

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Firebaugh Las Deltas Unified School District

CDS Code: 10-73809-0000000

School Year: 2026-27

LEA contact information:

Troy Cox

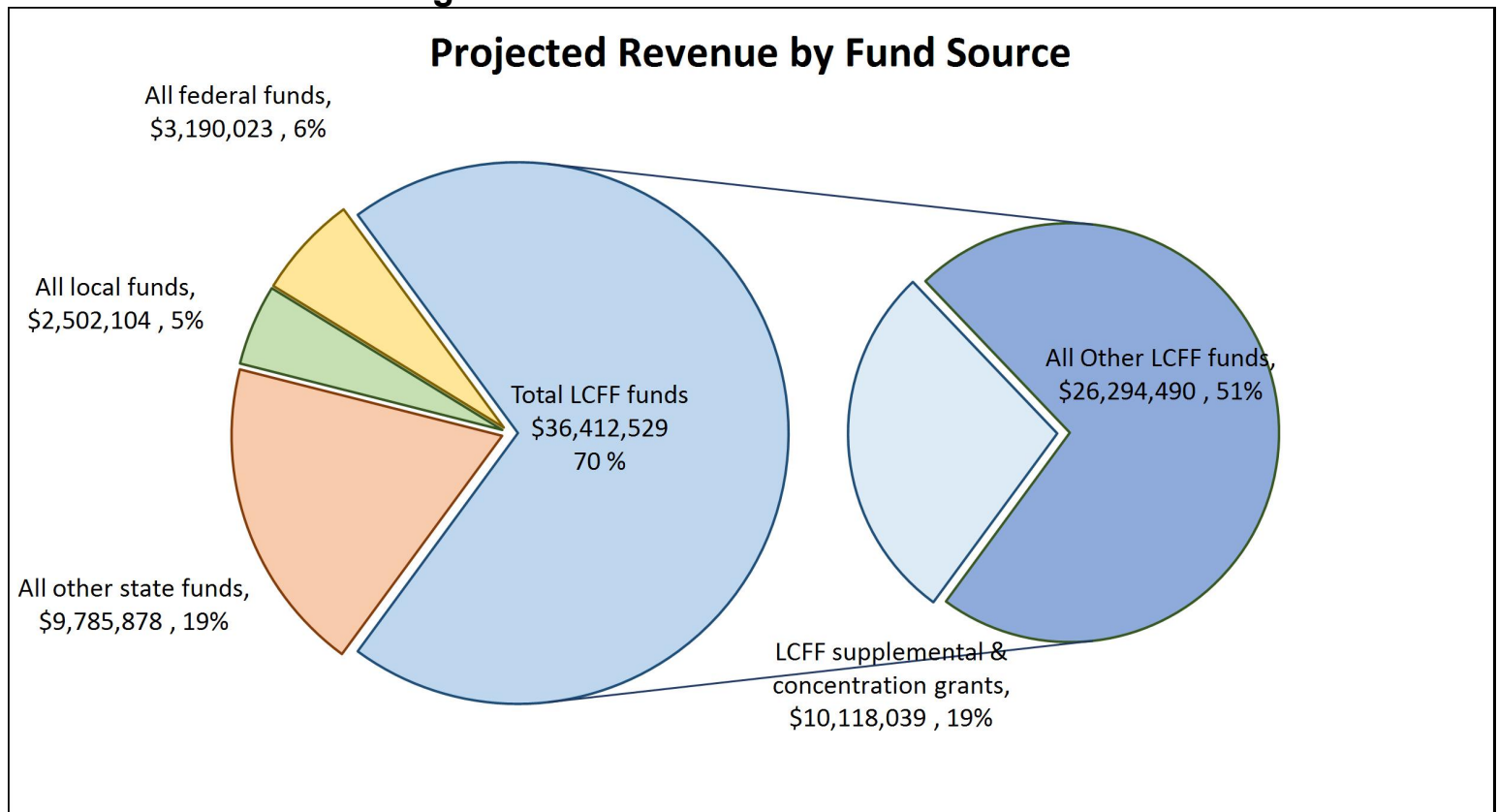
Superintendent

troy.cox@fldusd.org

(559) 659-1476

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

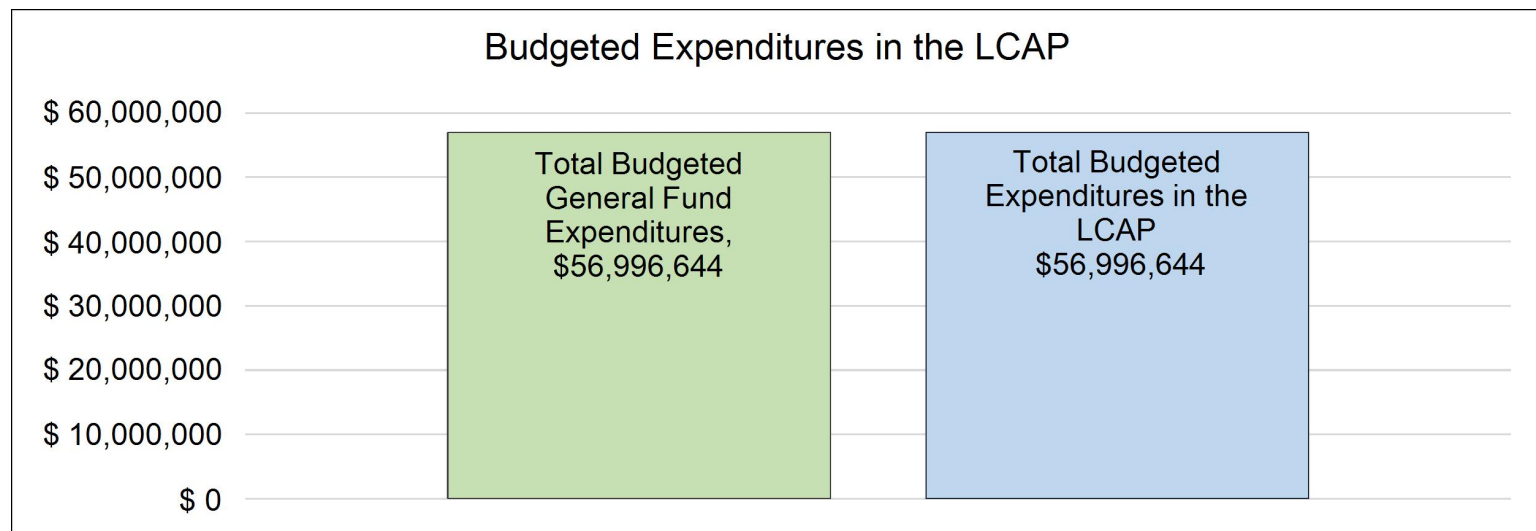


This chart shows the total general purpose revenue Firebaugh Las Deltas Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Firebaugh Las Deltas Unified School District is \$51,890,534, of which \$36,412,529 is Local Control Funding Formula (LCFF), \$9,785,878 is other state funds, \$2,502,104 is local funds, and \$3,190,023 is federal funds. Of the \$36,412,529 in LCFF Funds, \$10,118,039 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 Firebaugh Las Deltas Unified 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: Firebaugh Las Deltas Unified School District plans to spend \$56,996,644 for the 2026-27 school year. Of that amount, \$56,996,644 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

