took place on 9/24/2025, 1/9/2026, 3/3/2026 and 4/28/2026.
District Management and Site Administrators	FVSD conducted an in-person certificated and classified management (including site administrators) input and feedback meeting sharing information about the current Mid-Year LCAP update and gathering

Educational Partner(s)	Process for Engagement
	input related to the development of the 2026-27 LCAP. The FVSD All District Management and Site Administrators meeting took place 3/5/2026.
Site Staff LCAP Input Sessions	Each of the 10 site administrators conducted a LCAP input meeting with certificated and classified staff. The engagement activity shared information about the 2025 LCAP progress, provided an overview of the the 2026 Mid-Year LCAP update, and gathered input related to the development of the 2026-27 LCAP. These site input sessions took place in April 2026.
Superintendent's Parent's Council	The Superintendents Parent Council is a collection of PTA/PTO representatives from each of the 10 FVSD school sites who meet monthly with the Superintendent and Cabinet members to learn, discuss, and provide input to the Superintendent. Multiple meetings center on school finance, budget, and the LCAP process. A particular LCAP information/input meeting was held on 3/18/2026. Parent representatives on this council can include parents of English Learners and parents of students with disabilities, as well as, parents of foster youth and parents of low income.
School Site Council Meetings	Each of the FVSD ten school sites has a School Site Council composed of equal parts school staff and parents. Middle Schools include student representatives. Each School Site Council dedicates time and attention to understanding the LCAP process and providing input on goals and actions. School Site Council meetings alternate in-person and virtual to reach a broad attendance of participants. LCAP meetings were held in April of 2026 at all ten FVSD schools. Parent representatives on this council can include parents of English Learners and parents of students with disabilities, as well as, parents of foster youth and parents of low income.
LCAP Public Community Input Survey	FVSD places great value on the feedback provided by all educational partners including parents, certificated staff, classified staff, students, and community members through the LCAP Public Community Input Survey. The survey collects responses from February through April of each year. Both quantitative and qualitative data are analyzed and synthesized for trends. The LCAP Survey of 800+ responses provides statistical validation of the goals, actions, and services articulated in the 2026-27 LCAP. Public input includes responses from parents of EL students, parents of students with disabilities, parents of low

Educational Partner(s)	Process for Engagement
	income, parents of foster youth, homeless, and parents of students receiving interventions, as well as, after school care programs.
Middle School Student Input Sessions	FVSD believes in the value of student input and perspective in relationship to LCAP actions. Multiple student input sessions were conducted at each of the three middle schools during leadership classes of PAL, WEB, ASB, SOAR, yearbook and digital media representing the range of students. Student input sessions were conducted throughout entire month of April 2026.
LCAP Development Consultation with Orange County Department of Education	FVSD consulted with the Orange County Department of Education LCAP Approval Team on 4/9/2026 and 4/23/2026.
FVSD Board of Education Presentation	California Education Code requires FVSD Educational Services department to present a 2026-27 LCAP overview process and development to the Board of Trustees in conjunction with an outlined budget. FVSD presented the 2026-2027 LCAP to the Board of Trustees on June 11, 2026.
Community Informational Video	A community LCAP Informational Video was recorded by the Director of Educational Services and posted to the Fountain Valley School District website in April 2026. Notification about the LCAP Informational Video was distributed to parents via ParentSquare.
LCAP Public Hearing on LCAP conducted at FVSD Board Meeting	Per California Education Code, a 2026-27 LCAP Public Hearing was conducted at the FVSD Board Meeting on June 11, 2026.

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

The Fountain Valley mission, vision, and District priorities cultivate core values discussed and demonstrated by our employees, students, educational partners and the larger Fountain Valley local community. The FVSD core values work to guide decision-making of District staff, as well as, interactions with educational partners, and influence our LCAP goals and actions. The FVSD core values include: (1) All Students, Staff and Families, (2) Highest Expectations, (3) A Commitment to Lifelong Learning, and (4) Being a Great Teammate. FVSD believes the larger community adds value during the LCAP development process of actions and services. FVSD's in-person and digital LCAP input opportunities are conducted with the above listed educational partner groups, shared with the District's administrative team and Board of Trustees, and play an integral role in informing decisions related to the Local Control Accountability Plan for 2026-27.

FVSD engages in a comprehensive process consulting with a variety of educational partners as part of the planning and development for the 2026-27 LCAP. Following the guidance provided in California Education Code, FVSD establishes an annual LCAP Advisory Committee consisting of parent representatives from each of the ten school sites, representatives of the Fountain Valley Educators Association (teachers), representatives of the California School Employees Association Fountain Valley Chapter #358 (classified employees), SELPA Executive Director, site principals, and District administrators. FVSD hosts three in-person LCAP Advisory Committee input meetings, as well

as, reaching out to additional educational partners through the 2026-27 Educational Partner LCAP Input Survey. FVSD intentionally creates multiple in-person and virtual access points for educational partner feedback, paying particular attention to access for families of English Learners, Foster Youth, Homeless, and Socio-Economically Disadvantaged populations. Avenues for input include, in person support, School Site Council meetings, DELAC meetings, PTA/PTO meetings, Superintendent Parent Council meetings, device access to parents, and translation-friendly surveys in order to garner input and reflection regarding ways to support students.

In addition to in-person LCAP Input Activities, FVSD conducts an annual FVSD Educational Partner LCAP Input Survey collecting responses from February through April. FVSD values the high level of participation in the survey receiving over 650 responses. The 2026-27 LCAP Survey respondents represent a diverse collection of educational partners including:

- 72% of survey respondents identified as “Parents of FVSD Students”
- 18% of survey respondents identified as “Certificated Staff”
- 10% of survey respondents identified as “Classified Staff”
- 4% of survey respondents identified as “Community Members”

The LCAP Community Input survey asks respondents to indicate if their children/students participated in the District’s English Learner programs (5.5% confirmed), Free- or Reduced-Lunch program (26% confirmed), and afterschool childcare program (22% confirmed). FVSD staff reviews the quantitative and qualitative responses to the LCAP Input Survey and systematically codes and analyzes the input to identify themes and trends to influence the LCAP goals, actions and services. Also, the 2025-26 LCAP Survey provides statistical validation of the goals, actions, and services articulated in the LCAP.

Additionally, FVSD conducted a 2026-27 Student LCAP Input Survey of which 230 students from all three middle school leadership classes including: ASB, PAL, WEB, Yearbook, and Digital Media offered feedback on the topics of successful classroom instructional engagement and successful school attendance/connectivity atmosphere and activities. In all over 800 responses were received via survey providing feedback for 2026-27.

Questions on the LCAP survey engage a 5-point Likert Scale with three responses considered favorable "strongly agree", "agree" and "neutral" and two unfavorable responses "disagree" and "strongly disagree". Additional questions engage respondents to prioritize the LCAP actions with answers of "very high priority, high priority, medium priority, low priority, and not a priority".

2026-27 LCAP INPUT SURVEY QUESTIONS and FEEDBACK

Question #1 is a general overarching inquiry intended to elicit responses regarding an overall opinion to the question, "The Fountain Valley School District provides a quality education that focuses on students' academic and social-emotional success". Survey responses reported 89.1% favorable responses.
The remaining questions provide input specifically related to the LCAP 2026-27 goals and actions.

Goal 1 - Academic Achievement for All Students

- Fountain Valley School District provides a quality education focusing on students' academic and social-emotional success (Goal 1) = 96.5% favorable responses

- Fountain Valley School District has teachers and staff who go out of their way to help students (Action 1.4) = 96.6% favorable responses
- Fountain Valley School District provides a comprehensive curriculum aligned with the California Common Core Standards (Action 1.4) = 97.8% favorable responses
- Fountain Valley School District provides the instructional materials necessary to support teaching the California Core Standards (Action 1.4) = 96 % favorable responses
- Select the priority you place on providing staff with opportunities for professional development (Actions 1.2 & 1.5) = 95% very high/high/medium priority
- Select the priority you place on providing students with technology to support access to digital curriculum and online learning resources (Action 1.6) = 88% very high/high/medium priority
- Select the priority you place on providing students with an introduction to coding/robotics curriculum (Action 1.3 & 1.4) = 85.4%
- Select the priority you place on providing students with music education opportunities (Action 1.8) = 97% very high/high/medium priority
- Select the priority you place on providing students access to school libraries with a wide variety of book choices (Action 1.9) = 99% very high/high/medium priority
- Select the priority you place on providing elementary students with physical education instruction provided by PE teachers (Action 1.10) = 96.1% very high/high/medium priority

Goal 2 - Support for Students approaching grade level, Special Education, Multi-language Learners, Socioeconomically Disadvantaged, Homeless and Foster Youth

- Fountain Valley School District provides effective support for students identified as English Learners to develop proficiency in the English language (Action 2.1) = 95% favorable responses
- Fountain Valley School District provides effective support for student who qualify for Special Education services (Action 2.2) = 95% favorable responses
- Select the priority you place on providing targeted support for English Learners (Action 2.1) = 93% very high/high/medium priority
- Select the priority you place on providing targeted support for students who struggle to meet grade level standards (Action 2.4) = 98% very high/high/medium priority
- Select the priority you place on universal 3rd grade GATE testing compared to voluntary request for GATE testing (Action 2.5) = 58.3% place as a lower priority

Goal 3 - Actively Engagement Parents through Communication

- Fountain Valley School District encourages parent involvement at the school site and district levels (Action 3.1) = 94% favorable responses
- Fountain Valley School District effectively communicates with parents regarding their child's progress (Actions 3.1 & 3.4) = 94% favorable responses
- Fountain Valley School District keeps me well-informed about school activities (Actions 3.1 & 3.4) = 97% favorable responses
- I feel welcomed to participate in activities at my child/student's school (Action 3.1 & 3.4) = 97% favorable responses
- I am aware that language translation/interpretation is provided by Fountain Valley School District (Action 3.3) = 98% favorable responses

- Fountain Valley School District's technology platforms used to communicate with families are effective in helping me stay informed about school events and activities i.e. (Parent Square, email, website and social media) (Action 3.3) = 97% favorable responses

Goal 4 - Positive School Climate and student Connectedness

- Fountain Valley School District focuses on improving student attendance by communicating regularly with parents (Action 4.2) = 97% favorable responses
- Fountain Valley School District communicates rules effectively and holds students accountable for their actions (Action 4.6) = 87% favorable responses
- Fountain Valley School District provides support for students who experience bullying (Action 4.6) = 90% favorable responses
- I am aware of the social-emotional supports available to students in FVSD's school such as counseling, peer mediation, and facilitating connections for families to community resources (Action 4.5) = 92.3% favorable responses
- Fountain Valley School District encourages students to participate in extracurricular activities such as clubs, arts programming, and sports-related activities (Action 4.7) = 92% favorable responses
- Fountain Valley school District provides supportive learning environments for students (Action 4.7) = 95% favorable responses

Goal 5 - Safe, Clean and Effective 21st Century Learning Environments

- Fountain Valley School District campuses are clean and well maintained (Action 5.1) = 95% favorable responses
- Fountain Valley School District places a high priority on school safety (Action 5.4) = 96% favorable responses

In addition to the 652 quantitative data responses reflected in the above statements, the Educational Partner LCAP Input Survey provided space for qualitative open-ended input. The survey received 137 qualitative responses equating to 21% of the respondents providing open ended comments. Themes of the qualitative comments are summarized below:

Summary of Feedback include attention to the following areas:

- Continue staff support for students needed additional efforts in areas of academics and behavior to develop skills to manage behaviors and promote a healthy academic and social learning environment
- Continue collaborative and timely communication between school, staff and families
- Monitor use of screen time, especially in primary grades focusing on quality of content, cautious of an over-reliance of device learning

In addition to the LCAP Input Survey, numerous educational partner groups attended meetings to prioritize actions within the goals of the LCAP. These educational partners included the District LCAP Leadership Team, Superintendent's Parent Council, FVSD Certificated and Classified Management Team, FVSD Administrative Team, District English Learner Advisory Committee, a joint committee of FVSD's GATE and English Learner Lead Teachers, School Site Councils, and School Site Staff members. The input of these committees validated the actions & services outlined in the 2025-26 FVSD LCAP, and the results echo responses stated in the LCAP Input Survey. Middle school student survey responses validate responses provided by adult educational partners. In all, 26 in person, educational partner input sessions were conducted in the writing of the 2026-27 FVSD LCAP.

Priorities shared among the In-person FVSD educational partners:
Goal 1 - Academic Achievement for All Students:

- Continue providing a robust middle school electives of world language, leadership, humanities, sciences and art to engage and prepare students for future learning and workforce (Action1.3)
- Continue providing specialized professional development deepening strategies FVSD's Signature Practices of Balanced Literacy and Cognitively Responsive Mathematical Practices (Action1.2, 1.5)
- Continue providing supporting learning environments with access to adopted curriculum, student-centered learning, research-based practices and grade level content standards (Action 1.4, 1.6, 1.7)
- Continue providing students with music education opportunities (Action 1.8)
- Continue providing elementary students with physical education instructed by credentialed PE specialists (Action 1.10)
- Continue providing students access to a well-supported school libraries (Action 1.9)

Goal 2 - Support for Student of Special Populations:
- Continue providing bilingual support for English Learner students developing English proficiency (Action 2.1, 3.1)
- Continue providing focused interventions for students approaching grade level standards (Action 2.3, 2.4)
- Continue providing academic and behavioral supports for all, especially among our special populations of EL, foster youth, homeless and students with disabilities (Action 2.2, 2.4)

Goal 3 - Actively Engage Parents through Communication include:
- Continue providing parent education and engagement activities related to child development, instructional programming and social-emotional wellness of students preschool through 8th grade (Action 3.1)
- Continue ongoing communication between teachers and parents related to students' academic and social-emotional development needs (Action 3.2)
- Continue outreach to parents from under-represented populations (Action 3.3)

Goal 4 - Creating and Maintaining a Positive Culture and Climate and Student Connectedness include:
- Continue providing various and ongoing methods of communication between teachers and parents related to students' academic and social-emotional development (Action 4.2)
- Continue providing a variety of social-emotional services related to school/student connection including counseling, mental health and wellness, and connections to community-based resources and staff offered to students and families; and how to access theses resources at both elementary and middle schools (Action 4.4, 4.5, 4.7)
- Continue providing schoolwide awareness and classroom instructed social-emotional learning lessons for all students across all sites (PBIS), layered with classroom teaching and individual support (Action 4.4, 4.5, 4.7)
- Continue providing activities for students including student outreach and connectivity campaigns, student character recognitions, before school/lunchtime activities, clubs, and student leadership opportunities (Action 4.1, 4.7)

Goal 5 - Safe, Clean and Effective 21st Century Learning Environments include:
- Continue to maintain clean, safe campuses and a working technology infrastructure for students and staff (Action 5.1, 5.3)
- Continue the maintenance of the newer playground equipment and providing resources to support recess and physical education activities for all grades including preschool/TK students (Action 5.2)
- Continue to focus on campus safety through partnerships with parents and community agencies (Action 5.4)

- Continue staff, student and community training of resources and strategies to support safe schools, campuses and community (Action 5.4)

FVSD greatly values input from our Educational Partners and their dedicated time while gathering input as part of the LCAP development process. Input gathered through the LCAP Survey and group activities is directly reflected in the goals, actions, and services associated with the FVSD 2026-27 LCAP.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

These overarching District Priorities guide the 2026-27 LCAP goals and are reiterated in the actions generated for the success of all students and families, especially students identified in the special populations of English Language Learners, Low Income and Foster Youth, needing additional opportunities and supports to access equitable learning and ensure the equal success of their peers.