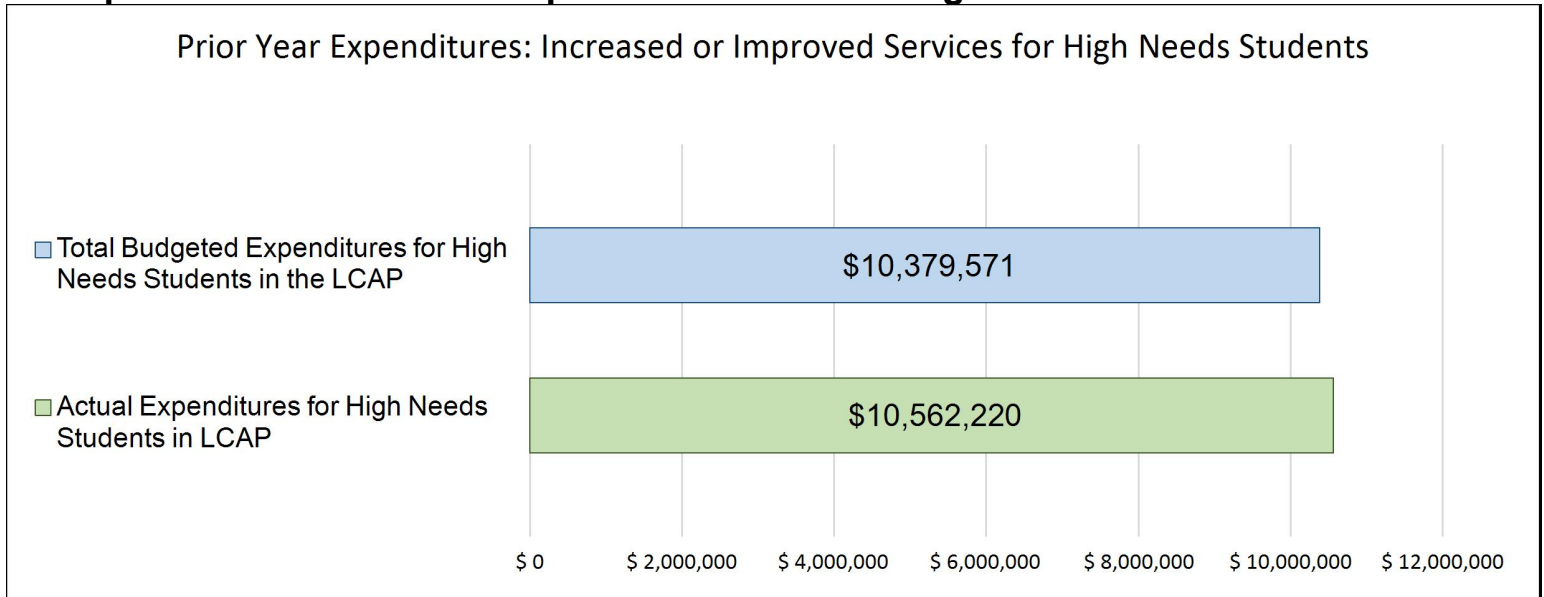
N/A

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

In 2026-27, Firebaugh Las Deltas Unified School District is projecting it will receive \$10,118,039 based on the enrollment of Foster Youth, English learner, and low-income students. Firebaugh Las Deltas Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Firebaugh Las Deltas Unified School District plans to spend \$10,799,491 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 Firebaugh Las Deltas Unified 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 Firebaugh Las Deltas Unified 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, Firebaugh Las Deltas Unified School District's LCAP budgeted \$10,379,571 for planned actions to increase or improve services for high needs students. Firebaugh Las Deltas Unified School District actually spent \$10,562,220 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Firebaugh Las Deltas Unified School District	Troy Cox Superintendent	troy.cox@fldusd.org (559) 659-1476

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 Firebaugh-Las Deltas Unified School District (FLDUSD) located within the City of Firebaugh is in Fresno County, approximately 43 miles west of the City of Fresno and 18 miles east of Interstate 5, the main north-south link between San Francisco and Los Angeles. Firebaugh has a population of 8,424 residents (Source: US Census Bureau; 2024) and its economy is primarily agriculture-based. FLDUSD is a small rural TK-12 school district that serves as the hub of the community for various school and community events. FLDUSD serves a TK-12 student population of 2,232 students (CA Dashboard, 2025). Socio-economically disadvantaged students account for 87.9% of the district enrollment (CA Dashboard, 2025). The percentage of students in the district designated as English Learners is 29.6% (CA Dashboard 2025). Ninety-six percent (96.7%) of the 2,232 students are Hispanic and roughly three percent (2.6%) are white (CA Dashboard 2025). The rest of the student population, which is less than 1%, are African American; Asian and Pacific Islander (CA Dashboard 2025). The number of Foster Youth in FLDUSD is below 11 so the percentage is hidden to protect the privacy of the students. FLDUSD has a preschool program that is adjacent to the Hazel E. Bailey campus and it serves approximately 80 students. A toddler program was added to our preschool program two years ago which serves two-year old students. Hazel M. Bailey is a primary site that serves students from Transitional Kindergarten/Kindergarten through 2nd grade; Arthur E. Mills Intermediate serves 3rd through 5th grade students; Firebaugh Middle School serves 6th through 8th grade students and Firebaugh High School serves 9th through 12th grade students. Additionally, four programs at the Firebaugh Alternative and Community Education (FACE) center serve the community. El Puente High School (continuation) serves 9th - 12th grade students aged 16-18 that require a smaller, more personal school experience. It also houses our Long Term Independent Study Program, which is new this school year and began in January of 2026. The Firebaugh Community Day School serves students that are transferred from the regular education program for serious and compelling personal or disciplinary issues. FACE also houses the Firebaugh

Adult Education program that provides English as a Second Language (ESL Civic Participation, Citizenship Preparation) and a High School Diploma Program classes for adults, offering morning and evening sessions.

The following schools receive Equity Multiplier funding: El Puente High School and Firebaugh Community Day School.

Reflections: Annual Performance

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

Firebaugh Las Deltas Unified School District is proud of the progress made on several Dashboard indicators as well as other local measures of success. An analysis of the 2025 Dashboard and local data below show that while we are making progress, there is still room for growth.

Green Dashboard Indicators for LEA include the Graduation Rate Maintained -0.4%

Academic Performance Areas

Math

- LEA increased 4.4 points
- English Learners increased 4.9 points
- Hispanic increased 4.2 points
- SED increased 5.1 points

ELA

- LEA maintained 2.2 points
- English Learners maintained 0.3 points
- Hispanic maintained 1.5 points
- LTELs increased 4.4 points
- SED maintained 0.7 points

Science

- LEA increased 6.26% from 16.31% at baseline to 22.55% in 2025
- English Learners increased 2.4 points
- Hispanic maintained 0.9 points
- SED maintained 0.4 points

The latest CAASPP results reveal several trends across our schools. At A.E. Mills Elementary, English language arts scores increased by 3 points and math scores maintained -1.8 points. Firebaugh Middle School also had minor gains with ELA maintaining at -2.5 points and math increasing 4.6 points. Firebaugh High School maintained its ELA performance by 1 point and increased significantly in Math with a 16.6 point gain. These results underscore the importance of strengthening math and literacy support at every level.

Graduation data from the 2025 California School Dashboard reflects strong outcomes for Firebaugh-Las Deltas Unified School District, with an overall “All Students” graduation rate of 94.7%, including 90.9% for English Learners and 94.2% for socioeconomically disadvantaged students. While the College and Career Indicator (CCI) declined by 5.9%, the district is actively working to address this area. The district also

continues to demonstrate success in maintaining staffing stability, with only one vacancy during the school year, and no schools identified for Comprehensive Support and Improvement (CSI) under ESSA. Additionally, results from the 2025–2026 California Healthy Kids Survey (CHKS) highlight strong family engagement, with over 92% of parents indicating the district encourages active participation in their child’s education, alongside high marks for communication and information sharing. Student connectedness remains strongest at the elementary level (68% in 5th grade), with moderate levels in secondary grades and a continued focus on improvement in those areas.

The district continues to provide robust academic, extracurricular, and community opportunities. Its longstanding music initiative has grown significantly, expanding from 419 students in 2012–13 to over 1,400 students in 2025–2026, with notable achievements by Firebaugh High School’s band and music programs at regional and state competitions. Students also excelled in academics and career pathways, including participation in Academic Decathlon and strong performance in Career Technical Education (CTE) competitions, where students earned top placements and industry certifications. The Agriculture Department and FFA programs also demonstrated exceptional success, with numerous state and national degree recipients and extensive community engagement through events and service projects. Additional highlights include recognition as a top-performing district in reading in prior years and Firebaugh High School’s designation as a 2024 California Exemplary Dual Enrollment School. The district’s Community Schools efforts further strengthen partnerships by hosting events and providing resources such as clothing closets, ensuring support for families while fostering a strong sense of community.

We plan to build upon these successes through the continued implementation of the FLDUSD LCAP.

FLDUSD identified 5 instructional areas of focus that will continue to forward the implementation of the district's progress towards realizing LCAP goals and movement towards progress in 2026-2027.

- (a) ELA - progress towards meeting grade-level standards
- (b) English Language Proficiency - Integrated, Designated, Reclassification, and College and Career Readiness
- (c) Mathematics - progress towards meeting grade-level standards
- (d) Special Education Students - progress toward meeting grade-level standards
- (e) Social Emotional Learning

The district remains committed to fully implementing state standards and ensuring equitable access for all students. A continued priority is providing teachers with the necessary resources, support, and professional development to effectively deliver instruction. Emphasis will remain on strengthening data-driven instructional practices to improve outcomes in both English Language Arts and Mathematics. The District has 710 reclassified (RFEP) students for the 2025-2026 school year (Data Source: DataQuest) with 103 out of 131 being reclassified in the 25-26 SY (local data). Lastly, ELPAC data indicates that 50.8% (341 out of 671) of our English Learners scored a level 3 or higher on the Spring 2025 assessment. To build upon this success the district will continue to provide professional development with an emphasis on English Learners and will maintain an EL Coordinator.

Identified Needs:

The following student groups within a school within the LEA were identified as having the lowest performance level on the following state indicators on the 2023 CA School Dashboard:

- Hazel M. Bailey: ELPI (EL)
- Arthur E. Mills: ELA (SWD)

-Firebaugh Middle School: Math (Hispanic, SED)

The following school within the LEA was identified as having the lowest performance level on one state indicator the 2023 CA School Dashboard

--Hazel M. Bailey: ELPI

Learning Recovery Emergency Block Grant

The district had unexpended LREBG funds for the 2026-2027 school year which can be found in Goal 1.2, 1.6,1.7,1.8, 2.1, 3.2, and 3.3.

Our needs assessment identified ongoing achievement gaps in English Language Arts and Mathematics for English Learners and Students with Disabilities. Actions 1.2, 2.1, 3.2 and 3.3 are intended to address these needs by providing targeted academic supports and intervention services for English Learners and Students with Disabilities through tutoring, professional development, Guidance Instructional Assistants, Learning Directors, Academic Coaches, and a Math Intervention Teacher. Action 3.2 aligns with the LREBG allowable use of providing instruction and services consistent with the California Community Schools Partnership Act.

The needs assessment also identified chronic absenteeism as an area of concern for all students. Actions 1.6, 1.7, and 1.8 support improved attendance and engagement through expanded LVN services, psychology services, and parent engagement opportunities.

Reflections: Technical Assistance

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

Our district has established a collaborative partnership with the Fresno County Office of Education to enhance support for our students within the framework of Differentiated Assistance. Our English Learner student population became eligible for DA due to their performance in Math (Priority 4) and College and Career Indicator (Priority 8).

This collaboration targets English Learners and Students with Disabilities with a goal to improve student performance in Math and aligns with Goal 1 Actions 1.2 and 1.8.

To facilitate professional development, a series of sessions have been organized, employing research-based strategies rooted in the improvement science model. These sessions have been structured into four distinct phases:

Phase 1: This phase entails articulating the problem of practice, conducting a thorough data analysis, processing the findings, and integrating research-based knowledge.

Phase 2: Here, participants review the user perspective, research plan, and accumulated knowledge, aiming to identify root causes through rigorous research.

Phase 3: In this phase, participants will delve deeper into research-based knowledge, develop a clear aim, identify key drivers, generate change ideas, and meticulously plan the improvement journey.

Phase 4: The Improvement Journey phase involves monthly meetings throughout the academic year to assess the effectiveness of the Theory of Improvement. As part of Differentiated Assistance, the district is prioritizing improvement in mathematics outcomes for English Learners and Students with Disabilities. To support this effort, each school site has established a dedicated team of staff who regularly

analyze local assessment data using a structured Assessment Analysis Form. This process allows teams to consistently monitor student progress, identify areas of need, and adjust instruction based on data-driven insights. Through ongoing collaboration and continuous review, the district is strengthening its ability to provide targeted support and improve achievement in mathematics for these student groups. We completed phases 1, 2 and 3 as of August 2025. We began Phase 4 at the start of the 25-26 SY and have continued the work all school year.

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.

N/A - FLDUSD does not have any school sites that meet the CSI criteria.

Support for Identified Schools

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

N/A - FLDUSD does not have any school sites that meet the CSI criteria.

Monitoring and Evaluating Effectiveness

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

N/A - FLDUSD does not have any school sites that meet the CSI criteria.

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
Parents:	LCAP/Title I/CCSPP presentation held on 11/6/25 This meeting reviewed LCAP Goals with parents. Surveys were provided to parents. A Community Open House was held at FMS on 4/8/26, and an information booth was present to offer and provide information on the LCAP. Parents of School Site Council committees were presented the LCAP on 4/20/26 at Firebaugh High School, El Puente and Community Day School, on 4/21/26 at Firebaugh Middle School, on 5/4/26 at Hazel M. Bailey Primary, and on 5/12/26 at Arthur E. Mills Intermediate.
Pupils:	A Student Advisory Committee was created this school year that had members from FMS and FHS. Meetings were held on 4/13/26 and 5/4/26 with both meetings take place at 11 a.m. Students were provided a draft of the LCAP. During the meeting we reviewed LCAP Goals with students and provided them an opportunity to ask questions or provide suggestions/feedback, which were incorporated into the LCAP. The CHKS survey was given to students in grades 5, 7, 9 and 11. Pupils did not submit any questions to the Superintendent that required a written response.
LCAP Consultation Committee (Part of the Certificated Bargaining Unit)	FLDUTA LCAP meeting was held on April 13, 2026 at 3:30 PM to review the LCAP report in detail. Each goal and action was reviewed along with the funds spent in each goal and action.