LCAP Goal #1 to "Support academic success for all students by ensuring students participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem-solving" embodies the mission, vision and priorities of FVSD, as well as, Educational Partner input and results from the LCAP comprehensive input survey.

Goal #1 reflects FVSD's continual commitment to student excellence as demonstrated by FVSD's ranking #1 in Orange County (ELA) with 79% of students meeting/exceeding standards on the 2025 SBAC assessment, #1 (Math) in Orange County with 74% of students meeting/exceeding standards on the 2025 SBAC assessment, and #1 in Orange County (Science) with 65% of students meeting/exceeding standards on the 2025 CAST.

The 2025 CA Dashboard Indicator reports:
--FVSD Overall English Language Arts -- Very High/Blue ranking (70.8 points above standard +6.3 point increase compared to 2024)
--FVSD Overall English Learner Progress (n=383) -- Very High/Blue ranking (69.5% of students making progress with a +17.7% increase compared to 2024)
--FVSD Overall Math -- Very High/Blue ranking (57.6 points above standard +3.1 increase compared to 2024)
--FVSD Overall Science -- Very High/Blue ranking (69.7 points above standard, maintaining +1.6 point growth from 2024)

The results achieved by FVSD related to student achievement are the collective outcome of students having highly qualified staff (Action 1.1) supporting the academic and comprehensive learning needs of students especially in populations of Students with Disabilities, English Language Learner Progress, Socioeconomically Disadvantaged and Foster Youth, the implementation of a high quality MTSS structured system including, CORE Tier 1 classroom instruction, supported by a sustained Tier 2 intervention of layered instruction and access within and beyond the school day, and appropriate standards-aligned instructional materials, access to and balanced use of technology, and access to a broad course of curriculum study (Actions 1.2 & 1.8).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of staff qualified to support the academic needs of students	100% of staff qualified to support academic needs of students in the 2023-24 school year	100% of staff qualified to support academic needs of students in the 2024-25 school year	100% of staff qualified to support academic needs of students in the 2025-26 school year	100% of staff qualified to support academic needs of students	0% from baseline
1.2	Percentage of students with access to textbooks and standards-aligned instructional materials	100% of students have access to textbooks and standards-aligned instructional materials in the 2023-24 school year	100% of students have access to textbooks and standards-aligned instructional materials in the 2024-25 school year	100% of students have access to textbooks and standards-aligned instructional materials in the 2025-26 school year	100% of students have access to textbooks and standards-aligned instructional materials	0% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percentage of students Meeting or Exceeding grade level standards as measured on the Smarter Balance Assessment for English Language Arts	76% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the spring 2022-2023 Smarter Balanced Assessment for English Language Arts	77% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the spring 2023-24 Smarter Balanced Assessment for English Language Arts	79% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the spring 2024-25 Smarter Balanced Assessment for English Language Arts	80% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the 2025-26 Smarter Balanced Assessment for English Language Arts	+3% from baseline
1.4	Percentage of students Meeting or Exceeding on the Smarter Balanced Assessment for Mathematics	73% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the spring 2022-2023 Smarter Balanced Assessment for Mathematics	73% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the spring 2023-2024 Smarter Balanced Assessment for Mathematics	74% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the spring 2024-25 Smarter Balanced Assessment for Mathematics	80% of FVSD students in grades 3-8 "Met or Exceeded Standards" on the 2025-26 Smarter Balanced Assessment for Mathematics	+1% from baseline
1.5	Percentage of students Meeting or Exceeding standards on the California Science Test (CAST)	59% of FVSD 5th and 8th grade students "Met or Exceeded Standards" on the spring 2022-23 CA Science Test	63% of FVSD 5th and 8th grade students "Met or Exceeded Standards" on the spring 2023-24 CA Science Test	65% of FVSD 5th and 8th grade students "Met or Exceeded Standards" on the spring 2024-25 CA Science Test	65% of FVSD 5th and 8th grade students "Met or Exceeded Standards" on the 2025-26 CA Science Test	+6% from baseline
1.6	Percentage of 3rd Grade students demonstrating grade level proficiency on the 3rd Grade Literacy Screener (Fountas & Pinnell Assessment)	66% of FVSD 3rd Grade students demonstrated proficiency on the 3rd Grade Literacy Screener (F&P) at the conclusion of the spring 2022-23 school year	66% of FVSD 3rd Grade students demonstrated proficiency on the 3rd Grade Literacy Screener (F&P) at the conclusion of the spring 2023-24 school year	68% of FVSD 3rd Grade students demonstrated proficiency on the 3rd Grade Literacy Screener (F&P) at the conclusion of the spring 2025-2026 school year	70% of FVSD 3rd Grade students demonstrated proficiency on the 3rd Grade Literacy Screener at the conclusion of the 2025-26 school year	+2% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Percentage of students grade 6-8 demonstrating grade level proficient or advanced on SRI Literacy Screener	75% of students in grade 6-8 demonstrate proficient or advanced on End of Year Reading Lexile Level in the 2022-23 school year	74% of students in grade 6-8 demonstrate proficient or advanced on End of Year Reading Lexile Level in the 2023-24 school year	88% of students in grade 6-8 demonstrate proficient or advanced on End of Year Reading Lexile Level in the 2024-25 school year	80% of students in grade 6-8 demonstrate proficient or advanced on End of Year Reading Lexile Level	+13% from baseline
1.8	Percentage of student with access to "Broad Course of Study"	100% of FVSD students have access to a Broad Course of Study in the 2023-24 school year	100% of FVSD students have access to a Broad Course of Study in the 2024-25 school year	100% of FVSD students have access to a Broad Course of Study in the 2024-25 school year	100% of FVSD students have access to a Broad Course of Study	0% from baseline
1.9	CA Dashboard Indicator reports for FVSD students and subgroups in the RED/VERY LOW academic indicator areas of ELA and/or Math	CA Dashboard 2022-23 ELA indicator reports Oka Elementary School subgroup of ELA Students with Disabilities reported "Red/Very Low" (subgroup score decreased 59 points from 2022 to 2023). Oka is the only subgroup in each of the 10 FVSD school sites with a subgroup in the red/very low performance band in the 2022-23 with 85.8 points below standard, decline of -53 points.	CA Dashboard 2023-24 ELA indicator reports Oka Elementary subgroup of Students with Disabilities reported "Red/Very Low" at 92.7 points below standard a decrease of -6.9 compared to 2023. ADD DIFF FROM STANDARD Oka is the only subgroup in each of the 10 FVSD school sites with a subgroup in the red/very low	CA Dashboard 2024-25 Math indicator reports Talbert Middle School Subgroup Students with Disabilities as "Red/Very Low" at 114.8 points below standard and declined -26.2 points from 2024. Talbert is the only subgroup in each of the 10 FVSD school sites with a subgroup in the red/very low performance band in the 2022-23 CA	FVSD All Students and Subgroups reporting "Blue/Very High" or "Green/High" on the CA Dashboard Academic Indicators of ELA and Math CA 2024-25 OKA elementary Dashboard shows ELA improvement of 81.3 point above standard, and increase of +11.4 points resulting in ZERO subgroups in Red or Orange	0% from baseline (Oka performance improved/Talbert performance declined, still one subgroup performing in the Red as in baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			performance band in the 2022-23 CA Dashboard reporting with 85.8 points below standard, decline of -53 points.	Dashboard reporting. CA 2024-25 OKA elementary Dashboard shows ELA improvement of 81.3 point above standard, and increase of +11.4 points resulting in ZERO subroups in Red or Orange for the 2024-25 dashboard CA Dashboard 2023-24 ELA indicator reports Oka Elementary subgroup of Students with Disabilities reported "Red/Very Low" at 92.7 points below standard a decrease of -6.9 compared to 2023. Oka is the only subgroup in each of the 10 FVSD school sites with a subgroup in the red/very low performance band	for the 2024-25 dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				in the 2022-23 CA Dashboard reporting.		

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.

The overall implementation of Goal 1 Actions 1.1 - 1.10 are summarized below.

Action 1.1: Recruit, select, and retain highly qualified staff to support student learning.
For the overall implementation of Action 1.1, FVSD works with a wide range of Educational Partners including surrounding universities and teacher credentialing programs to recruit highly qualified teachers. In addition, FVSD utilizes student teachers and interns from various universities to support teaching and learning and FVSD signature practices. Healthy relationships are a focus with the FVSD bargaining units, CSEA and FVEA, to continually offer competitive salaries and benefits to retain both classified and certificated staff. In the first years following the Covid-19 return to school (2021-2024) filling positions in special education, classroom aide support, transportation, and food services was a challenge to find candidates; however, in this current and upcoming 2026-2027 school year, FVSD has current positions filled, and openings have returned to a normal expectation. Current challenges ahead in the 2026-27 school year are the hiring of qualified early childhood teachers to meet the need of the growing TK full program implementation. TK students matriculate into kindergarten and early childhood credentials are needed for TK and K teachers. FVSD works to support single subject and multiple subject credentialed teachers to add the needed early childhood credits to move to TK if interested.

Action 1.2: Provide an Induction Program for new teachers
For the overall implementation of Action 1.2, FVSD annually partners with the Orange County Department of Education to provide a 2-year induction program to newly hired certificated staff. FVSD contributes to the cost of the program as an investment to train and retain highly qualified teachers. FVSD connects new teachers (Induction Candidates) to a Mentor Teacher in the same content area where the duo progresses through the induction program under the leadership of a FVSD lead program specialist who is trained by OCDE in the Induction Program components. Mentor Teachers and Induction Candidates meet weekly as a pair, monthly as a cohort, and celebrate program completion at the end of the 2 years. There were no substantive differences nor relevant changes made to this planned action during the previous school year, and no intended changes for the upcoming year.

Action 1.3: Expand elective options across middle schools
For the overall implementation of Action 1.3, FVSD understands and promotes a wide variety of elective choices in middle school to engage students in their personal interests and exposure to college and career readiness post high school graduation. Students are offered a variety of elective choices including leadership, world language, wood shop, culinary arts, STEM courses, athletics, and Visual/Performing Arts. Implementation of this action involves creative master scheduling to increase the opportunity for students to maximize elective choices,

including the offering of Zero Period PE. Specialized certificated teachers are hired to instruct the variety of electives, and input is provided via student surveys to solicit interest in elective choices. Each spring, an elective fair is held at the middle schools to demonstrate and educate students and parents on the elective choices offered. There were no substantive differences nor relevant changes made to this planned action during the previous school year, and intentions are to continue this model for the next school year.

Action 1.4: Provide standards-aligned instructional materials and supplies
For the overall implementation of Action 1.4, FVSD utilizes California State Standard approved curriculum as core academic instruction. Each content area adoption has a rigorous adoption process including an adoption committee facilitated by a content expert representative from the Orange County Department of Education. The adoption process is one year in length where the selected adoption committee 1) frames a FVSD lens of curriculum requirements that aligns with the mission, vision, goals and values of the FVSD District, 2) the committee interviews curriculum vendors, 3) the adoption committee pilots two curriculums 4) collaborates on a preferred recommendation for the district 5) presents to the Board of Trustees a recommendation 6) holds a community viewing opportunity and 7) engages in rigorous professional development training for the implementation of the adoption and ongoing success of the adoption in the following years. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year. On May 28, 2026, Action 1.4 was modified to include both standards-aligned materials and the implementation of such standards.

Action 1.5: Professional development for certificated and classified staff
For the overall implementation of Action 1.5, FVSD offers a variety of professional development opportunities for both certificated and classified staff. Professional development is offered year long for both certificated and classified staff during 1) summer trainings in the FVSD signature practices, classroom management, and specialized programs for new and returning staff, 2) early release afternoons are designed for professional development and team collaboration, 3) designated non-student days 4) the team of TOSAs teachers provide in-class and on-going coaching. This multi-tiered approach to professional development has proven successful for FVSD. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year. FVSD is excited to be the recipient of the OCDE Innovation professional development grant award of $525,000 over 3 years to develop professional learning with the FVSD Math Lab Learning Model. This inclusive districtwide job-embedded math learning model ensures every teacher, both general education and special education, receive quality and intensive standards based mathematical professional development with ongoing coaching over a 3-year period July 2026 - June 2029. Innovation Grant monies are dedicated to professional development costs, therefor the budget for professional development between July 1, 2026 - June 30, 2029 will increase.

Action 1.6: Improve access to technology to support student achievement AND Action 1.7: Support and maintain infrastructure, classroom technology and devices
For the overall implementation of Action 1.6 and 1.7, FVSD employs an experienced technology team who continually assess, upgrade and implement the technology infrastructure to 1) ensure strong firewall safeguards to protect student privacy and monitor approved web/digital content 2) ensure strong wi-fi access campus wide providing access to digital curriculum and instructional needs, and 3) ensure student devices are up-to-date with current operating systems to support the ever-advancing digital components necessary to support educational technologies. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year. Feedback from the LCAP survey input states our investment is technology is stable and moving forward finding balance between tech and teaching in classrooms, homework, school and family. Technology has saturated our reality and the healthy challenge is now to instill balance.

Action 1.8: Elementary Music Program for all elementary students
For the overall implementation of Action 1.8, FVSD employs itinerant music specialists who travel among elementary school sites providing weekly specialized music instruction to grades Tk-5. The FVSD elementary music experience includes music theory, simple instruments, rhythms, lyrics, choreography and multiple performances throughout the year. The elementary music program is highly acclaimed and favored by students, parents and teachers. There were no substantive differences nor relevant changes made to this planned action during the previous school year.

Action 1.9: Improve School Library Programs
For the overall implementation of Action 1.9, FVSD employees classified Library Media Center Technicians to operate a rich and flourishing library at each of the 10 school sites. Each campus library rotates through school classes on a regular basis, in addition to being open for students to experience a literacy rich environment before, during, and after school. Many FVSD Library Media Center Technicians are specialized employees with a library certifications. Students receive support with digital literacy and ethics, research, exposure to book genres, and support with choosing an appropriate book that peaks reading interest for all levels, TK-8 readers. There were no substantive differences nor relevant changes made to this planned action during the previous school year.

Action 1.10: Elementary Physical Education
For the overall implementation of Action 1.10, FVSD employs itinerant physical education single subject specialists who travel among the elementary school sites providing weekly specialized PE instruction to grades Tk-5. The total instructional minutes of PE are met through the use of the PE specialist and the classroom teacher. PE specialists instruct students on technique, sportsmanship, safety, health and the overall necessity for a healthy and active lifestyle in all grades TK-5 both general and special education populations. The elementary Physical Education program is highly acclaimed and favored by students, parent and teachers. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year.

In summary Goal 1 - Actions 1.1 through 1.10 were successfully implemented in the 2025-26 school year with no changes in the implementation. Challenges foreseen in the out years will be funding challenges for each of these actions are currently funded with one-time grant funds (AIM and LREGB) and working to fund these actions with LCFF Base and LCFF Supplemental funding as one-time funds expire. Student Achievement continues to increase at a steady growth of 1%- 2% and FVSD works to maintain this student success rate, as student needs increase, truly displaying the improvement in the student achievement gap.

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 1.1 - The decrease in Action 1.1 is attributable to changes in staffing levels.
Action 1.5 professional development funds significantly increased in the amount estimated to actual due to the need to spend down one time funds expiring at the end of 2026.
Action 1.6 - Historically, the District expensed the cost of prepaid educational technology software in the applicable fiscal year. As a result of the accounting standard changes under GASB 96, the District is now required to recognize the software costs in the fiscal year in which payment is made. Consequently, the budget was increased in the 2025-26 fiscal year, resulting in a lower estimated cost for the 2026-27 fiscal year.