Educational Partner(s)	Process for Engagement
California School Employees Association (CSEA)	FLDUSD CSEA LCAP meeting was held on April 13, 2026 at 9 AM to review the LCAP report in detail. Each goal and action was reviewed along with the funds spent in each goal and action.
Teachers:	A survey was shared with all FLDUSD teachers in an effort to seek input on how to improve services. This survey was sent out 2/24/26. Surveys were shared via district email.
Other Including Classified Staff:	A survey was shared with all FLDUSD support staff in an effort to seek input on how to improve services. This survey was sent out 2/24/26. Surveys were shared via district email.
Administration:	District LCAP Leadership Meetings- LCAP Goals are presented, reviewed and discussed. These meetings are held every two months. Meetings were held every Wednesday morning. (5/6/26 and 5/13/26). Administrators have the opportunity to share parent/community feedback.
Principals:	LCAP Goals were presented, reviewed and or discussed at Principal Meetings. These meetings were held on 9/16/25, 11/18/25, 1/23/26, 2/19/26, 3/17/26, 4/14/26 and 5/18/26. Principals have the opportunity to share parent/community feedback.
Community:	Our Migrant Mini-Conference was held on 2/28/26 and a survey was conducted to get parent and community feedback. A Community Open House was held at FMS on 4/9/26 and an information booth was present to offer and provide information on the LCAP.
Parent Advisory Committee:	Our Parent Advisory Committee (PAC) meetings were held on 2/26/26 and 5/4/26 when we submitted the draft LCAP for review and feedback. LCAP Goals were reviewed and progress in each of the goals was presented. Opportunities for feedback were provided. A draft of the LCAP was presented to the DPAC for review and comment. The DPAC did not submit any questions to the Superintendent that required a written response.
District English Language Advisory Committee:	Our District English Language Advisory Committee (DELAC) meetings were held on 10/23/25, 3/18/26 and 5/1/26. District English Learner goals and progress are reviewed. (LCAP Goal 2) A draft of the LCAP was presented to the DELAC for public comment, and educational partners were allowed time to submit

Educational Partner(s)	Process for Engagement
	comments to the Superintendent. The DELAC did not submit any questions to the Superintendent that required a written response.
SELPA Consultation:	The district's SELPA representative attends monthly SELPA Operation meetings. Included in these meetings are consultation opportunities regarding supports for students with disabilities in the LCAP. A specific action is included in the 26-27 LCAP related to special education. The actions for SWD in the LCAP are aligned with the District's CIM plan.
Equity Multiplier Site(s) Consultation:	On March 4, 2026 El Puente High School and Community Day School held an Equity Multiplier Meeting which parents, students and staff were provided with the opportunity to submit feedback on use of the Equity Multiplier funds. An Equity Multiplier Survey was also provided to collect feedback. Feedback included requests for more interventions and support for all students and clarity on the specific job duties of the support teacher.
Mid-Year Report to the Board	On January 15, 2026 the Midyear Report on the 25-26 LCAP was provided to the Board of Trustees.
Public Comment Period	A draft of the 2026-2027 plan was placed on the LEA website and the public was provided with an opportunity to comment or provide feedback. The public comment period ran from May 15th through May 30th, 2026.
Public Hearing	On May 14, 2026 a public hearing was held for the Budget Overview for Parents. The Annual Update to the 2025-2026 LCAP, and the 2026-2027 LCAP. No public comments were submitted at that time.
Board Adoption of the LCAP Local Indicator Report Presented to the Board Adoption of the LEA Budget	On June 11, 2026 the Board adopted the Budget Overview for Parents, the Annual Update to the 2025-2026 LCAP, and the 2026-2027 LCAP. Subsequently, the Board Adopted the LEA Budget. At the same meeting the Local Indicator Report was presented to the Board of Trustees.

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

Parents, Students, and Community Members

Educational Partner feedback continues to highlight the need for supplemental targeted instructional support. Goal 1, Action 2 will continue to provide these services to support student achievement. Educational Partners also emphasized the importance of maintaining mental health, health, and behavioral support services to address students' social-emotional needs. Goal 3, Action 1 has been continued to support these

priorities. Parents expressed a desire for additional opportunities for community involvement across all school sites. Goal 3, Action 2 will continue to address family and community engagement efforts. Educational Partner feedback also reflected an ongoing interest in strengthening school safety, including continued support for School Resource Officers. In addition, migrant parents shared positive feedback regarding opportunities for English Learners to participate in VAPA and CTE programs. Goal 4 has been continued to maintain and expand these opportunities.

Equity Multiplier Feedback

Feedback included requests for continued interventions and academic and behavior support for all students. The LEA will continue to fund an Academic Certificated Tutor and a Behavior Certificated Tutor to continue targeted academic intervention in reading, writing, and math along with check ins on attendance and behavior that were first initiated in 2023. The Academic and Behavior CTs will continue to focus on school climate indicators: suspension rates at El Puente and attendance rates at Community Day School. They will also continue to collect and analyze data in collaboration with school staff to identify and address barriers to academic success and support students in achieving their goals to meet the needs identified by the survey provided.

Classified and Certificated Staff, Teachers, Principals, and Administrators

Educational Partner feedback continued to emphasize the need for academic interventions, particularly in mathematics. Parents and teachers identified the importance of providing supplemental targeted instructional support from content-area experts to improve outcomes for low-income and English Learner students. Goal 1, Action 2 has been continued to address this need. Site administrators and new teachers also expressed a continued desire for onsite coaching and instructional support focused on strategies to meet the needs of identified student groups. Goal 2, Action 1, along with Goal 1, Actions 2 and 6, have been continued to support these efforts. In addition, administrators and teachers highlighted the importance of strengthening math performance and aligning PLCs across the district with a focus on student outcomes and data analysis. Goal 1, Action 1.8 continues to support this work.

Educational Partner feedback further indicated that maintaining additional instructional time remains necessary to help close achievement gaps for low-income and English Learner students. Goal 1, Action 5 has been continued to address this priority.

CSEA members stated they would like classified staff to receive training to be able to support the various educational programs within the district such as math, ELA, CTE, ROP, literacy, numeracy, and MTSS. They also requested to add additional security staff: one security guard at H.M.Bailey and one at Firebaugh Middle School.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student academic achievement will improve for all subgroups in ELA , Math and Science as measured by State and Local Assessments.	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)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all students, including English Learner, Low Income and Foster Youth pupils, will improve each year in acquiring grade-level proficiency of state curriculum standards as measured by state and local data. LEA staff and educational partner engagement will direct the methods used to implement the academic and behavioral supports, and additional student services, required for sustained measurable academic improvement. The following actions and metrics grouped together have been included to help achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Standardized Assessments as measured by ELA CAASPP scores Met or Exceeded Standard	2022-2023 DataQuest All Students: 38.18% EL Students: 12.4% SED Students: 36.61% LTEL:	2023-2024 DataQuest All Students: 34.21% EL Students: 6.40% SED Students: 32.76% LTEL:	2024-2025 DataQuest All Students: 32.79% EL Students: 6.88% SED Students: 30.57% LTEL:	DataQuest All Students: 41% EL Students: 15% SED Students: 40% LTEL: 9%	All Students: -5.39% EL Students: -5.52% SED Students: -6.04% LTEL: -2.72%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5.71% AEM: SWD 5.77%	4.08% SWD: 9.49% AEM: SWD 10.45%	2.99% SWD: 9.02% AEM SWD: 11.11%	SWD: 11% AEM: SWD 9%	SWD: -0.47% AEM: SWD +5.34
1.2	State Standardized Assessments as measured by Math CAASPP scores Met or Exceeded Standard	2022-2023 DataQuest All Students: 18.85% EL Students: 8.93% SED Students: 17.81% LTEL: 0% FMS: Hispanic 11.43% LI 10.89%	2023-2024 DataQuest All Students: 18.99% EL Students: 6.63% SED Students: 17.89% LTEL: 0.0% SWD: 9.49% FMS: Hispanic 12.45% LI 11.14%	2024-2025 DataQuest All Students: 19.02% EL Students: 7.12% SED Students: 17.73% LTEL: 2.99% SWD: 6.56% FMS Hispanic: 15.19% LI: 14.59%	DataQuest All Students: 22% EL Students: 12% SED Students: 21% LTEL: 3% SWD: 9.49% FMS: Hispanic 15% LI 14%	All Students: +0.17% EL Students: -1.81% SED Students: -0.08% LTEL: +2.99% SWD: -2.93 FMS: Hispanic +3.76% LI +3.7%
1.3	Appropriately assigned and fully credentialed teachers	75.4% Clear Data Year: 2021-22 Data Source: 2023 Dashboard	Data Source: 2024 Dashboard 77.4% Clear Data Year: 2022-23	Data Source: 2025 Dashboard 71.6% Clear Data Year 2024-25	79% Clear	-3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Access to standards aligned instructional materials	2023-2024: School board adoption of "sufficiency of "Instructional Materials" resolution	2024-2025: School board adoption of "sufficiency of "Instructional Materials" resolution	2025-2026: School board adoption of "sufficiency of Instructional Materials" resolution.	School board adoption of "sufficiency of Instructional Materials" resolution	Maintained
1.5	Facilities maintained in good repair	2023-2024 All (100%) site FITs scored "good" or higher	2024-2025 All (100%) site FITs scored "good" or higher	2025-2026 All (100%) site FITs scored "fair" or higher	100% site FITs scored "good" or higher	Maintained at 5 sites Declined at 1 site
1.6	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation Data Year: 2023-24 Data Source: Local Indicator Report	Full Implementation Data Year: 24-25 Data Source: Local Indicator Report	Full Implementation Data Year: 25-26 Data Source: Local Indicator Report	Full Implementation & Sustainability Data Source: Local Indicator Report	Maintained
1.7	Access to a broad course of study	100% access to a broad course of study at all school sites as measured by review of teacher and/or master schedules: Data Source: Aeries Data Year: 2023-24	100% access to a broad course of study at all school sites as measured by review of teacher and/or master schedules: Data Source: Aeries Data Year: 2024-2025	100% access to a broad course of study at all school sites as measured by review of teacher and/or master schedules: Data Source: Aeries Data Year: 2025-26	100% access to a broad course of study at all school sites as measured by review of teacher and/or master schedules	Maintained
1.8	California Science Test (CAST) Met or Exceeded Standard	All: 16.24% Data Year: 2022-23 Data Source: Dataquest	All: 18.50 Data Source: DataQuest Data Year: 2023-2024	All: 22.55% Data Source: DataQuest Data Year: 2024-2025	All: 25%	All: +6.31%

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.

PROMPT 1.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the goal Pupil academic achievement will improve for all subgroups in ELA and mathematics as measured by the California Assessment of Student Progress and Performance (CAASPP).

Action 1: District Infrastructure

Implementation Status: 5 – Full Implementation and Sustainability.

The District provided staffing, services and programs.

Action 2: Academic performance of English Learner, Students with Disabilities, Low Income and Foster Youth students

Implementation Status: 5 – Full Implementation and Sustainability.

The District fully implemented all components of this action, including those supported through the Learning Recovery Emergency Block Grant (LREBG). This included the provision of certificated tutors, funded through LREBG, to deliver targeted academic support for identified student groups. In addition, the District provided extended learning opportunities such as before- and after-school intervention and enrichment, Summer School programs with transportation, class size reduction, and supplemental instructional support through academic coaching, mentor teachers, an EL Coordinator, and instructional assistants. The inclusion of certificated tutors strengthened the District's ability to provide intensive, standards-aligned instruction and personalized support based on student needs. A positive enhancement to implementation was the expansion of transportation services, increasing student access to these programs.

All other planned actions, including LREBG-funded activities, were carried out as intended and have contributed to improved support systems for unduplicated student groups.

Action 3: Academic Performance for Student with Disabilities

Implementation Status: 5 – Full Implementation and Sustainability.

The district provided specialized targeted support to students with disabilities in accordance with their Individualized Education Plan (IEP). In addition, the District addressed the CA Dashboard indicator of lowest performance at AEM in ELA for SWD through targeted training for classroom teachers. Training and support was implemented for classroom teachers at AEM, concentrating on the collection and analysis of formative assessment data to construct more refined and actionable goals for SWD in the domain of English Language Arts proficiency. AEM teachers engaged in collaborative efforts within Professional Learning Communities (PLCs) to exchange optimal strategies geared towards facilitating the attainment of these objectives by SWD.

No substantive difference in planned action compared to the actual implementation.

Action 4: Refined instruction and increased student engagement using technology

Implementation Status: 5 – Full Implementation and Sustainability.

The district provided supplemental digital curriculum and technology support, including professional development designed to provide teachers with support in analyzing local assessment data and digital tools to drive instruction. Library Clerks were employed to assist students.

No substantive difference in planned action compared to the actual implementation.

Action 5: Expanded learning time for English Learner, Socioeconomically Disadvantaged and Foster Youth and high-risk students

Implementation Status: 5 – Full Implementation and Sustainability.

In order to continue addressing this need, FLDUSD continued to sustain the increased service of an additional 30 minutes of instructional time daily.

Estimated actual expenditures for this goal were 12.95% lower than budgeted. During implementation, the District was able to utilize available grant funding to support expenditures that were originally budgeted with LCAP funds. The actions associated with this goal were implemented as planned; the expenditure variance reflects a change in funding source rather than a reduction in services or activities.

Action 6: Learning Directors/Guidance and Instructional Advisors

Implementation Status: 5 – Full Implementation

District maintained Guidance Instructional Advisors (GIAs), Learning Directors (LDs), and Guidance Counselors to support and assist in the design and facilitation of school site Multi-tiered. GIAs/LDs and Guidance Counselors assist in leading PLC's, facilitating teacher collaboration and analysis of SED, FY, and EL achievement data.