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

Goal 1 Actions. 1.1 - 1.10 are determined effective in making progress toward the goal based on the below metric outcomes
Metic 1.3 - 2025 CA Dashboard FVSD Overall English Language Arts as a Very High/Blue ranking (70.8 points above standard +6.9 point increase compared to 2024)
Metric 1.4 - 2025 CA Dashboard FVSD Overall Math as Very High/Blue ranking (57.6 points above standard +3.1 increase compared to 2024)
Metric 1.5 2025 CA Dashboard FVSD Overall Science as Very High/Blue ranking (69.7 points above standard +1.6 point increase compared to 2024)

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.

For the 2026-27 school year Goal 1 - Actions 1.1 - 1.10 remain the same.
Action 1.4 in 2026-27 is a contributing action providing supplemental materials for Tier 2 intervention and enrichment for Unduplicated pupils, funded with 100% LCFF supplemental in the 2026-27 school year different from being a split fund action in the past years.
There are no changes made to the planned goals, metrics, targeted outcomes or actions as result from reflections on the prior practice of the 2025-26 school year.
Monetary changes to goals in the 2026-27 school school may be the result of salary increase in employee step and column.
Challenges in the out years include the need to utilizing ongoing LCFF funds to pay for Actions currently funded with onetime grand monies including AMIM and LREBG.

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	Recruit, select, and retain highly qualified staff to support student learning	FVSD will recruit, select, and retain a highly qualified staff with multiple authorizations to support students. The anticipated immediate impact of this action on practices is that students will receive instruction and support from educators and staff who possess the skills and knowledge necessary to deliver curriculum and programming effectively. The anticipated long-term positive impact of this action on student learning and behavior is high-quality classroom instruction delivered by an expert teacher, and the student continues access to a broad course of study to prepare them for college and a global career. This action is associated with metric 1.1.	$51,662,026.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Provide an Induction Program for new teachers	FVSD supports new teachers in obtaining a clear credential by providing an induction program. The anticipated immediate impact of this action on practices is a higher retention rate of educators who are new to the profession, the establishment of a mentor and network of support for participating teachers, and increased levels of preparedness for assuming the responsibilities associated with serving as a public educator teacher. The anticipated long-term positive impact of this action on student achievement is high-quality, standards-based instruction that supports broader and deeper levels of learning through enhanced behavior management, instructional planning, and teacher effectiveness. Note: For the 2026-27 school year LREBG funds in the amount of $110,000.00 are associated with this Action. This action is associated with metric 1.1.	$110,000.00	No
1.3	Expand elective options across middle schools	FVSD provides funding to support expanded arts and foreign language elective programming at each middle school, as well as a one-time stipend to support the acquisition of additional District-approved authorizations in order to standardize electives. The anticipated immediate impact of this action on practices supports expanded elective programs at the District's three middle schools. The anticipated long-term positive impact of this action on student achievement and behavior is the expanded elective offerings that support and enhance school connectedness for students. This action is associated with metric 1.8. This action contributes to supporting students who are English Learners, Foster Youth and Low Income.	$198,154.00	Yes
1.4	Provide standards-aligned instructional materials and supplies	FVSD will provide instructional materials and supplies aligned with California State Standards, English Language Development Standards, and Next Generation Science Standards in order to implement the academic content and performance standards adopted by the SBE. The	$181,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		anticipated immediate impact of this action on practices is the expansion of access to instructional materials and supplies that promote student engagement, access to resources that serve to elevate the rigor of instruction, and increased programmatic fidelity across classrooms/school sites that emerge from collaboration focused on implementing common instructional resources. The anticipated long-term positive impact of this action on student achievement is high-quality classroom instruction that supports broader and deeper levels of learning through the implementation of rigorous instructional materials. Overall, the impact of this action ensures FVSD's instructional program supports the implementation of California State Standards. This action is associated with metrics 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8. This action contributes to supporting students who are English Learners, Foster Youth and Low Income.		
1.5	Professional development for certificated and classified staff	FVSD will provide certificated, classified staff, and administrative staff with professional development and time to collaborate on content standards (CA State Standards, CA English Language Development Standards, and Next Generation Science Standards), District-adopted instructional materials, District Signature Practices, GATE, technology, and Multi-Tiered Systems of Support interventions. The anticipated immediate impact of this action is improved classroom instructional practices by teachers and staff participating in professional development activities. The anticipated long-term positive impact of this action on student achievement is increased effective classroom instruction that supports higher levels of learning for all students especially English Learners, Foster Youth and students of Low Income due to increased proficiency related to instructional practices and instructional resources on the part of teachers/staff for these individual sub group needs. This action is associated with metrics 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8. Note: For 2026-27 LREBG funds in the amount of $101,076.00 will be allocated to support this Action 1.5 that contributes to the success of	$101,076.00	No

Action #	Title	Description	Total Funds	Contributing
		student utilization of technology for students identified as English Learners, Low Income and Foster Youth.		
1.6	Improve access to technology to support student achievement	FVSD will provide and maintain classroom technology in the form of student/staff devices and/or educational software programs in order to increase opportunities for students to utilize technology in the core instructional programs. FVSD ensures that students of special populations including English Learners, Socioeconomically Disadvantaged Students, and Foster Youth have technology to access and receive highly effective instruction, tightly aligned to the CA State Standards, that effectively closes the Achievement Gap. The immediate impact of this action is a greater access to educational platforms and content that access and support learning, as well as, the production of learning artifacts that are reflective of the technology-driven work environments that students will encounter throughout their lives. In addition, teachers utilize data collected from common assessments to continuously improve "Best" First Instruction and strategically-target differentiated instruction for students. Teachers will be empowered to track the progress of students from special populations in comparison to other student groups, differentiate instruction, provide interventions, and monitor the impact of their instructional practices on student learning. This action is associated with metrics 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8. This action contributes to supporting students who are English Learners, Foster Youth and Low Income.	$284,200.00	Yes
1.7	Support and maintain infrastructure, classroom technology and devices	FVSD will support and maintain the District infrastructure and network, classroom technology, and devices by providing District IT staff and Site Technology Coordinators. The anticipated immediate impact of this action on practices is allocating appropriate staffing to support the ongoing expansion and innovation of technology dependency across the District, and improved technology infrastructure to support the additional	$958,683.00	No

Action #	Title	Description	Total Funds	Contributing
		networking demands associated with the significant increase in the number of devices used by students and staff. The anticipated long-term positive impact on student learning and behavior is increased access to technology, innovative instructional pedagogy and student creativity, enhanced network performance, and timely mitigation to assist when devices or infrastructure are compromised. This action is associated with metrics 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.		
1.8	Elementary Music Program for all elementary students	FVSD utilizes itinerant music teachers in elementary schools to ensure all students regularly participate in an engaging and meaningful performing arts program. The anticipated immediate impact of this action on staff is the opportunity for teachers to collaborate, administer assessments, analyze data from assessments, and plan targeted classroom instruction. The anticipated long-term positive impact of this action on student achievement and behavior is access to a broad course of study that systematically includes the visual and performing arts, opportunities to develop an appreciation for, and interest in, music and performance at an early age. This action is associated with metric 1.8.	$567,345.00	No
1.9	Improve School Library Programs	FVSD continues to provide a comprehensive school library program with expanded access to reading-level aligned texts that support teaching, learning, and access to resources for all students. The anticipated immediate impact of this action on staff is the continued provision of part-time Library Media Technicians at all schools to facilitate access to school libraries, as well as, providing ongoing resources to support the expansion of school library collections. The anticipated long-term positive impact of this action on student achievement and behavior is greater access to and variety to appropriate reading materials through regularly scheduled access to the school library which is of particularly great benefit to English learners, students of low income, and foster youth. This action is associated with metrics 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.	$399,936.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Action 1.6 that contributes to the success of students identified as English Learners, Low Income and Foster Youth.		
1.10	Elementary Physical Education	FVSD employs a group of certificated Physical Education Teachers to provide instruction for students on a weekly basis at all seven elementary schools. The immediate impact of this action on staff is the opportunity for collaboration among elementary teachers. Teacher collaboration allots for instructional development specific to the needs of students based upon data gathered, directly increasing the success of students identified as English Learners, Foster Youth and Low Income. Collaboration provides the opportunity to analyze data and construct individualized instructional needs for students. The long-term positive impact of this action on student achievement and behavior is improved quality of classroom instruction as well as improved physical education instruction due to the required single-subject credentialing of elementary PE teachers and the specialized content knowledge they possess. Additional long-term positive impacts of this action on student achievement is increased effective classroom instruction that supports higher levels of learning for all students especially English Learners, Foster Youth, and low income due to increased proficiency related to instructional practices and instructional resources on the part of teachers/staff for these individual subgroup needs. This action is associated with metric 1.8. Action 1.10 contributes to the success of students identified as English Learners, Low Income and Foster Youth.	$660,128.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Fountain Valley School District developed this goal based on input from multiple educational partner groups, all of which consistently communicated that the District should continue to prioritize the practice of providing additional Tier 2 supports for students that face unique challenges on the pathway to academic and comprehensive success such as English learners, LTELs, socioeconomically disadvantaged students, foster youth, and students with disabilities. In addition, the District Priorities hold the increased academic success of all students (including English learners, foster youth, socioeconomically disadvantaged students, and students with disabilities) as a District top priority. FVSD has an excellent history of supporting these special populations of student demographics as demonstrated by the fact that English learners, foster youth, socioeconomically disadvantaged, and students with disabilities in Fountain Valley School District significantly outperform students from these same groups in Orange County and across the State of California on state-wide assessments. The results achieved by FVSD are the collective byproduct of using formative and summative assessment data, student observation, garnering parent and teacher input to improve instruction, providing systematic intervention for students approaching academic targets, and providing all students with access to a broad course of study.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of English Learners Meeting or Exceeding grade level standards on the Smarter Balance Assessment for English Language Arts	37% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for English Language Arts	30% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2023-24 Smarter Balanced Assessment for English Language Arts	30% of 3rd-8th-grade English Learners met or exceeded standards on the 2024-25 Smarter Balanced ELA Assessment	Increase percentage of 3rd-8th grade English Learners "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for English Language Arts by 2-3% annually	-7% from baseline
2.2	Percentage of English Learners Meeting or Exceeding grade level standards on the Smarter Balance Assessment for Mathematics	46% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for Mathematics	37% of FVSD's 3rd-8th grade English Learners "Met or Exceeded Standards" on the 2023-24 Smarter Balanced Assessment for Mathematics	41% of 3rd-8th-grade English Learners met or exceeded standards on the 2024-25 Smarter Balanced Math Assessment	Increase percentage of 3rd-8th grade English Learners "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for Mathematics by 2-3% annually	-5% from baseline
2.3	Percentage of English Learners Meeting or Exceeding standards on the California Science Test (CAST)	9% of FVSD's 5th and 8th grade English Learners "Met or Exceeded Standards" on the 2022-23 California Science Test (CAST)	11% of FVSD's 5th and 8th grade English Learners "Met or Exceeded Standards" on the 2023-24 California Science Test (CAST)	16% of 5th and 8th-grade English Learners met or exceeded standards on the 2024-25 CA Science Test	Increase percentage of 5th and 8th grade English Learners "Meeting or Exceeding Standards" on the California Science Test (CAST) by 2-3% annually	+7% from baseline
2.4	Percentage of English Learners achieving Overall Level 4 on the Summative English Language Proficiency Assessment for	33% of FVSD English Learners achieved at the "Well-Developed" Overall Performance Level on the 2022-23 Summative ELPAC	23% of FVSD English Learners achieved at the "Well-Developed" Overall Performance Level	34% of English Learners achieved Overall Level 4 on the 2024-25 Summative ELPAC	Maintain 30% or more of English Learners achieving at the "Well-Developed" Overall	+1% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California (Summative ELPAC)		on the 2023-24 Summative ELPAC		Performance Level on the Summative ELPAC	
2.5	Percentage of English Learner students who meet the criteria to Reclassify as Fluent in English Proficiency (RFEP)	17% of FVSD's English Learner students were reclassified to RFEP in the 2022-23 school year	25% of FVSD's English Learner students were reclassified to RFEP in the 2023-24school year	22% of students identified as English learners reclassified Fluent English Proficient for the 2024-25 school year	Maintain a 15% or higher of English Learner students who reclassify as RFEP annually	+5% from baseline
2.6	Percentage of Low-Income students Meeting or Exceeding standards on the Smarter Balance Assessment for English Language Arts	65% of FVSD 3rd-8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for English Language Arts	71% of FVSD 3rd-8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2023-24 Smarter Balanced Assessment for English Language Arts	69% of 3rd-8th-grade Low-income students met or exceeded standards on the 2024-25 Smarter Balanced ELA assessment	Increase percentage of 3rd - 8th grade Socioeconomically Disadvantaged students "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for English Language Arts by 2-3% annually	+4% from baseline
2.7	Percentage of Low-Income students Meeting or Exceeding on the Smarter Balance Assessment for Mathematics	63% of FVSD 3rd-8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for Mathematics	66% of FVSD 3rd-8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2023-24 Smarter Balanced Assessment for Mathematics	65% of 3rd-8th-grade Low-income students met or exceeded standards on the 2024-25 Smarter Balanced Math assessment	Increase percentage of 3rd - 8th grade Socioeconomically Disadvantaged students "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for Mathematics by 2-3% annually	+2% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Percentage of Low Income students Meeting or Exceeding standards on the California Science Test (CAST)	52% of FVSD's 5th and 8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2022-23 California Science Test (CAST)	56% of FVSD's 5th and 8th grade Socioeconomically Disadvantaged students "Met or Exceeded Standards" on the 2023-24 California Science Test (CAST)	53% of 5th and 8th-grade Low-income students met or exceeded standards on the 2024-25 California Science Test	Increase percentage of 5th and 8th grade Socioeconomically Disadvantaged students "Meeting or Exceeding Standards" on the California Science Test (CAST) by 2-3% annually	+1% from baseline
2.9	Percentage of Students with Special Needs Meeting or Exceeding standards on the Smarter Balance Assessment for English Language Arts	33% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for English Language Arts	36% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for English Language Arts	38% of 3rd-8th-grade Students with Special Needs met or exceeded standards on the 2024-25 Smarter Balanced ELA assessment	Increase percentage of 3rd - 8th grade Students with Disabilities "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for English Language Arts by 2-3% annually	+5% from baseline
2.10	Percentage of Students with Special Needs Meeting or Exceeding standards on the Smarter Balance Assessment for Mathematics	29% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2022-23 Smarter Balanced Assessment for Mathematics	31% of FVSD 3rd-8th grade Students with Disabilities "Met or Exceeded Standards" on the 2023-24 Smarter Balanced Assessment for Mathematics	34% of 3rd-8th-grade Students with Special Needs met or exceeded standards on the 2024-25 Smarter Balanced ELA assessment	Increase percentage of 3rd - 8th grade Students with Disabilities "Meeting or Exceeding Standards" on the Smarter Balanced Assessment for Mathematics by 2-3% annually	+5% from baseline
2.11	Percentage of Students with Special Needs Meeting or Exceeding	14% of FVSD's 5th and 8th grade students with disabilities "Met or	24% of FVSD's 5th and 8th grade students with	16% of 5th and 8th-grade Students with Special Needs	Increase percentage of 5th and 8th grade	+2% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards on the California Science Test (CAST)	Exceeded Standards" on the 2022-23 California Science Test (CAST)	disabilities "Met or Exceeded Standards" on the 2023-24 California Science Test (CAST)	met or exceeded standards on the 2024-25 CA Science Test	Students with Disabilities "Meeting or Exceeding Standards" on the California Science Test (CAST) by 2-3% annually	
2.12	Percentage of Students identified as Foster Youth Meeting or Exceeding standards on the Smarter Balance Assessment for English Language Arts	Due to the small number of Foster Youth. 2022-23 data is not disclosed publicly to protect student confidentiality; however, progress will be monitored.	Due to the small number of Foster Youth. 2023-24 data is not disclosed publicly to protect student confidentiality; however, progress will be monitored.	Due to the small number of Foster Youth. 2024-25 data is not disclosed publicly to protect student confidentiality; however, progress will be monitored.	Due to the small number of Foster Youth. 2024-25 data is not disclosed publicly to protect student confidentiality; however, progress will be monitored.	N/A
2.13	Percentage of Students identified as Foster Youth Meeting or Exceeding standards on the California Science Test (CAST)	Due to the small number of Foster Youth. 2022-23 data is not disclosed publicly to protect student confidentiality; however, progress will be monitored.	Due to the small number of Foster Youth. 2023-24 data is not disclosed publicly to protect student confidentiality; however, progress will be monitored.	Due to the small number of Foster Youth. 2024-25 data is not disclosed publicly to protect student confidentiality; however, progress will be monitored.	Due to the small number of Foster Youth. 2024-25 data is not disclosed publicly to protect student confidentiality; however, progress will be monitored.	N/A
2.14	Percentage of Students identified as Foster Youth Meeting or Exceeding standards on the Smarter Balance Assessment for Mathematics	Due to the small number of Foster Youth. 2022-23 data is not disclosed publicly to protect student confidentiality; however, progress will be monitored.	Due to the small number of Foster Youth. 2023-24 data is not disclosed publicly to protect student confidentiality; however, progress will be monitored.	Due to the small number of Foster Youth. 2024-25 data is not disclosed publicly to protect student confidentiality; however, progress will be monitored.	Due to the small number of Foster Youth. 2024-25 data is not disclosed publicly to protect student confidentiality; however, progress will be monitored.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	Number of Long Term English Learners, LTELs per DataQuest	DataQuest 2022-23 states 32 LTELs	DataQuest 2023-24 states 35 LTELs	DataQuest 2024-25 states 36 LTELs	Decrease the baseline of FVSD LTELs by 2% annually	+4 from baseline