No substantive difference in planned action compared to the actual implementation.

Action 7: Math performance for Hispanic students and Socioeconomically Disadvantaged students at FMS

Implementation Status: 3 – Initial Implementation

The district was able to provide access to highly effective certificated instructors, while we posted a position for a Math Intervention teacher we were not able to fill the position. We were able to provide ELD instruction and intervention. We were also able to provide AmeriCorps math tutors at minimal cost to the district due to being given a scholarship from AmeriCorp.

The district spent 91% less than planned for this goal due to not being able to hire a Math Intervention teacher at FMS. We will continue to post the position for the coming year.

Overall Success:

Overall, the District demonstrated strong and consistent implementation of Goal 1 actions, with six of the seven actions rated at Full Implementation and Sustainability. Key successes include the continued expansion of targeted academic supports for unduplicated student groups through certificated tutoring, extended learning opportunities, summer programs, and transportation services, which increased access and participation. The integration of academic coaching, mentor teachers, instructional assistants, and EL support structures strengthened instructional coherence and provided more individualized academic support aligned to student needs. Additionally, sustained investment in professional learning communities, data analysis practices, and instructional leadership (GIAs/LDs) supported ongoing refinement of instructional practices and collaboration across sites. These efforts contributed to a stable and comprehensive infrastructure designed to improve student academic achievement in ELA and mathematics.

Overall Challenges:

A key challenge within this goal area was the difficulty in fully staffing the Math Intervention Teacher position at Firebaugh Middle School, resulting in Action 7 remaining at Initial Implementation. While the District was able to mitigate some of this impact through AmeriCorps tutoring support and existing certificated staff, the inability to secure a dedicated intervention teacher limited the full scope of targeted math intervention services for Hispanic and socioeconomically disadvantaged students at that site. The District will continue recruitment efforts to fill this position and strengthen site-level math intervention supports moving forward.

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.

PROMPT 2

Action 1: The district spent 11%, \$2,814,138, more than planned due to raises for two years and increased benefit costs. (Budgeted: \$25,518,673; Expended: \$28,332,811)

Action 5: The district spent 12.95%, \$322,117, less than planned for Goal 1 Action 5. LCAP funds were needed to meet other expenditures such as salary and benefits in the above action. ASES after school program reduced its allocation to the district; however, FLDUSD was able to utilize ELOP grant funds to lessen the budget shortfall.

Action 7: The district spent 91% less than planned for Goal 1 Action 7 due to not being able to hire a math intervention teacher.

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

PROMPT 3

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal: Pupil academic achievement will improve for all subgroups in ELA and mathematics as measured by the California Assessment of Student Progress and Performance (CAASPP)

Action(s): Action 1.1 District Infrastructure

Effectiveness of Action(s): 3 –Effective.

Metric(s): Properly credentialed teachers with no misassignments or vacancies and access to standards aligned instructional materials.

Analysis: Firebaugh is proud to provide all students with properly credentialed teachers with no misassignments or vacancies and access to standards aligned instructional materials.

Action(s): Action 1.2 Academic performance of English Learner, Socioeconomically Disadvantaged and Foster Youth students, 1.3 Academic Performance for Students with Disabilities, 1.4 Refined instruction and increased student engagement using technology, 1.5 Expanded

learning time for English Learner, Low Income and Foster Youth and high-risk students, 1.6 Learning Directors/Guidance and Instructional Advisors

Effectiveness of Action(s): 2 –Somewhat Effective.

Metric(s): CAASPP ELA, CAASPP Math, Suspension rates & School Connectedness Rate

Analysis: These actions were somewhat effective. Despite full implementation of key actions—including hiring highly qualified teachers, ensuring access to standards-aligned core curriculum, providing special education services, and offering targeted academic interventions—these efforts have not resulted in measurable growth in ELA outcomes for English Learners (EL), Socioeconomically Disadvantaged (SED), and Long-Term English Learner (LTEL) student groups.

In reviewing the effectiveness of the specific actions implemented to increase student achievement in mathematics, we observed mixed outcomes across student groups. Overall, there was a minimal increase in Math performance for All Students and our Long-Term English Learner (LTEL) subgroup, indicating that some of our core actions—such as access to standards-aligned curriculum, credentialed teachers, and targeted interventions—had a limited positive impact. However, these actions were not consistently effective across all student groups. Our data shows slight decreases in Math performance for English Learners (EL) and Socioeconomically Disadvantaged (SED) students, suggesting that the current strategies did not adequately address the specific academic and language needs of these populations. While targeted supports and interventions for Students with Disabilities (SWD) were implemented throughout the LCAP cycle, SBAC outcomes indicate that significant challenges remain in closing achievement gaps in English Language Arts and Mathematics. On the 2023-24 SBAC assessment, 9.49% of Students with Disabilities met or exceeded standards in ELA; however, this decreased slightly to 9.02% in 2024-25. Similarly, in Mathematics, 9.49% of Students with Disabilities met or exceeded standards in 2023-24, which declined to 6.56% in 2024-25. These results suggest that the actions implemented during the LCAP cycle were not yet effective in producing improved outcomes on state assessments for Students with Disabilities. The continued decline in SBAC proficiency rates demonstrates the need for more intensive academic interventions, stronger access to grade-level instruction, targeted supports aligned to SBAC rigor, and consistent progress monitoring in both ELA and Mathematics. In response to these outcomes, the school will continue refining instructional supports for Students with Disabilities through increased collaboration between general and special education staff, differentiated instruction aligned to standards, targeted intervention supports, and ongoing analysis of student achievement data to improve academic outcomes on state assessments. The district's overall suspension rate increased from 1.5% to 2.1%. Subgroup data shows increases: English Learners (EL) increased from 1.3% to 2.9%, Socioeconomically Disadvantaged students (LI) increased from 1.7% to 2.4%, and Foster Youth (FY) numbers were too low to provide information in an effort to protect student identities.

One area demonstrating positive progress was English Language Arts achievement for Students with Disabilities at Arthur E. Mills Intermediate school. Based on SBAC results, the percentage of Students with Disabilities who met or exceeded standards in ELA increased from 5.77% in the 2022-23 baseline year to 11.11% in 2024-25. While overall performance remains low and the student group continues to perform within the Red performance level on the California School Dashboard, the increase in students meeting or exceeding standards reflects that targeted instructional supports, intervention services, and increased collaboration between general and special education staff contributed to improved outcomes for some students. These results demonstrate early evidence that the implemented actions are beginning to positively impact academic achievement for Students with Disabilities in ELA, while also highlighting the continued need for intensive supports and acceleration strategies to achieve long-term proficiency goals.

Action 1.6, which provided Learning Director and Guidance Instructional Assistant support to improve ELA and Math outcomes for English Learners and Students with Disabilities, produced mixed results during the LCAP cycle. While the action increased targeted academic support, collaboration, and intervention opportunities for identified student groups, SBAC outcomes indicate that these supports were not yet effective in producing sustained improvements in overall proficiency rates. For English Learners, ELA SBAC performance declined from a baseline of 12.4% meeting or exceeding standards in 2022-23 to 6.88% in 2024-25. Similarly, Math performance for English Learners decreased from 8.93% meeting or exceeding standards to 7.12% in 2024-25. Students with Disabilities also experienced declines in performance. In ELA, the percentage of Students with Disabilities meeting or exceeding standards decreased from 9.49% in 2023-24 to 9.02% in 2024-25. In Mathematics, Students with Disabilities meeting or exceeding standards declined from 9.49% to 6.56% during the same period. These outcomes indicate that while Action 1.6 strengthened access to instructional supports and interventions, the intensity and consistency of supports were not sufficient to accelerate achievement at the level needed to improve SBAC proficiency outcomes for English Learners and Students with Disabilities. The data demonstrates a continued need for stronger Tier 1 differentiated instruction, interventions aligned to grade-level standards and SBAC rigor, increased progress monitoring, and more targeted support structures for multilingual learners and students with disabilities. Moving forward, the district will continue refining the implementation of Action 1.6 through stronger collaboration between instructional staff, expanded data analysis cycles, targeted small-group instruction, and increased alignment between intervention supports and state assessment expectations to improve academic outcomes for English Learners and Students with Disabilities.

In regards to School Connectedness, percentages for elementary students increased from 49% in 23-24 to 68% in 25-26. We attribute the many school activities and events that create a welcoming environment for students and parents. However, secondary data shows slight declines. In 23-27, 50% of 7th grade students felt connected at school and that has dropped to 45% in 25-26. We believe Baseline data indicates 51% of 9th and 11th grade students felt connected at school and that has slightly declined to 49% for the 25-26 SY. Parent responses regarding school connectedness also show a small decrease from 41% in 23-24 to 36.3% in 25-26. This data related to school connectedness indicates an opportunity to further enhance student engagement practices. This includes strengthening advisory structures, student voice opportunities, and extracurricular participation systems to ensure that increased academic supports are matched with equally robust efforts to build relationships and school belonging.

Continued data analysis and Educational Partner input will guide us in strengthening our instructional practices and supports moving forward. Our actions included providing students with high quality staff, services and programs. Smaller class sizes provided more intensive interventions to low income and English learner students. Academic Certificated Tutors were hired to assist with Tier II/III math and reading intervention groups. Tiered systems of intervention are part of our Multi-Tiered System of Support (MTSS). Additional support was provided to teachers and students through our EL Coordinator. The additional support from LDs/GIAs allowed each school site to implement strategic and targeted supports. Technology is woven into all core subjects and supports the work done inside our classrooms. Additional instruction time is an effective way to add intervention time into daily schedules.

Action(s): Action 1.7 Math Performance for Hispanic and SED students at FMS

Effectiveness of Action(s): 3 –Effective. Metric(s): CAASPP Math for FMS

Analysis: This action was effective in supporting Hispanic and Low Income students at FMS, who demonstrated slight gains in mathematics performance. These improvements are believed to be associated with the implementation of AmeriCorps tutoring, ELD instruction, targeted

intervention supports, and the provision of certificated tutors. Access to a Broad Course of Study, was effective in expanding learning opportunities for English Learners and Students with Disabilities beyond the required core academic program. Through this action, students had access to Career Technical Education (CTE) pathways, Visual and Performing Arts (VAPA) courses, technology resources, and supplemental learning opportunities that supported student engagement, creativity, collaboration, and exposure to a well-rounded educational experience. Providing access to a broad course of study supported English Learners and Students with Disabilities by increasing participation in courses and programs that enhanced learning beyond core English Language Arts and Mathematics instruction. These opportunities promoted student engagement and access to diverse learning experiences while supporting the school’s goal of providing equitable access to standards-aligned instruction and enrichment opportunities for all students. While SBAC outcomes for English Learners and Students with Disabilities indicate that significant academic achievement gaps remain in ELA and Mathematics, the implementation of Action 1.7 ensured that students continued to receive access to comprehensive educational programming, including enrichment and career-connected learning experiences, rather than limiting supports solely to intervention-based services. For English Learners, ELA SBAC performance declined from a baseline of 12.4% meeting or exceeding standards in 2022-23 to 6.88% in 2024-25. Similarly, Math performance for English Learners decreased from 8.93% meeting or exceeding standards to 7.12% in 2024-25. Students with Disabilities also experienced declines in performance. In ELA, the percentage of Students with Disabilities meeting or exceeding standards decreased from 9.49% in 2023-24 to 9.02% in 2024-25. In Mathematics, Students with Disabilities meeting or exceeding standards declined from 9.49% to 6.56% during the same period. Moving forward, the district will continue strengthening access to rigorous and engaging coursework while increasing differentiated supports to ensure English Learners and Students with Disabilities can successfully access and benefit from all areas of the broad course of study.

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.

PROMPT 4
LREBG funds and applicable actions will be provided for actions 1.2, 1.6 and 1.7. Additionally, Action 1.8 has been added for the 26-27 SY to refocus our work in PLCs to increase math scores for our unduplicated student populations.

Added Differentiated Assistance language to action 1.2 and 1.8.

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	District Infrastructure	District infrastructure operates efficiently and effectively (all required staffing, services and programs).	\$27,934,485.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Academic performance of English Learner and Low Income students	DIFFERENTIATED ASSISTANCE ACTION The district will continue to provide academic intervention and enrichment during and beyond the regular school day, including before and after school through the following services and supports: An EL Coordinator will continue to provide training and support for teachers at all sites, focusing on the needs of English Learners and LTELs. As part of our work for Differentiated Assistance, the coordinator will monitor English Learner progress and work with staff to adjust instruction as needed. The district will continue to provide enrichment opportunities that are designed to expose students to a variety of offerings including; cultural awareness, technology, Academic Decathlon, and the arts in an effort to tap into student interests and increase a sense of school connectedness. The district will also provide transportation for these opportunities so that low income students who do not otherwise have reliable transportation can participate. Summer School programs will continue to be offered to provide additional support and enrichment beyond the regular school year in ELA and mathematics. Summer instruction is designed to provide additional time for extended learning. Transportation will continue to be provided so that low income students, who may not have reliable transportation, will have access to summer school and after-school programs that provide academic services beyond the school day. The district will continue to maintain additional elementary teachers to reduce class sizes further than what is required by law to provide classroom teachers with more time and capacity to provide personalized small group instruction. The district will continue to provide supplemental targeted instructional support from mentor teachers, academic coaches, and instructional assistants.	\$10,296,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG ACTION The LEA will support students with an MTSS tiered intervention program designed to include targeted intervention based on the individual needs of SWD and English Learner students. This intervention will be provided by Certificated Tutors who will work directly with the identified students, targeting literacy and basic math skills through small group and one-on-one tutoring during and beyond the school day. Tutors will also facilitate intervention and enrichment activities for the identified students before and after school to provide opportunities to practice academic, social, and behavior skills and increase a sense of school connectedness. Allowable Use B: Accelerating progress to close student learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. Research shows that the benefits of implementing a Multi-Tiered System of Support (MTSS) in schools. A recent report from Orange County Office of Education titled Statewide MTSS initiative produces positive student outcomes, receives additional state funding from 2021, indicates that, five years into California's MTSS implementation, schools have observed improvements in academic scores, reductions in disciplinary actions, and decreased rates of bullying and harassment. These positive outcomes are attributed to the resources and training provided to teachers and support staff, enabling them to proactively support students to increase academic performance. The metric being used to monitor the action is 1.1 and 1.2 CAASPP ELA and Math for English Learners and Students with Disabilities. LREBG Funds supporting this action: \$1,253,193 per year through 2027–2028.		
1.3	Academic performance for	The District will continue to offer specialized and targeted support to students with disabilities in accordance with their Individualized Education	\$4,064,244.00	No