Goal Analysis [2025-26]

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

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

The overall implementation of Goal 2 Actions are summarized below.

Action 2.1: Provide coordinated services for English Learners at school sites
For the overall implementation of Action 2.1, FVSD students identified as English Learners are supported with a variety of coordinated services including 1) a California standards based, core curriculum, Benchmark Workshop with the English Language Acquisition module of "Expressions" 2) classified bilingual support staff 3) highly qualified teachers with English Language Acquisition Credential Certification 4) student devices with browser translation capabilities and 5) Tier 2 intervention services for additional exposure to Balanced Literacy and Cognitively Guided Mathematics Instructional. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year.

Action 2.2: Provide coordinated support for Students with Disabilities at school sites that maximize opportunities for inclusion in general education settings
For the overall implementation of Action 2.2, FVSD prioritizes the maximization of inclusion of students with disabilities among their general education peers throughout and beyond the school day. Inclusion among students with disabilities with general education peers occurs 1) within the classroom with co-taught models of a general education and special education teachers providing joint instruction 2) combined student populations for subjects of PE, music, visual/performing arts and library, 3) push-in support for core ELA and math instruction, 4) after school joint participation in childcare Extended School Program, and 5) specialized professional development for classified and certificated staff to understand strategies of success for inclusion. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year.

Action 2.3: Provide intervention for students identified as performing below grade level
For the overall implementation of Action 2.3, FVSD provides a robust Tier 2, MTSS, Intervention model for students not meeting grade level expectations. All students receive Core instruction in ELA and math via highly qualified classroom teachers and standards adopted curriculum . Formative assessments are continually utilized to monitor student progress. Students identified as not meeting grade level are recommended addition instructional opportunities within and beyond the school day from highly qualified credentialed intervention teachers, as well as, certificated instructional teacher-tutors after school. FVSD's Tier 2 intervention is a fluid process of student rotation into-and-out-of intervention when success is measured. There were no substantive differences nor relevant changes made to this planned action during the

2025-2026 school year. For the upcoming 2026-27 school year the one-time Covid 19 Relief grant monies have expired and the .5 FTE intervention teacher was dissolved. Elementary sites continue to fund a .75 FTE intervention teacher and sites with Title 1 funds may hire additional .5 intervention teachers. Student intervention success data will be monitored closely with the decrease of the .5 FTE at select school sites.

Action 2.4: Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations
For the overall implementation of Action 2.4, FVSD employs Teachers on Special Assignment (TOSA) offering professional development, modeling classroom instructional, researching current educational trends and practices and facilitating ongoing, year-round professional development at beginning, intermediate and advanced levels for both certificated, classified and administrative staff. The FVSD TOSA team is made up of experts Balanced Literacy, TK-8 Math and English Learner practices to offer the most current research and resources in education. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year. Challenges foreseen for Action 2.4 is to maintain funding after the expiration of one-time funds from covid recovery. The 2026-29 OCDE Innovation Grant funds will contribute to the cost of a current .5 Math TOSA for 3 years.

Action 2.5: Provide coordinated services for students identified as Gifted & Talented
For the overall implementation of Action 2.5, FVSD works in partnership with Orange County Department of Education, Depth and Complexity trainer, to train cohorts teachers per year in the knowledge and practice of Depth and Complexity (GATE) instruction. Depth and Complexity certification provides teachers with strategies to engage students in questioning and understanding of grade level content standards beyond the grade level expectation into an expanded mindset of universal patterns, practices, trends, connections and understanding of how concepts interlock and extend beyond the classroom into universal phenomena. Moving forward, FVSD has trained the majority of staff in Depth and Complexity certification creating a shift from district centered trainings to teachers attending OCDE site trainings among a mixed-district cohort. For the 2026-27 school year, costs for this action include the cost of the OLSAT 8 assessment for Gifted and Talented universal screening in grade 3 and optional retest grades 4-7.

In summary Goal 2 - Actions 2.1-2.5 were successfully implemented in the 2025-26 school year with no changes in the implementation. Challenges foreseen in the out years will be funding challenges for each of these actions that were once funded with Covid-19 relief one-time grant funds and working to fund these actions with LCFF base and supplemental funding as one-time restricted grant funds (AMIM and LREGB) expire.

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 2.1 - As result of 2026 Federal Program Review action 2.1 budget source shifted from LCFF Supplemental to Title III funding in the 2025-26 and ongoing school years.
Action 2.2 - Action 2.2 reflects a decrease as a result of staffing level changes.

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

Goal 2 Actions 2.1 - 2.5 are determined effective in making progress toward the goal based on the below metric outcomes:
Metric 2.1 Percentage of English Learners Meeting or Exceeding grade level standards on the Smarter Balance Assessment for English Language Arts is 30% (-7 from baseline) far above county and state %

Metric 2.2 Percentage of English Learners Meeting or Exceeding grade level standards on the Smarter Balance Assessment for Mathematics is 41% (-5 from baseline) far above county and state % average
Metric 2.3 Percentage of English Learners Meeting or Exceeding standards on the California Science Test (CAST) is 16% (+7 from baseline)
Metric 2.4 Percentage of English Learners achieving Overall Level 4 on the Summative English Language Proficiency Assessment for California (Summative ELPAC) is 34% (+1 from baseline)
Metric 2.5 Percentage of English Learner students who meet the criteria to Reclassify as Fluent in English Proficiency (RFEP) is 22% (+5 from baseline)
Metric 2.6 Percentage of Low-Income students Meeting or Exceeding standards on the Smarter Balance Assessment for English Language Arts is 69% (+4 from baseline)
Metric 2.7 Percentage of Low-Income students Meeting or Exceeding on the Smarter Balance Assessment for Mathematics os 65% (+2 from baseline)
Metric 2.8 Percentage of Low Income students Meeting or Exceeding standards on the California Science Test (CAST) is 53% (+1 from baseline)
Metric 2.9 Percentage of Students with Special Needs Meeting or Exceeding standards on the Smarter Balance Assessment for English Language Arts is 38% (+5 from baseline)
Metric 2.10 Percentage of Students with Special Needs Meeting or Exceeding standards on the Smarter Balance Assessment for Mathematics is 34% (+5 from baseline)
Metric 2.11 Percentage of Students with Special Needs Meeting or Exceeding standards on the California Science Test (CAST) is 16% (+2 from baseline)
Metric 2.12 Number of student Long Term English Learners LTELs is +4 student , however, this number remains low and projected 2026 amount decreases to 30 LTEL students per DataQuest

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.

For the 2026-27 school year Goal 2 - Actions 2.1 - 2.5, note Action 2.1 now includes the term LTEL - Long Term English Learner in the population.
Note Metric 2.12 measuring the number of LTELs has been added with data going back to 2022-23 baseline.
Challenges include funding may fluctuate in the 2026-27 year as some actions were funded by one-time Covid Relief funds and state AMIM grants which expire.
Action 2.3 will see a decrease in cost in 2026-27 due to the reduction of the .5 site intervention teacher at select sites.
Continued challenges include translation resources for minor represented languages. Translation devices and software are continually being researched to support a cost effective tool for this growing need.

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	Provide coordinated services for English Learners at school sites	FVSD will utilize Initial ELPAC data to identify students learning English with "Novice" level English language skills and provide them with primary language support in the classroom to complement core instruction and English Language Development instruction. In addition, FVSD will provide comprehensive ELD instruction for English Learners of all levels including Long Term English Learners (LTELs) through an integrated instructional delivery model that leverages research-based instructional strategies and instructional resources across all grade levels. Targeted ELD instruction utilizing current researched based approaches is part of FVSD's newly adopted ELA curriculums, Study Sync - McGraw Hill grades 6-8 and Benchmark Workshop Expressions for elementary grades. English Language students in addition to LTEL students receive both integrated and designated ELD during the school day. FVSD teachers receive dedicated professional development days as well as ongoing coaching from the FVSD English Language TOSA working to increase universal learning strategies and use of adopted ELD curriculum. In addition, teachers receive targeted professional learning and coaching designed to address the unique academic and linguistic needs of Long-Term English Learners (LTELs). Current EL and LTEL students attend Tier II intervention both within the school year and during the summer receiving focused English Language decoding, comprehension and fluency instruction. The anticipated immediate impact on our practices is that novice-level students will receive supplemental instructional support from bi-lingual aides to assist with instructional activities led by the classroom teacher, and all other English learners will benefit from integrated ELD support in the classroom. The anticipated long-term impact of this action on student learning and behavior is an acceleration of the English language development process for student acquiring English. Overall, the impact of this action is to ensure FVSD's instructional program supports the implementation of State Standards and ensure that English Learners benefit from a Broad Course of Study. This action is associated with metrics 2.1, 2.2, 2.3, 2.4, 2.5 and 2.12. This action contributes to the success of EL students.	$468,892.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Provide coordinated support for Students with Disabilities at school sites that maximize opportunities for inclusion in general education settings.	FVSD will provide coordinated support for students with disabilities at school sites that maximize opportunities for meaningful participation in general education settings through appropriate inclusion in the least restrictive environment, as well as full inclusion through the co-teaching instructional model based on the unique needs of students. The District will also provide ongoing professional learning opportunities for educators that work with students with special needs. The anticipated immediate impact on practices is that multiple-subject elementary classroom teachers, single-subject middle school teachers, and educational specialists are provided with additional release time to support collaborative instructional planning. In addition, program specialists provide consultative and coaching support for educators. The anticipated long-term impact of this action on student learning and behavior is greater access to core curriculum alongside general education peers which enhances academic achievement and socialization opportunities for students with disabilities. Overall, the impact of this action is to ensure that FVSD's instructional program supports the implementation of State Standards and CA Core Content Connectors and ensures that students with disabilities benefit from a Broad Course of Study. This action is associated with metrics 2.9, 2.10, and 2.11.	$2,693,606.00	No
2.3	Provide intervention for students identified as performing below grade level	FVSD will provide intensive interventions to ensure that students from special populations (including English Learners, Socioeconomically Disadvantaged Students and Foster Youth) receive the additional academic support needed to close the Achievement Gap. Intervention supports follow a three-tiered model featuring (1) differentiated "Best First" instruction in the classroom, (2) targeted reading and/or math support provided by reading/math intervention teachers, and (3) intensive interventions provided by educational specialists. The anticipated immediate impact on our practices is systematic efforts providing targeted intervention for students performing below grade level during the school day, beyond the school day, and outside of the traditional 180-day school calendar. The anticipated long-term impact of this action on student learning and behavior is higher levels of academic achievement for	$858,333.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students from special populations through participating in targeted instructional opportunities during the school day, beyond the school day, and outside of the traditional 180-day school calendar. This action is associated with metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and 2.12. This action supports the success of EL students, low income and foster youth.		
2.4	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	FVSD will identify teachers who possess specific content-area and grade-level expertise to serve as Teachers on Special Assignment (TOSA). The anticipated immediate impact on these practices is providing ongoing professional development and coaching for classroom teachers by their colleagues to support the ongoing implementation of FVSDs Signature Practices of Balanced Literacy, Cognitively-Guided Instruction (CGI), and common curriculum components across grade levels, especially for the success of English Learners, Low Income and Foster Youth students. The anticipated long-term impact of this action on student learning and behavior is improved academic outcomes for students from special populations (including English Learners, Socioeconomically Disadvantaged Students, and Foster Youth) due to continuous improvement of "Best" First Instruction in all classrooms. This action is associated with metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 and 2.12. Note: For 2026-27 LREBG funds in the amount of $171,718.00 will be allocated to support this Action 2.4. This action supports the success of EL students, low income, and foster youth.	$652,665.00	Yes
2.5	Provide coordinated services for students	FVSD will utilize a standardized aptitude test (such as the Pearson OLSAT 8) and other metrics to identify students for participation in the Gifted & Talented Education Program. The identification criteria will be differentiated	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
	identified as Gifted & Talented	to ensure maximized opportunities for students in special population groups (including English Learners, Low-Income Students, and Students with Special Needs). In addition, resources will be designated to ensure coordination of programming at school sites and to provide teachers with training related to the use of integrated Depth & Complexity Prompts. The immediate impact on our practices is that students will participate in rigorous instructional activities that extend learning and engage in content through deeper and broader complex thinking. The long-term impact of this action on student learning is the development of complex thinking strategies and improved preparation for advanced curriculum/advanced placement courses in high school. This action is associated with metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, and 2.12.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		parents to engage in FVSD learning and experiences in the 2023-24 school year	calendared annually, offering opportunity for parents to engage in FVSD learning and experiences in the 2024-25 school year	calendared annually offering opportunity for parents to engage in FVSD learning and experiences in the 2025-26 school year	committees, parent trainings, etc aer calendared annually, offering opportunity for parents to engage in FVSD learning and experiences.	
3.2	Fall Parent-Teacher Conferences	93% parent participation rate for Fall Parent-Teacher conferences during 2023-24 school year	95% parent participation rate for Fall Parent-Teacher conferences during 2024-25 school year	95% participation rate in Fall parent conference for the 2025-26 school year	Parent participation rate of 95% or higher for Fall Parent-Teacher conferences	+2% from baseline
3.3	Written Translations of Documents	400+ documents are translated by FVSD staff for distribution to families during the 2023-24 school year	400+ documents are translated by FVSD staff for distribution to families during the 2024-25 school year	400+ documents are translated by FVSD staff for distribution to families during the 2025-26 school year	Maintain or increase the 400+ documents translated by FVSD staff into majority languages represented by the FVSD community	Current with the baseline
3.4	Oral interpretation support for parent meetings and events	350+ meetings/events with families including school registration, parent conferences, IEPs, parent trainings and social events., were supported by FVSD translators during the 2023-24 school year	350+ meetings/events with families including school registration, parent conferences, IEPs, parent trainings and social events, were supported by FVSD translators during the 2024-25 school year	350+ meetings/events with families, including school registration, parent conferences, IEPs, parent trainings and social events, were supported by FVSD translators during the 2025-26 school year	Maintain or increase the 350+ meetings/events with interpreter support for families attending these FVSD opportunities	Current with the baseline

Goal Analysis [2025-26]

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

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

The overall implementation of Goal 3 Actions are summarized below.

Action 3.1: Parent Education and Training to parents of students from special populations
For the overall implementation of Action 3.1, FVSD provides school sites funds to partner with educational and community resources, and law enforcement to provide parent/student education for relevant topics including 1) student safety - e-bikes, 2) student wellness - digital citizenship, screen time and raising students in a digital age, 3) special education - managing behaviors and strategies for success among students with disabilities, 4) preschool and Tk/K readiness nights for parents, and 6) family math and literacy nights for families to understand and engage in FVSD signature practices. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year.

Action 3.2: Use of technology solutions, social media venues and newsletter for outreach to families
For the overall implementation of Action 3.2, FVSD utilizes technology platforms including Aeries SIS, Parent Square, social media, websites, and Constant Contact to share communications, outreach, newsletters and addition district information, as well as, school and classroom communications to families. These digital communication platforms have the ability to translate into parents preferred language increasing communication capabilities with multi-lingual families. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year. Note: Annually the subscription cost for this service increases and the amount allocated will continually increase due to annual inflation.

Action 3.3: Bi-lingual Community Liaison
For the overall implementation of Action 3.3, FVSD utilizes a full time bi-lingual community Liaison to support requests for translators to assist parent meetings, IEPs and additional communication necessities. In addition, this liaison works to support enrollment and field other questions and tasks necessary for enrollment in FVSD and supporting programs. This person specializes in networking and connecting families with community resources and outreach necessary for student success. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year.

In summary, for the 2025-26 school year Goal 3 - Actions 3.1 - 3.3 remain the same. There are no changes made to the planned goals, metrics, targeted outcomes or actions as result from reflections on the prior practice of the 2025-26 school year. Future challenges include funding for these Actions fluctuating in the 2026-27 year due to cost inflation and salary step increase.

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 3.2 - For the 2025-26 school year, Action 3.2 reflects a decrease in projected expenditures compared to the budgeted amount, as certain expenditures originally included in this action were reassigned to Federal Title funding sources following the Federal Program Review.

Per Federal Program Review outcomes and increase will be made from Title funds to support enhance digital communication with translation for parents via digital platforms of Parent Square and Edlio Website as seen in Action 3.2.
Action 3.3 - For the 2025-26 school year, Action 3.3 reflects an increase in projected expenditures compared to the budgeted amount, as the District was required to provide a contribution and reallocate bilingual aide expenditures to Title III funding in accordance with the findings of the Federal Program Review.

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

Goal 3, actions 3.1 - 3.3 are determined effective measured by the positive outcomes of the metrics 3.1 - 3.3:
Metric 3.1 - The 2025-26 school year maintaining at or above 350 annual calendared parent engagement activities/events, student performances, site-level committees, district parent committees, parent trainings, etc aer calendared annually, offering opportunity for parents to engage in FVSD learning and experiences (current with the baseline)
Metric 3.2 - 95% participation rate in Fall parent conference for the 2025-26 school year (current with the baseline)
Metric 3.3 - 2025-26 Maintain or increase the 400+ documents translated by FVSD staff into majority languages represented by the FVSD community (current with the baseline
Metric 3.4 - The 2025-26 school year hosting 350+ meetings/events with families, including school registration, parent conferences, IEPs, parent trainings and social events supported by FVSD translators (current with the baseline)

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.

For the 2025-26 school year Goal 3 - Actions 3.1 - 3.3 remain the same.
There are no changes made to the planned goals, metrics, targeted outcomes or actions as result from reflections on the prior practice of the 2026-27 school year.
Continued effort is made in this goal to increase education and outreach to minority groups including Title 1 parents, EL parents, and seeking community resources to connect with families for additional Health and SEL support.
Additional parent education opportunities will be paid with Title I-IV funds as reflected in Action 3.2

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education and Training to parents of students from special populations	FVSD will provide parent education and training to support involvement in school-sponsored activities including parent organizations (PTA/PTO), campus activities, school advisory councils, and student achievement. The anticipated immediate impact on practices will be enhanced outreach to all parents, especially parents of English learners, low-income students, foster youth, and families of students with special needs.	$13,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The anticipated long-term positive impact of this action will be improved student learning and behavior due to increased parent awareness and education of academic/behavioral expectations for students and instructional pedagogy utilized in FVSD classrooms. In addition, FVSD will engage in ongoing outreach efforts to involve parents of students in special populations (English Learner, Socioeconomically Disadvantaged, and Foster Youth) on district-level and school-level committees such as School Site Council, leadership roles within PTA/PTO groups, membership on English Learner Advisory Committees (district and school), Superintendent's Parent Council, Safe Schools Task Force, and the LCAP Leadership Team. FVSD will gather input from parents of English learners and parents of Low-income students through the annual EL Parent Survey and Title I Parent Survey. The anticipated immediate impact on staff will be to engage in active, ongoing, and targeted recruitment efforts to encourage parents of students from special populations to participate in the aforementioned parent leadership roles. The anticipated long-term positive impact of this action on student learning and behavior will be detail-informed practices by District staff resulting from input gathered through more diverse representation within these important stakeholder groups. This action is associated with metrics 3.1 and 3.4. This actions improves outcomes for English Learners, Low income and foster youth. This action is associated with metric 3.1.		
3.2	Use of technology solutions, social media venues, and newsletters for outreach to families	FVSD will leverage multiple technology solutions, social media venues, and newsletters to inform parents, promote involvement, and solicit input. The anticipated immediate impact on practices will be the presentation of timely and accurate information for parents on the District website, school websites, technology platforms, and social media platforms. In addition, the Superintendent and school principals will draft and distribute frequent newsletters and updates on a recurring basis during the school year and	$87,696.00	Yes

Action #	Title	Description	Total Funds	Contributing
		send frequent communications via various digital platforms. The anticipated long-term positive impact on student achievement and behavior will be a frequently-informed parent community that is well-informed about campus activities and parent involvement opportunities at the District level. This action is associated with metrics 3.1, 3.2, 3.3, and 3.4. This action supports the student population of English Learners, Low Income, and Foster Youth. Note: For 2026-27 LREBG funds in the amount $18,815.00 will be allocated to support this Action 3.2.		
3.3	Bi-lingual Community Liaisons	FVSD will provide a District Bi-lingual Community Liaisons to support classroom instruction, oral interpretations and written translations. The anticipated immediate impact on practices is enhanced access and support for non-English speaking parents provided in the form of oral interpretation support for various parent meetings and written translation of documents (i.e., LCAP, Federal Addendum, School Accountability Report Cards, etc.). The anticipated long-term positive impact on student learning and behavior of this action is a widely-informed parent population that is equipped with more accessible and detailed information about the school district, instructional practices, and programs available to support students from non-English speaking homes. This action is associated with metrics 3.1, 3.2, 3.3, and 3.4. This Action support the success of student groups including English Learners.	$87,277.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

In addition, this goal supports the decrease of chronic absenteeism and suspension rates for all students especially those identified at the following sites (listed below) based on reported percentages in the 3-year LCAP cycle. Post pandemic chronic absenteeism rates increased as did suspension rates for some student subgroups. In FVSD the below listed subgroups were identified as needing attention. Over this LCAP 3 year cycle, FVSD Chronic Absenteeism has significantly improved/decreased from 2023 = 13.1%, 2024=9.4% and 2025=7.6%. Reduced Chronic Absenteeism rates are a direct result of the funded actions in Goal 4.

Goal #4 addresses specific actions and metrics, (4.1, 4.2, 4.3, 4.4, 4.5 and 4.6) including developing leadership capacity to promote engagement and school connectedness, increasing parent communication, providing health services and education, providing social emotional support for both elementary and middle school students and providing support for student behaviors for student success, as well as, mitigate suspension. FVSD continues to improve student attendance as demonstrated in the significant improvement of Chronic Absenteeism rates of 13.1% (2023), 9.4% (2024) and 7.6% (2025), including the improvement of subgroup performance listed in the metric 4.4 below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate	DASHBOARD 2023 Suspension rate for the 2022-23 school year reported on the 2022-23 for All Students was Green/Low Percent with 1.2% for all students. Red/Very Low subgroup was African American students = (9.1% suspended at least one day) and Foster Youth = (8% suspended at least one day)	DASHBOARD 2024 Suspension rate for the 2023-24 school year reported on the 2024 dashboard for All Students was Orange with 1.6% for all students. Red subgroups = Zero Orange subgroup = Pacific Islander, Socioeconomic disadvantages, and student with disabilities. Previously red subgroups in 2023, African American in 2024 are now too low of a subgroup (N= 1) to be recorded in 2024 Foster youth previously Red in 2023 is now too low of a subgroup N= 5 to be recorded in 2024	DASHBOARD 2025 The suspension rate for the 2024-25 school year was 1.4% as reported in the 2025 CA Schools Dashboard CA Schools Dashboard Overall = Green Red subgroup: Foster Youth = 17.9% (n=28) Orange subgroups: Hispanic = 2.1% (n=1,178) Long-Term English learners = 5.0% (n=60) There were no subgroups in red status for the previous school year African American in 2025 is too low of a subgroup to report (N = 1)	Maintain suspension rate at or below 1.0%. Achieve or maintain CA Dashboard Indicator of "Blue" or "Green" for FVSD overall subgroups and individual school sites subgroups	+0.2% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Expulsion Rate	FVSD recorded a 0% Expulsion rate for the 2022-23 school year (this metric not a part of the CA Schools Dashboard)	FVSD recorded a 0% Expulsion rate for the 2023-24 school year (this metric not a part of the CA Schools Dashboard)	The expulsion rate for the 2024-25 school year was 0%	Maintain expulsion rate at 0.0%	Current with baseline
4.3	Attendance Rate	FVSD recorded a 94.8% Attendance Rate for the 2022-23 school year (this metric is not a part of the CA Schools Dashboard)	FVSD recorded a 94.5% Attendance Rate for the 2023-24 school year (this metric is not a part of the CA Schools Dashboard)	FVSD recorded a 96.0% Attendance Rate for the 2024-25 school year (this metric is not a part of the CA Schools Dashboard)	Maintain attendance rate "at or above" 97.0%	+1.2% from baseline
4.4	Chronic Absenteeism	2023 Overall Chronic Absenteeism rate for the 2022-23 school year based on the 2023 CA Schools Dashboard was 13.1% CA Dashboard Indicator of Red for Overall FVSD subgroups includes: FVSD - African American = 41.9% Foster Youth and Students with Disabilities = 26.1% in 2022-23 Dashboard Indicator of Red for Chronic Absenteeism for	2024 Overall Chronic Absenteeism rate was GREEN 9.4% an improvement of 3.7% District Red subgroups include: Foster Youth N=20 Chronically absent 40% Increase of 18.3% Pacific Islander N=35 Chronically Absent 25.7% Increase of 7.5%	2025 Overall Chronic absenteeism was GREEN 7.6% an improvement 1.8% District Red subgroup include: Pacific Islander N = 31 an increase of 3.3% Orange subgroup: Filipino = 9.8% (n=92) an increase of 2.8% Students with Disabilities: 13.3 % chronically absent,	Maintain FVSD overall chronic absenteeism rate "at or below" 3.0% Achieve or maintain CA Dashboard Indicator of "Blue" or "Green" for FVSD overall subgroups and individual school sites subgroups	Decline of +3.7% from baseline. This reflects a 3.7% improvement in Chronic Absenteeism.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		specific SCHOOL site 2022-23 subgroups includes: Courreges - two or more races = 20.3% Cox - Students with Disabilities = 26.3%, Increase 5% Gisler - Low Income = 26.7% Newland - Low Income = 31.1% Tamura - Students with Disabilities =10.7% Asian students = 23.7% Fulton (Students with Disabilities = 24.8% Hispanic students = 27.4% Masuda Students with Disabilities = 20.2% Hispanic = 27.4% Talbert - Students with Disabilities = 26%	African American are too low of a subgroup (N= 1) to be recorded Students with Disabilities Yellow 18.5% Chronic Abs improvement of 7% Prior 2023 SCHOOL Red Subgroup Update for 2024: Courreges - two or more races = moved Red to Yellow, 11%, improvement of 9.3% Cox - Students with Disabilities = moved Red to Orange, 24.6%, improvement of 1.7% Gisler - Low Income = moved from Red to Yellow, 14.8%, improved 11.9%	an improvement of 5.1% Foster Youth N = 28 report Yellow 10.7%, decline of 29.3% Previously red subgroups in 2024, African American in 2025 are now too low of a subgroup (N= 6) Prior 2023 SCHOOL Red Subgroup Update for 2025 Courreges - two or more races = moved Yellow to Green, 9.4%, improvement 1.6% Cox - Students with Disabilities = moved Orange to Yellow, 19.5%, 5/1% improvement Gisler - Low Income = moved from yellow to Orange, 16/2%, increase 1.4%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Newland - Low Income = moved from Red to Orange, 25.9%, imrpoved 5.9% Tamura - Students with Disabilities = moved from Red to Yellow, 18.5%, improved 5.2% Asian = moved from Red to Blue, 4.8% improved 5.9% Fulton (Students with Disabilities = moved from Red to Orange 22%, improved 5/4% Hispanic = moved from Red to Yellow 19.4%, improved 5.3% Masuda Students with Disabilities = moved from Red to Green 8.9%, improved 14.8% Hispanic = moved from Red to Green 9.1% improved 11.1%	Newland - Low Income = moved from Orange to Yellow, 18.4%, improved 7.5% Tamura - Students with Disabilities = maintain yellow at 17.9%, declined 0.7% Asian = moved from Blue to Orange, 7.4%, declined 2.6% Fulton (Students with Disabilities = moved from Orange to Yellow 19.8%, improved 2.2% Hispanic = Maintained Yellow 13.7% declined 5.7% Masuda Students with Disabilities = moved from Green to Yellow 9.4%, maintained .4% Hispanic = maintained Green		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Talbert - Students with Disabilities= moved from Red to Orange 22.1%, improved 14.2%	7.4%, improved 1.8% Talbert - Students with Disabilities= maintained Orange 21%, declined 1.1%		
4.5	Middle School Drop-out Rate	FVSD recorded a 0% Middle School Dropout Rate for the 2022-23 school year (this metric not a part of the CA Schools Dashboard)	FVSD recorded a 0% Middle School Dropout Rate for the 2023-24 school year (this metric not a part of the CA Schools Dashboard)	The middle school dropout rate for the 2024-25 school year was 0%	Maintain middle school drop-out rate at 0.0%	Current with baseline
4.6	Percentage of 3rd-5th grade students reporting that they "feel safe when they are at school all or most of the time" on FVSDs Core SEL Survey	83.7% of 3rd-5th grade students reported that they "feel safe or very safe at school" on FVSDs Core SEL Survey administered during the 2023-24 school year	83% of 3rd-5th grade students reported that they "feel safe or very safe at school" on FVSDs Core SEL Survey administered during the 2024-25 school year	82% of 5th-grade students reported that they “feel safe or very safe at this school” on the 2024-25 CA Healthy Kids Report	Increase the percentage of 3rd-5th grade students reporting that they "feel safe when they are at school all or most of the time" on FVSDs Core SEL Survey to 90.0% or higher	-1.3% from baseline
4.7	Percentage of 6th-8th grade students reporting that they "feel safe when they are at school all or most of the time" on FVSDs Core SEL Survey	69.0% of 6th-8th grade students reported that they "feel safe or very safe at school" on FVSDs Core SEL Survey administered during the 2023-24 school year	72.7% of 6th-8th grade students reported that they "feel safe or very safe at school" on FVSDs Core SEL Survey administered	68% of 7th-grade students reported that they “feel safe or very safe at this school” on the 2024-253 CA Healthy Kids Report	Increase the percentage of 6th-8th grade students reporting that they "feel safe when they are at school all or most of the time" on FVSDs	+1.0% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			during the 2024-25 school year		Core SEL Survey to 75.0% or higher	

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.

The overall implementation of Goal 4 Actions are summarized below.

Action 4.1: Develop leadership capacity needed to promote engagement and school connectedness
For the overall implementation of Action 4.1, FVSD highly engages site leadership (certificated, classified staff, parents and student) in trainings and professional development to promote engagement and school connectedness, via parent communication, providing health services and education, social emotional support, and understanding and responding to student behaviors for student success. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year.

Action 4.2: Communicate with parents regarding student absences and the importance of school attendance
For the overall implementation of Action 4.2, FVSD created site Climate Teams composed of the site administrator, counselor, teachers and support staff to analyze attendance and behavior data and create parent education and communication materials focusing on the benefits of student attendance. Communication with families highlights the positive impact on student academic success, as well as, positive personal well-being as result of school connectedness that results form positive daily attendance. In addition, sites hold SART/SARB attendance meetings with school nurses and community law enforcement to offer support for situations of school avoidance. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year.

Action 4.3: Health services and health education
For the overall implementation of Action 4.3, FVSD employs a team of District Nurses and school site Health Aides providing health services and health education to ensure the physical safety and well-being of students throughout and beyond the school day. These FVSD health professionals work with students, families and staff, training in health practices, administering medications, and providing resources necessary to administer basic first aid and emergency care at school sites. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year. Current challenges include the growing number of student who need medical attention throughout the school day including diabetes, allergies, and emotional comforts with a part time Heath Office staff.

Action 4.4 & 4.6: Social-emotional support for elementary students and promoting positive student behaviors
For the overall implementation of Action 4.4 and 4.6, FVSD employs a team of elementary counselors/mental health professionals and Behavior Intervention Assistants (BIAs) who immediately respond to the social-emotional needs of students, create lasting and supportive connections with students and families, educate students/staff/families, as well as, provide classroom instructional activities related to social-emotional wellness, and counsel students toward positive mental health throughout and beyond the school day and school year. Counselors

and BIAs are members of the FVSD student support services. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year. Future challenges will be funding this action with LCFF funds as one time, restricted funding state grants expire.

Action 4.5: Middle school counseling program
For the overall implementation of Action 4.5, FVSD employs a counselor/mental heath professional at each middle school campus to support the administrative team, create connections with students and families, educate students/staff/families, provide classroom instructional activities related to social-emotional wellness, counsel students toward positive mental health, and support students through the transition of middle school and secondary transitions onto high school. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year.

Action 4.7:Promote student engagement and school connectedness
For the overall implementation of Action 4.7, FVSD works with sites to promote site Positive Behavior Incentive Systems (PBIS) student engagement and school connectedness through student recognitions, ongoing activities including noon sports leagues, inter-scholastic athletics competitions, and student clubs (e.g., chess clubs, debate clubs, reading clubs, Lego clubs, and robotics). Student activities improve student/school connectivity and engagement benefitting overall student relationships and wellness. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year, however, significant increased in results are apparent in with the improved Chronic Absentee rate dropping to 7.6% (2025).

In summary Goal 4 - Actions 4.1- 4.7 were successfully implemented in the 2025-2026 school year with no changes in the implementation. Challenges foreseen in the out years will be funding challenges for each of these actions that are currently funded with one-time restricted grant funds and working to fund these actions with LCFF base and supplemental.

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

There are no differences between budged expenditures and estimated actual expenditures or planned percentages of improved services and estimated actual percentages of improved services between in the 2025-26 school year.

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

A description of the effectiveness for Goal 4- Actions are summarized below via the positive feedback received from of the Comprehensive Educational Partner survey submitted by the FVSD parents, certificated, classified staff and students.

Goal 4 - Positive School Climate and student Connectedness

- Fountain Valley School District focuses on improving student attendance by communicating regularly with parents (Action 4.2) = 97% favorable responses
- Fountain Valley School District communicates rules effectively and holds students accountable for their actions (Action 4.6) = 87% favorable responses
- Fountain Valley School District provides support for students who experience bullying (Action 4.6) = 90% favorable responses

- I am aware of the social-emotional supports available to students in FVSD's school such as counseling, peer mediation, and facilitating connections for families to community resources (Action 4.5) = 92.3% favorable responses
- Fountain Valley School District encourages students to participate in extracurricular activities such as clubs, arts programming, and sports-related activities (Action 4.7) = 92% favorable responses
- Fountain Valley school District provides supportive learning environments for students (Action 4.7) = 95% favorable responses

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.

For the 2026-27 school year Goal 4 - Actions 4.1 - 4.7 remain the same. There are no changes made to the planned goals, metrics, targeted outcomes or actions as result from reflections on the prior practice of the 2024-25 school year. Funding for these Actions may fluctuate in the 2026-27 year as some actions are funded by one-time state grants (AMIM and/or LREBG) which will expire.

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	Develop leadership capacity needed to promote engagement and school connectedness	Continue to develop the leadership capacity within the District to successfully implement instructional initiatives and build a culture of continuous improvement by providing training and coaching related to school-wide systems of support for staff. Implementation of this action will revolve around ongoing professional growth opportunities for site and district administrators, as well as resources to support the ongoing work of adult and student school leadership teams. The anticipated immediate impact of this action will be the dedication of time for training of site administrators and opportunities for school leadership teams to collaborate on issues related to school culture and student connectedness transferring into student leadership activities. The anticipated long-term positive impact of this action will be improved safety and school climates, where there are ever-expanding opportunities for students to become engaged and connected to their school. This action contributes to supporting students who are English Learners, Foster Youth as well as Low Income. This action is associated with metrics 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Communicate with parents regarding student absences and the importance of school attendance	Maintain timely communication with parents, both oral and written, about attendance policies and the impact of absences on learning. Leverage multi-tiered systems of support, including site-level interventions and the School Attendance Review Board process, to address chronic absenteeism and promote re-engagement and school connectedness. The anticipated immediate impact of this action will be a positive impact on parent awareness and education of importance related to student attendance. The anticipated long-term positive impact of this action will be the continued fostering of a community culture that places high value on the importance of school attendance as a direct, contributing component of academic and social-emotional success of students. In addition, this action specifically addresses to improve the areas of chronic absenteeism and suspension rates for all students, especially previously identified groups listed in the above Goal 4 overview, especially FVSD overall chronic absenteeism and suspension rates for African American and foster youth. This action is associated with metrics 4.3, 4.4, and 4.5.	$73,834.00	No
4.3	Health services and health education	Health services and health education will be provided to ensure the physical safety and well-being of students throughout the school day. Implementation of this action will involve the staffing of school nurses and health aides, ongoing training for those team members, and providing resources necessary to administer basic first aid at school sites. The anticipated immediate impact of this action will be ongoing access to health-related support and health education for students, resulting in improved physical safety for students throughout the school day, as well as a broader knowledge base related to healthy lifestyle choices which promote overall wellness. The anticipated long-term positive impact of this action will be a healthier student population that is prepared to make informed decisions regarding lifestyle choices that promote social-emotional and physical wellness. This action contributes to supporting students who are English Learners, Foster Youth as well as Low Income.	$704,805.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is associated with metrics 4.3, 4.4, 4.5, 4.6, and 4.7.		
4.4	Social-emotional support for elementary students	Provide social-emotional support to help ensure the emotional well-being of students by providing access to mental health professionals and instructional activities related to social-emotional wellness throughout the school year. The anticipated immediate impact of this action will be improved social-emotional learning experiences for all elementary-aged students, as well as access to counseling and support services for students in need of additional support. The anticipated long-term positive impact of this action will be improved social-emotional wellness for all elementary-aged students as they prepare to transition from the elementary school setting to the middle school setting. This action is associated with metrics 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7. Note: For the 2026-27 school year, LREBG funds in the amount of $491,017.00.00 are allocated for Action 4.4 Action 4.4 contributes to the success of identified as English Learners, Low Income and Foster Youth.	$993,101.00	Yes
4.5	Middle school counseling program	Utilize middle school counselors to provide social-emotional support for students and help to create secondary academic plans focused on college and career goals. The anticipated immediate impact of this action will be improved social-emotional learning experiences for all middle school students, as well as access to counseling and support services to assist students in need of additional support. The anticipated long-term positive impact of this action will be improved social-emotional wellness for all middle school-aged students as they prepare to transition from the middle school setting to the high school setting. The focus on helping students to create secondary academic plans focused on college and career goals will help to expand students' knowledge base related to high school instructional programming opportunities, college admissions requirements, degree options (Associates, Bachelor's, etc.), and help students to engage in the exploration of career goals.	$397,590.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action contributes to supporting students who are English Learners, Foster Youth as well as Low Income. This action is associated with metrics 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7.		
4.6	District-wide support for student behaviors	Implement and communicate to educational partners a consistent, district-wide approach for supporting student behavior including alternatives to suspension and expulsion. The anticipated immediate impact of this action will be ongoing training for teachers, staff, and administrators related to student behavior management and the development of school-wide systems of support to establish and instill an understanding of school-related behavioral expectations. The anticipated long-term positive impact of this action will be reduced suspension and expulsion rates, improved campus climates, and higher levels of positive behaviors by students achieved through education and positive reinforcement of school-appropriate behaviors especially in the subgroups of English Learners, Foster Youth, Low Income and students experiencing homelessness. This action contributes to supporting students who are English Learners, Foster Youth as well as Low Income. This action is associated with metrics 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7.	$250,264.00	Yes
4.7	Promote student engagement and school connectedness	Promote student engagement and school connectedness through ongoing activities such as noon sports leagues, inter-scholastic athletics competitions at the middle school level, and student clubs (e.g., chess clubs, debate clubs, reading clubs, lego clubs, and robotics clubs). The anticipated immediate impact of this action will be the ongoing expansion of elective offerings and student activities to better engage students and improve school connectedness. This will also help students to explore areas of interest to prepare for high school instructional programming, as well as college and career opportunities. The anticipated long-term positive impact of this action will be an expanded repertoire of elective offerings and student activities offered on FVSD campuses that will help broaden students' areas of interest.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action contributes to supporting students who are English Learners, Foster Youth as well as Low Income. This action is associated with metrics 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Facilities Inspection Tool (FIT)	Overall "Good" status achieved on the 2023-24 Facilities Inspection Tool	Overall "Good" status achieved on the 2024-25 Facilities Inspection Tool	Overall "Good" status achieved on the 2025-26 Facilities Inspection Tool	Overall "Good" status: Maintain 100%	Current with baseline

Goal Analysis [2025-26]

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

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

A description of the effectiveness for Goal 5- Actions are summarized below via the positive feedback received from of the Comprehensive Educational Partner survey submitted by the FVSD parents, certificated, classified staff and students.

Action 5.1 - Provide clean and well-maintained school campuses
For the overall implementation of Action 5.1, FVSD employs a skilled maintenance team who serves and supports the curb-appeal, maintenance, landscaping, and efficient functionality of the FVSD 10 school sites, maintenance/operations yard and district office. This year-round maintenance crew continually participates in educational courses and skill proficiencies to support state-of-the-art facilities and technologies materials needed to ensure a competitive 21st century instruction and engaging student performance. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year.

Action 5.2 - Fund and execute the District's Deferred Maintenance Plan
For the overall implementation of Action 5.2, FVSD funds a deferred maintenance plan based on the priorities identified in the FVSD Facilities Master Plan. The availability of resources provided by this actions ensures FVSD campuses are properly maintained and have properly functioning systems and infrastructure continually throughout and beyond the school year. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year. Future challenges will be funding this action to prior capacity as school funding annually amounts fluctuate.

Action 5.3 - Provide and maintain the infrastructure to support instructional technology
For the overall implementation of Action 5.3, FVSD employees an experienced technology team who continually assesses, upgrades, and implements a technology infrastructure to 1) ensure a strong firewall safeguards to student privacy and access approved web/digital content 2) ensure a strong wi-fi access campus wide providing access to digital curriculum and support 3) ensure student devices are up-to-date with current operating systems to support the ever-advancing digital components necessary to support educational technologies. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year. Future challenges will be funding this action to prior capacity as school funding annually amounts fluctuate.

Action 5.4 - Site safety resources, supplies and training
For the overall implementation of Action 5.4, FVSD support for site safety through the maintenance of emergency supplies and staff training. Examples include staff trainings of CPR, first aide and emergency procedures hosted by the team of District Nurses as well as community partners including police, fire, and emergency first-responders. There were no substantive differences nor relevant changes made to this planned action during the 2025-2026 school year. Future challenges will be funding this action to prior capacity as school funding annually amounts fluctuate and one-time Covid relief and state grant funds expire

In summary Goal 5 - Actions 5.1-5.4 were successfully implemented in the 2025-2026 school year with no changes in the implementation. Challenges foreseen in the out years will be funding challenges for each of these actions that were once funded with Covid relief one-time funds and working to fund these actions with LCFF base and supplemental funding now that one-time funds and grants have expired.

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 5.1 - For the 2025-26 school year, Action 5.1 reflects a decrease in projected expenditures compared to the budgeted amount, as certain planned expenditures have been deferred and incorporated into the 2026-27 fiscal year budget.
Action 5.3 - For the 2024-25 school year, actions 5.3 had significant spending budgets compared to spending actuals. For action 5.3 the 2024-25 budget was $52,000.00 and $0.00 was spent. This spending was intentional as to save and combine both 2024-25 and 2025-26 for a large bulk expenditure of technology in order to purchase more quantity for a lower cost price when the two-year budget combined for one large expenditure.
Action 5.4 - For 5.4 the 2024-25 budget was $75,000.00 and $38,700.00 spent was actually spent. This spending difference was intentional as to save and combine both 2024-25 remaining budget and 2025-26 for a large bulk expenditures of safety supplies in order to purchase more quantity for a lower cost price when the two-year budget combined for one large expenditure.
In the 2025-26 school year, $75,000.00 was initially budgeted for the replenishment of disaster preparedness equipment at school sites. The budget has since been decreased to $10,397.00, as the District plans to complete the replenishment of safety supplies during the summer months.
For the 2026-27 school year the priority remains maintenance and inventory and use of the purchased materials and creating a cycle of replenishment items.

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

For Goal 5, Actions 5.1 - 5.4 the effectiveness of these actions can be determined by the positive outcomes of metric 5.1

Metric 5.1 is Facilities Inspection Tool (FIT) is Overall "Good" status achieved on the 2025-26 Facilities of which is the highest indicator available on this tool, and remains current with the baseline.

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.

For the 2026-27 school year Goal 5 - Actions 1.1 - 5.4 remain the same.

Note Action 5.1 is the collective salaries of classified employees with specialization in facilities to serve and support the up keep of 21st Century learning environments including classroom, technology infrastructure, maintenance/operations, safety and HVAC. LCFF dollars support these staff and the cost will increase each year due to step and column of the classified employees.

There are no changes made to the planned goals, metrics, targeted outcomes or actions as result from reflections on the prior practice of the 2025-26 school year.
Funding for these Actions may fluctuate in the 2026-27 year as some actions were funded by restricted on time state grants (AMIM and/or LREGB) which are expiring.

Note Action 5.4 funds have increased from $75,000 in 25-26 to $112,000 in 26-27 for one time purchase of safety supplies for all school sites.

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
5.1	Provide clean and well-maintained school campuses	Provide appropriate staffing, supplies, and services to ensure District facilities are clean and well-maintained. The anticipated immediate benefits of this action are improved academic outcomes for students due to the positive impact of clean and well-maintained classrooms on student attendance and improved staff morale. The anticipated long- term positive benefits of this action are reduced costs of maintaining facilities and aesthetically appealing campuses which are great sources of pride within the community. The metric associated with this action is metric 5.1.	$8,228,496.00	No
5.2	Fund and execute the District's Deferred Maintenance Plan	Fund a deferred maintenance plan based on the priorities identified in the FVSD Facilities Master Plan. The anticipated immediate benefit of this action is the availability of resources to ensure FVSD campuses are properly maintained and have properly functioning systems and infrastructure. The anticipated long-term positive benefits of this action are reduced costs of maintaining facilities and aesthetically appealing campuses that are great sources of pride within the community. This action is associated with metric 5.1.	$250,000.00	No
5.3	Provide and maintain the infrastructure to support instructional technology	Procurement of necessary hardware and software to support the District's technology infrastructure. The anticipated immediate benefits of this action are universal access to individual devices for students across all grade levels and a state-of-the-art network backbone providing infrastructure to ensure uninterrupted access to high-speed internet for staff and students. The anticipated long-term positive benefits of this action are increased levels of student engagement and achievement and greater access to emerging technologies. This action is associated with metric 5.1.	$52,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Note: For 2026-27 LREBG funds in the amount of $33,000.00 are allocated for Action 5.3 that supports successful technology use for all students.		
5.4	Site safety resources, supplies and training	Support for site safety through the maintenance of emergency supplies and staff training. The anticipated immediate and long-term benefits of this action include school staff members who are better prepared to navigate emergency situations and improved resources available for staff to utilize in the event of an emergency. This action is associated with metric 5.1.	$122,897.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,243,429.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.242%	0.000%	$0.00	6.242%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Expand elective options across middle schools **Need:** Student offered a variety of elective choices including world language and Visual/Performing arts achieve academic success as well as increased confidence and self-esteem. Students identified as English Learners, foster youth and low income may have less access and opportunity to	All students, especially English Learners, foster youth, and students of low income families benefit from the creative expression demonstrated in visual and performing arts by allowing students to explore creativity and express themselves in unique ways (Brouillette, 2019). In this action, middle school visual and performing arts electives allow school connectedness, as well as, the social emotional expression and alternate forms of communication for students in middle	FVSD will use multiple metrics to monitor the effectiveness of this action including comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), and CAASPP Interim Assessment Blocks as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	participate in experiences associated with visual and performing Arts, as well as, formalized instruction in world languages due to systemic barriers and resource gaps that contribute to these inequities (Hollie, 2018; Woodworth, et al., 2007). This FVSD school-wide action for middle schools grades 6-8 offers world language and visual and performing arts electives to create access and opportunity for all students especially the above mentioned subgroups to benefit from the arts. **Scope:** Schoolwide	school grades 6-8, especially the above named subgroups. Exposure to middle school foreign language electives, provides tribute to the diverse cultural background of students, as well as, bridging the communication gap with peers and staff communicating in the primary language of some EL Learners. Hollie (2018) reiterates that the above support of the arts and foreign language results in significant improvement among students' confidence, self-esteem and academic scores, including English Learners.	well as metrics of school attendance and school connectedness student feedback surveys
1.4	**Action:** Provide standards-aligned instructional materials and supplies **Need:** English Learners, Low Income and Foster Youth may not have access to at home materials and supplies that promote student engagement, or access to resources that serve to elevate the rigor of instruction in areas of literature, math and STEM. Offering these enriching experiences to students increases confidence, school connectivity and high engagement in learnings. (Hattie 2023 & 2013). **Scope:**	The anticipated long-term positive impact of this action on student achievement in ELA, math and Science scores in addition to increased school connectivity.	Metrics to monitor are 2.1 - 2.12 CAASPP ELA/Math and CAST special populations scores of EL, Low Income, Foster Youth and LTEL numbers

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English learners, Foster Youth and Low Income students have been identified as student groups that performs at levels lower than the District average in English Language Arts, Mathematics, and Science on SBAC testing. Tier II -- targeted, timely, standards based intervention is a researched and successful practice for students approaching grade level especially for English Learner, Foster Youth and Low-Income students because these student groups may not have access to academic support outside of school resources. Meta Research published by John Hattie (2023 & 2012) reiterate systematic Response to Intervention (RTI) frameworks yield an exceptional effect size of up to 1.29, proving that structured Tier II interventions are capable of accelerating learning at double to triple the rate of classroom instruction alone. **Scope:** LEA-wide	and social emotional supports via a Tier II model of targeted instruction before, during and after school.	action including comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), CAASPP Interim Assessment Blocks, and results from the District's CORE SEL Survey. Metrics to measure are 2.1 - 2.12
2.4	**Action:** Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations **Need:** Teachers of English Learners, Foster Youth and Low Income benefit from focused instructional support provided by expert	This action addresses the needs of students by broadening the repertoire of instructional strategies that teachers can implement to support the unique learning needs of students from the designated student groups. This action is provided on an LEA-wide basis because students from the designated groups attend school at each of the District's ten campuses.	FVSD will use multiple assessments to monitor the effectiveness of this action including comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST),

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
	instructional TOSAs who collaborate, model effective instructional strategies and provide ongoing professional development and support throughout and beyond the school year to teachers, especially in the areas of success for EL, Foster Youth and Low Income populations. **Scope:** LEA-wide	John Hattie(2025 & 2013) meta-analysis states that building teacher capacity through the TOSA role of targeted instructional coaching and ensuring absolute teacher clarity regarding grade-level standards are among the most effective school-based drivers for accelerating student achievement.	CAASPP Interim Assessment Blocks, and results from the District's CORE SEL Survey. Metrics to measure are 2.1 - 2.12
3.1	**Action:** Parent Education and Training to parents of students from special populations **Need:** LEA-wide, all families, especially the families of English learners, Foster Youth and students of low income families are in need of opportunities to understand and provide instructional support at home. This is evidenced with these subgroups performing at levels lower than the District average in English Language Arts, Mathematics, and Science. **Scope:** LEA-wide	Parents and families of the identified subgroups will be a focus to receive outreach and opportunity to attend parent education and training in a variety of matters from informational to instructional strategies to support students outside of the school day increasing awareness of educational pedagogy, increasing school/home connectivity and increasing the academic and social emotional outcomes of students especially those mentioned in the above subgroups. John Hattie's 2025 and 2023 research emphasizes that the most impactful parent education programs focus on aligning high academic expectations and teaching families academic language, implementing parent education in this manner provides a powerful equity tool for UPP communities, empowering families to actively reinforce grade-level learning standards and scaffold academic success from home.	FVSD will use multiple assessments to monitor the effectiveness of this action including records of attendance at training and activities, as well as, comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), and CAASPP Interim Assessment Blocks
3.2	**Action:** Use of technology solutions, social media venues, and newsletters for outreach to families	This action focuses on communication of important information as well as outreach to specific parent groups and recruitment of representatives from these EL, low income, foster Youth and groups to	Metrics of effectiveness are the number of digital followers, outreach for oral translator requests,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Within FVSD, LEA-wide, families of the above EL, Foster Youth, and low income subgroups benefit from multiple methods of communication to ensure the delivery of communication, activities and events from the school and district delivered in their preferred language with the tools embedded in digital resource platforms resulting in countering challenges of a language barrier. Evidence of this is the increasing attendance of parents at FVSD district and events of which invitations are translated into multiple languages, as well as LCAP input survey stating 90% of responses "Use the technology platforms (ParentSquare, email, website, and social media) used by FVSD to communicate with families are effective in helping me stay informed about school events and activities." Flyers and take home papers are not timely and do not provide 2 way immediate communication as does a digital interface. Parent square, websites and social media platforms provide immediate, translated and ongoing communication between families and schools. Schools have an important role in helping parents learn the academic language and social understanding of schooling so that the parents can provide every possible assistance to their children in terms of developing the child's learning and love of learning, and in creating the highest possible shared expectations for learning. John Hattie (2023 & 2012)	participate on committees, panels, organizations, etc where their voice can share specific needs of these subgroups. This action focuses on increased information and successful methods of communication that will be received in ordered to serve the families and students of the identified special populations within our diverse community.	number of documents translated into community languages and feedback from parents sharing the use and success of community liaisons

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
	When parents understand the specific learning intentions, success criteria, and academic expectations their children face, they can effectively align home support with classroom instruction. **Scope:** LEA-wide		
4.1	**Action:** Develop leadership capacity needed to promote engagement and school connectedness **Need:** LEA-wide, English Learners, Foster Youth and students from families of low income can feel isolated, disconnected from school, and lack meaningful and positive relationships with staff and peers. This is evidenced in the grade 3-8 SEL survey conducted in 2023 with responses to "84% of elementary students feeling connected to school", disaggregated subgroups reported a -5% difference from EL student responses and an -8% difference in students with disabilities. Similar, with the response of "77% of middle school students feeling connected to school", disaggregated data reported -3% difference among EL students in middle school. **Scope:** LEA-wide	LEA-wide English Learners, Foster Youth and students of Low Income families will benefit academically and social-emotionally from the dedication of time for training of site administrators and opportunities for school and student leadership teams to collaborate on issues related to school culture and student connectedness. The anticipated long-term positive impact of this action will be improved safety and school climates, where there are ever-expanding opportunities for students to become engaged and connected to their school. Teacher and student leadership programs deliberately build a student's confidence in their own agency. Hattie (2023 & 2012) state that students with high self-efficacy view academic challenges as tasks to be mastered rather than threats to be avoided, which directly drives up achievement Student leadership programs fundamentally reshape peer dynamics. When UPP students are placed into leadership pathways, they shift the academic expectations of their immediate social	FVSD will use above metrics 4.1- 4.7 including student positive attendance, Chronic Absenteeism, suspension rates, expulsion rates in addition to School Climate SEL Survey data, as well as, academic assessments to demonstrate the effectiveness of this action

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		circles, creating positive peer-led accountability structures that encourage daily attendance.	
4.3	**Action:** Health services and health education **Need:** LEA-wide English Learners, Foster Youth and students from low income families often lack access to health-related supports and health education for students. **Scope:** LEA-wide	This action addresses the needs of all students, especially English Learners, Foster Youth and students from low income homes providing access to immediate health and SEL resources and education. Benefits of access to health staff and resources promotes a the health and wellness of children, families. Hattie (2023 & 2013) point out that emotional distress and behavioral disruptions directly compete with working memory. Dedicate SEL staff provide dedicated school counselors and mental health services, to directly lower students' anxiety and behavioral infractions. UPP students face higher rates of adverse childhood experiences (ACEs) and lack external therapeutic resources. As result, on-campus counseling restores the psychological safety required for academic success.	FVSD will use above metrics 4.1- 4.7 including student positive attendance, Chronic Absenteeism, suspension rates, expulsion rates in addition to School Climate SEL Survey data, as well as, academic assessments to demonstrate the effectiveness of this action
4.4	**Action:** Social-emotional support for elementary students **Need:** Within the FVSD Elementary schools, English Learners, Foster Youth and students from low income families often lack access to mental health professionals and instructional activities related to social-emotional wellness. **Scope:** Schoolwide	School wide this action addresses the needs of English Learners, Foster Youth and students of Low Income families by improving social-emotional learning experiences for all elementary-aged students, as well as access to counseling and support services for students in need of additional support. This action also creates a long-term positive impact of improved social-emotional wellness for all elementary-aged students as they prepare to transition from the elementary school setting to the middle school setting and beyond. Hattie (2023 & 2013) point out that emotional distress and behavioral disruptions directly compete with working memory. Dedicate SEL staff	FVSD will use above of metrics 4.1-suspension, 4.3 - attendance, 4.4 - chronic absenteeism, 4.6 - elementary SEL survey, as well as, academic assessments to demonstrate the effectiveness of this action

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		provide dedicated school counselors and mental health services, to directly lower students' anxiety and behavioral infractions. UPP students face higher rates of adverse childhood experiences (ACEs) and lack external therapeutic resources. As result, on-campus counseling restores the psychological safety required for academic success.	
4.5	**Action:** Middle school counseling program **Need:** Within FVSD Middle Schools, English Learners, Foster Youth and students from low income families can lack access to social-emotional support for students and families in a secondary educational setting that supports social-emotional well-being as well as knowledge of secondary academic course access and pathways focused on high school, college, and career goals. **Scope:** Schoolwide	This action addresses the needs of English Learners, Foster Youth and students of low income households by improved social-emotional learning experiences for all middle school students, as well as access to counseling and support services to assist students. In addition, this goal improves the social-emotional wellness for all middle school-aged students as they prepare to transition from the middle school setting to the high school setting and helps students create secondary academic plans focused on college and career goals to expand students' knowledge base related to high school instructional programming opportunities, college admissions requirements, degree or certificate options and help students to engage in the exploration of career goals. Hattie (2023 & 2013) point out that emotional distress and behavioral disruptions directly compete with working memory. Dedicate SEL staff provide dedicated school counselors and mental health services, to directly lower students' anxiety and behavioral infractions. UPP students face higher rates of adverse childhood experiences (ACEs) and lack external therapeutic resources. As result, on-campus counseling restores the	FVSD will use above metrics 4.1 suspension, 4.2 - expulsion, 4.3 - attendance, 4.4 - chronic absenteeism, 4.5 - drop out rates and 4.6 - SEL middle school survey as well as, academic assessments to demonstrate the effectiveness of this action

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		psychological safety required for academic success.	
4.6	**Action:** District-wide support for student behaviors **Need:** Student and families of English Learners, Foster Youth, Homeless and students of low income settings may lack access to the resources to educate and support the management of student behaviors that interfere with accessing education during the school day (McLeod, S., Uemura, M., & Rohrman, S., 2022). This manifests itself in FVSD as demonstrated by suspension rate data for Foster Youth during the 2022-23 school year. The suspension rate for Foster Youth students in FVSD for 2022-23 was 8% which represents 2 of 25 Foster Youth in the entire school district. **Scope:** LEA-wide	This action addresses the needs of English Learners, Foster Youth, and students of low income settings by providing ongoing training for teachers, staff, and administrators related to student behavior management and the development of school-wide systems of support to establish and instill an understanding of school-related behavioral expectations. In addition, this action will reduce suspension and expulsion rates, improve campus climates, and higher levels of positive behavior for all students, especially the subgroups mentioned through education and positive reinforcement of school-appropriate behaviors. Hattie (2023 & 2013) point out that emotional distress and behavioral disruptions directly compete with working memory. Dedicate SEL staff provide dedicated school counselors and mental health services, to directly lower students' anxiety and behavioral infractions. UPP students face higher rates of adverse childhood experiences (ACEs) and lack external therapeutic resources. As result, on-campus counseling restores the psychological safety required for academic success.	FVSD will use the above 4.1 - 4.7 metrics, as well as, academic assessments to demonstrate the effectiveness of this action
4.7	**Action:** Promote student engagement and school connectedness **Need:** LEA-wide English Learners, Foster Youth and students from low income families often lack access to engagement and school	This action addresses the needs of English Learners, Foster Youth and students from low income households by providing access and support to engage in school connectedness through school activities including noon sports leagues, inter-scholastic athletics competitions at the middle school level, and student clubs (e.g., chess clubs, debate clubs, reading clubs, lego	FVSD will use the above 4.1 - 4.7 metrics, as well as, academic assessments to demonstrate the effectiveness of this action

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	connectedness. This is evidenced in the grade 3-8 SEL survey conducted in 2023 with responses to "84% of elementary students feeling connected to school", disaggregated subgroups reported a -5% difference from EL student responses and an -8% difference in students with disabilities. Similar, with the response of "77% of middle school students feeling connected to school", disaggregated data -3% difference among EL students in middle school. **Scope:** LEA-wide	clubs, and robotics clubs). Additional outcomes include ongoing expansion of elective offerings and student activities to better engage students and improve school connectedness. Also, students will explore areas of interest to prepare for high school instructional programming, as well as college and career opportunities. Hattie (2023 & 2013) emphasizes that peers have a significant impact on a student's attitude toward school. Structured school activities channel positive peer influence positively, creating shared experiences that make students want to attend school. When teachers engage with students outside the traditional classroom setting—such as high-fiving at a noon league, chaperoning a dance, or attending a school game—it shatters negative stereotypes. This builds immense relational trust, which Hattie identifies as one of the most powerful drivers of classroom engagement.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** Provide coordinated services for English Learners at school sites	Students identified as English learners at each FVSD school site will receive targeted support in the forms of differentiated classroom instruction, designated and integrated ELD instruction, and	FVSD will use multiple assessments to monitor the effectiveness of this action including

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English learners have been identified as a student group that performs at levels lower than the District average in English Language Arts, Mathematics, and Science on SBAC tests. **Scope:** Limited to Unduplicated Student Group(s)	frequent assessment of academic progress. Additional instruction offered by highly qualified Tier 2 intervention teachers benefit student outcomes (Hattie 2023; 2013).	comprehensive reading and math assessments (F&P, i-Ready, etc.), state assessments (ELPAC, SBAC, and CAST), and CAASPP Interim Assessment Blocks. Metrics to measure are 2.1 - 2.12

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.

The Limited Action 2.1 above is not the outcome of an increase or improved service associated with a planned % of improved services funds.

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	FVSD has less than 55% of Unduplicated Students Population.	Does not apply to FVSD
Staff-to-student ratio of certificated staff providing direct services to students	FVSD has less than 55% of Unduplicated Student Population	Does not apply to FVSD

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	$67,977,776.00	4,243,429.00	6.242%	0.000%	6.242%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$53,732,424.00	$8,409,630.00	$7,353,209.00	$1,652,341.00	$71,147,604.00	$65,989,730.00	$5,157,874.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Recruit, select, and retain highly qualified staff to support student learning	All	No			All Schools	July 1, 2026 through June 30, 2027	$51,662,026.00	$0.00	$38,042,433.00	$6,256,209.00	$6,152,793.00	$1,210,591.00	$51,662,026.00	
1	1.2	Provide an Induction Program for new teachers	All	No			All Schools	July 1, 2026 through June 30, 2027	$0.00	$110,000.00		$110,000.00			$110,000.00	
1	1.3	Expand elective options across middle schools	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fulton Middle School, Masuda Middle School and Talbert Middle School Grades 6-8	July 1, 2026 through June 30, 2027	$198,154.00	$0.00	$198,154.00				$198,154.00	
1	1.4	Provide standards-aligned instructional materials and supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 through June 30, 2027	$0.00	$181,000.00	$181,000.00				$181,000.00	
1	1.5	Professional development for certificated and classified staff	All	No			All Schools	July 1, 2026 through June 30, 2027	$0.00	$101,076.00		$101,076.00			$101,076.00	
1	1.6	Improve access to technology to support student achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 through June 30, 2027	$0.00	$284,200.00	$284,200.00				$284,200.00	
1	1.7	Support and maintain infrastructure, classroom technology and devices	All	No			All Schools	July 1, 2026 through June 30, 2027	$958,683.00	$0.00	$958,683.00				$958,683.00	
1	1.8	Elementary Music Program for all elementary students	All	No			Specific Schools: Courreges Elementary, Cox Elementary, Gisler Elementar	July 1, 2026 through June 30, 2027	$567,345.00	$0.00	$567,345.00				$567,345.00	

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
							y, Newland Elementary, Oka Elementary, Plavan Elementary, and Tamura Elementary Transitional Kindergarten - 5th Grade									
1	1.9	Improve School Library Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 through June 30, 2027	$384,936.00	$15,000.00	$399,936.00				$399,936.00	
1	1.10	Elementary Physical Education	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Courreges Elementary, Cox Elementary, Gisler Elementary, Newland Elementary, Oka Elementary, Plavan Elementary, and Tamura Elementary Transitional Kindergarten - 5th Grade	July 1, 2026 through June 30, 2027	$653,128.00	$7,000.00	$660,128.00				$660,128.00	
2	2.1	Provide coordinated services for English Learners at school sites	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2026 through June 30, 2027	$468,892.00	$0.00	$468,892.00				$468,892.00	
2	2.2	Provide coordinated support for Students with Disabilities at school sites that maximize opportunities for inclusion in general education settings.	Students with Disabilities	No			All Schools	July 1, 2026 through June 30, 2027	$2,693,606.00	$0.00	$2,693,606.00				$2,693,606.00	
2	2.3	Provide intervention for students identified as	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 1, 2026 through June 30, 2027	$858,333.00	$0.00	$858,333.00				$858,333.00	

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
		performing below grade level	Low Income			Low Income										
2	2.4	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 through June 30, 2027	$652,665.00	$0.00	$480,947.00	$171,718.00			$652,665.00	
2	2.5	Provide coordinated services for students identified as Gifted & Talented	All	No			All Schools	July 1, 2026 through June 30, 2027	$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.1	Parent Education and Training to parents of students from special populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 through June 30, 2027	$0.00	$13,600.00	$13,600.00				$13,600.00	
3	3.2	Use of technology solutions, social media venues, and newsletters for outreach to families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 through June 30, 2027	$0.00	$87,696.00	$22,000.00	$18,815.00		$46,881.00	$87,696.00	
3	3.3	Bi-lingual Community Liaisons	All	No				July 1, 2026 through June 30, 2027	$87,277.00	$0.00				$87,277.00	$87,277.00	
4	4.1	Develop leadership capacity needed to promote engagement and school connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 through June 30, 2027	$30,000.00	$0.00	$30,000.00				$30,000.00	
4	4.2	Communicate with parents regarding student absences and the importance of school attendance	All	No			All Schools	July 1, 2026 through June 30, 2027	$0.00	$73,834.00	$73,834.00				$73,834.00	
4	4.3	Health services and health education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 through June 30, 2027	$704,805.00	$0.00	$263,441.00	$231,335.00	$210,029.00		$704,805.00	
4	4.4	Social-emotional support for elementary students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Courreges Elementary, Cox Elementary, Gisler Elementary, Newland Elementary, Oka Elementary, Plavan Elementary, Tamura Elementary Transitional Kindergarten - 5th Grade	July 1, 2026 through June 30, 2027	$993,101.00	$0.00	$387,310.00	$491,017.00		$114,774.00	$993,101.00	

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	4.5	Middle school counseling program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fulton Middle School, Masuda Middle School, Talbert Middle School Grades: 6th-8th	July 1, 2026 through June 30, 2027	$397,590.00	$0.00	$397,590.00				$397,590.00	
4	4.6	District-wide support for student behaviors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 through June 30, 2027	$0.00	$250,264.00	$250,264.00				$250,264.00	
4	4.7	Promote student engagement and school connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 through June 30, 2027	$30,000.00	$0.00	$30,000.00				$30,000.00	
5	5.1	Provide clean and well-maintained school campuses	All	No			All Schools	July 1, 2026 through June 30, 2027	$4,649,189.00	$3,579,307.00	$6,059,228.00	$996,460.00	$979,990.00	$192,818.00	$8,228,496.00	
5	5.2	Fund and execute the District's Deferred Maintenance Plan	All	No			All Schools	July 1, 2026 through June 30, 2027	$0.00	$250,000.00	$250,000.00				$250,000.00	
5	5.3	Provide and maintain the infrastructure to support instructional technology	All	No			All Schools	July 1, 2026 through June 30, 2027	$0.00	$52,000.00	$19,000.00	$33,000.00			$52,000.00	
5	5.4	Site safety resources, supplies and training	All	No			All Schools	July 1, 2026 through June 30, 2027	$0.00	$122,897.00	$112,500.00		$10,397.00		$122,897.00	

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
$67,977,776.00	4,243,429.00	6.242%	0.000%	6.242%	$4,925,795.00	0.000%	7.246 %	**Total:**	$4,925,795.00
								LEA-wide Total:	$2,813,721.00
								Limited Total:	$468,892.00
								Schoolwide Total:	$1,643,182.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Expand elective options across middle schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fulton Middle School, Masuda Middle School and Talbert Middle School Grades 6-8	$198,154.00	
1	1.4	Provide standards-aligned instructional materials and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$181,000.00	
1	1.6	Improve access to technology to support student achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$284,200.00	
1	1.9	Improve School Library Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$399,936.00	
1	1.10	Elementary Physical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Courreges Elementary, Cox Elementary, Gisler	$660,128.00	

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 (%)
						Elementary, Newland Elementary, Oka Elementary, Plavan Elementary, and Tamura Elementary Transitional Kindergarten - 5th Grade		
2	2.1	Provide coordinated services for English Learners at school sites	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$468,892.00	
2	2.3	Provide intervention for students identified as performing below grade level	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$858,333.00	
2	2.4	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$480,947.00	
3	3.1	Parent Education and Training to parents of students from special populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,600.00	
3	3.2	Use of technology solutions, social media venues, and newsletters for outreach to families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,000.00	
4	4.1	Develop leadership capacity needed to promote engagement and school connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
4	4.3	Health services and health education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$263,441.00	
4	4.4	Social-emotional support for elementary students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Courreges Elementary, Cox	$387,310.00	

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 (%)
						Elementary, Gisler Elementary, Newland Elementary, Oka Elementary, Plavan Elementary, Tamura Elementary Transitional Kindergarten - 5th Grade		
4	**4.5**	Middle school counseling program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fulton Middle School, Masuda Middle School, Talbert Middle School Grades: 6th-8th	$397,590.00	
4	**4.6**	District-wide support for student behaviors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,264.00	
4	**4.7**	Promote student engagement and school connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$72,262,985.00	$71,242,074.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Recruit, select, and retain highly qualified staff to support student learning	No	$52,035,040.00	$51,436,521.00
1	**1.2**	Provide an Induction Program for new teachers	No	$108,450.00	$108,450.00
1	**1.3**	Expand elective options across middle schools	Yes	$188,490.00	$190,569.00
1	**1.4**	Provide standards-aligned instructional materials and supplies	No	$181,000.00	$181,000.00
1	**1.5**	Professional development for certificated and classified staff	No	$140,812.00	$368,624.00
1	**1.6**	Improve access to technology to support student achievement	Yes	$413,194.00	$512,853.00
1	**1.7**	Support and maintain infrastructure, classroom technology and devices	No	$936,212.00	$954,553.00
1	**1.8**	Elementary Music Program for all elementary students	No	$548,595.00	$549,989.00
1	**1.9**	Improve School Library Programs	Yes	$405,707.00	$402,318.00
1	**1.10**	Elementary Physical Education	Yes	$621,431.00	$630,186.00
2	**2.1**	Provide coordinated services for English Learners at school sites	Yes	$481,470.00	$378,258.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Provide coordinated support for Students with Disabilities at school sites that maximize opportunities for inclusion in general education settings.	No	$2,906,164.00	$2,847,612.00
2	2.3	Provide intervention for students identified as performing below grade level	Yes	$1,272,795.00	$1,253,739.00
2	2.4	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	Yes	$645,241.00	$647,341.00
2	2.5	Provide coordinated services for students identified as Gifted & Talented	No	$30,000.00	$25,757.00
3	3.1	Parent Education and Training to parents of students from special populations	Yes	$13,000.00	$13,134.00
3	3.2	Use of technology solutions, social media venues and newsletter for outreach to families	Yes	$80,224.00	$19,086.00
3	3.3	Bi-lingual Community Liaison	No	$105,628.00	$181,722.00
4	4.1	Develop leadership capacity needed to promote engagement and school connectedness	Yes	$30,000.00	$30,000.00
4	4.2	Communicate with parents regarding student absences and the importance of school attendance	No	$65,000.00	$67,706.00
4	4.3	Health services and health education	Yes	$695,286.00	$705,372.00
4	4.4	Social-emotional support for elementary students	Yes	$935,984.00	$956,655.00
4	4.5	Middle school counseling program	Yes	$388,976.00	$381,494.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	District-wide support for student behaviors	Yes	$249,576.00	$231,047.00
4	4.7	Promote student engagement and school connectedness	Yes	$30,000.00	$30,000.00
5	5.1	Provide clean and well-maintained school campuses	No	$8,377,710.00	$7,877,691.00
5	5.2	Fund and execute the District's Deferred Maintenance Plan	No	$250,000.00	$250,000.00
5	5.3	Provide and maintain the infrastructure to support instructional technology	No	$52,000.00	$0.00
5	5.4	Site safety resources, supplies and training	No	$75,000.00	$10,397.00

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)
$4,032,747.00	$4,535,002.00	$4,441,336.00	$93,666.00	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	1.3	Expand elective options across middle schools	Yes	$188,490.00	$190,569.00		
1	1.6	Improve access to technology to support student achievement	Yes	$413,194.00	$512,853.00		
1	1.9	Improve School Library Programs	Yes	$405,707.00	$402,318.00		
1	1.10	Elementary Physical Education	Yes	$621,431.00	$630,186.00		
2	2.1	Provide coordinated services for English Learners at school sites	Yes	$481,470.00	$378,258.00		
2	2.3	Provide intervention for students identified as performing below grade level	Yes	$874,950.00	$872,536.00		
2	2.4	Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations	Yes	$475,808.00	$479,088.00		
3	3.1	Parent Education and Training to parents of students from special populations	Yes	$13,000.00	$13,134.00		
3	3.2	Use of technology solutions, social media venues and newsletter for outreach to families	Yes	$80,224.00	$19,086.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.1**	Develop leadership capacity needed to promote engagement and school connectedness	Yes	$30,000.00	$30,000.00		
4	**4.3**	Health services and health education	Yes	$255,057.00	$243,430.00		
4	**4.4**	Social-emotional support for elementary students	Yes	$52,197.00	$52,488.00		
4	**4.5**	Middle school counseling program	Yes	$388,976.00	$381,494.00		
4	**4.6**	District-wide support for student behaviors	Yes	$224,498.00	$205,896.00		
4	**4.7**	Promote student engagement and school connectedness	Yes	$30,000.00	$30,000.00		

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)
$65,238,463.00	$4,032,747.00	0.000%	6.182%	$4,441,336.00	0.000%	6.808%	$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).

California Department of Education
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