Action #	Title	Description	Total Funds	Contributing
	Students with Disabilities	Plans (IEPs) in order to improve their academic outcomes and reduce the substantial gaps in outcomes between them and higher-performing student groups. As outlined in their IEP, students will have access to this specialized academic teaching as well as other approved instructional services to ensure equity and access to District programming and a free appropriate public education. To best meet the academic and social-emotional needs of each student, the support services offered will be coordinated with other District programs. The district will continue to provide an Adult Transition Program to serve students eligible as outlined in their IEP. In addition, the District will address the 2023 CA Dashboard indicator of lowest performance at AEM in ELA for SWD through targeted training for classroom teachers. Training and support will be implemented for classroom teachers at AEM, concentrating on the collection and analysis of formative assessment data to construct more refined and actionable goals for SWD in the domain of English Language Arts proficiency. AEM teachers will engage in collaborative efforts within Professional Learning Communities (PLCs) to exchange optimal strategies geared towards facilitating the attainment of these objectives by SWD.		
1.4	Refined instruction and increased student engagement using technology	The district will continue to provide supplemental digital curriculum, technology, and technology support, including professional development designed to support teachers in analyzing local assessment data and using digital tools to drive instruction. Technology is used to collect and disaggregate local assessment data to help teachers make informed instructional decisions. The district will also provide supplemental digital curriculum that will enhance students' engagement through hands-on learning and the immediate feedback provided by these technology-based programs. The district will continue to provide library clerks to facilitate access to campus libraries, promote literacy, and support learning.	\$991,683.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Expanded learning time for English Learner, Low Income and Foster Youth and high-risk students	The District will continue to provide the increased service of an additional 30 minutes of instructional time daily.	\$2,131,418.00	Yes
1.6	Learning Directors/Guidance and Instructional Advisors	Learning Directors, Guidance Counselors, and Guidance and Instructional Advisors (GIAs) will continue to be provided to assist in the design and facilitation of school site Multi-tiered System of Support (MTSS). LREBG Action A portion of the LREBG funds will be used to provide Learning Directors, Guidance Counselors, and Guidance and Instructional Advisors (GIAs) Allowable Use C: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Research shows that the benefits of implementing a Multi-Tiered System of Support (MTSS) in schools. A recent report from Orange County Office of Education titled Statewide MTSS initiative produces positive student outcomes, receives additional state funding from 2021, indicates that, five years into California's MTSS implementation, schools have observed improvements in academic scores, reductions in disciplinary actions, and decreased rates of bullying and harassment. These positive outcomes are attributed to the resources and training provided to teachers and support staff, enabling them to address student needs proactively and prevent issues before they require more intensive interventions. LDs and GIAs are part of our district support staff in the MTSS initiative. Through regular observations and feedback, they check that evidence-based interventions are delivered with fidelity and use those insights to advocate for resources or system changes that boost student growth. The metric being used to monitor the action is 1.1 and 1.2 CAASPP ELA and Math for English Learners and Students with Disabilities and 1.6	\$1,398,574.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Implementation of Standards for all students and ELs access to CCSS and ELD standards. LREBG Funds supporting this action: \$111,543 per year through 2027–2028.		
1.7	Math Performance for Hispanic and SED students at FMS	This action was written to address the 2023 CA school Dashboard area of lowest performance in Math for Hispanic and SED students at FMS. FLDUSD will continue to provide targeted services during instruction in math at FMS. Targeted Services for the Hispanic and SED students will include providing access to highly effective certificated instructors, including ELD instruction and intervention, and AmeriCorps math tutors. Targeted instruction will support math language acquisition, math vocabulary development and other needs identified by local data to develop academic skills and narrow the achievement gap in comparison to “All Students”. It is our expectation that providing targeted instruction to identified students will result increased math vocabulary, math development and math foundational skills. LREBG Action A portion of the LREBG funds will be used to provide a Math Intervention Teacher and AmeriCorps tutors. Allowable Use B: Accelerating progress to close student learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: (1) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. (2) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. A national study conducted by the University of Chicago Education Lab and MDRC, as part of the Personalized Learning Initiative (PLI), titled Realizing the Promise of High Dosage Tutoring at Scale, has revealed early findings showing that in-school, high-dosage tutoring is significantly	\$101,034.00	No

Action #	Title	Description	Total Funds	Contributing
		boosting student achievement in math. These positive outcomes were observed even in the challenging post-pandemic educational environment and across a variety of school settings. The metric being used to monitor the action is 1.1 and 1.2 CAASPP ELA and Math for English Learners and Students with Disabilities and 1.7 Access to a broad course of study. LREBG Funds supporting this action: \$101,034 per year through 2027–2028.		
1.8	Math Performance for all Unduplicated Pupils in the LEA	DIFFERENTIATED ASSISTANCE ACTION This action was written to address the LEAs concern for low performing Math scores across the district for unduplicated pupils, including EL support as part of our work for Differentiated Assistance. Through partnership with Solution Tree, FLDUSD will provide all district and site administrators and teachers Professional Learning Community (PLC) training focused on data analysis and the sharing of effective instructional practices for the 2023 CA Mathematics Framework. This action is provided on an LEA-wide basis to ensure consistent implementation of data-driven instruction and collaboration across all schools, which is essential to improving outcomes for unduplicated pupil groups, including English Learners, low-income students, and foster youth. LREBG Action A portion of the LREBG funds will be used to provide a PLC Training to all district and site admin. Allowable Use B: Accelerating progress to close student learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Providing professional development and	\$227,909.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coaching on either or both of the following: (1) The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve. (2) The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. The study “Schools that learn to improve student learning: the effectiveness of schools as PLCs” by Angelo Paletta (2024) found a clear, positive relationship between schools functioning as Professional Learning Communities (PLCs) and improved student achievement. Key findings by Paletta: (1) PLCs significantly improve student learning outcomes (2) Schools that more strongly exhibited PLC characteristics showed higher student performance, particularly in math and English. (3) PLCs are most effective when they are multidimensional Paletta defines effective PLCs as integrating: (1) Personal capacity (individual teacher learning and skills) (2) Interpersonal capacity (collaboration among staff) (3) Organizational capacity (structures and systems that support collaboration) (4) Both student-level and school-level factors matter Using a multilevel analysis, Paletta found that even after accounting for student background factors, the presence of strong PLC characteristics at the school level still had a positive impact on achievement. The metric being used to monitor the action is 1.2 CAASPP Math for English Learners and Students with Disabilities and 1.7 Access to a broad course of study. LREBG Funds supporting this action: \$71,000 per year through 2027–2028.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	English Learner Progress will improve.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all English learner (EL) students have equitable opportunity and access to high quality instruction in both designated and integrated ELD instructional settings. The district has 29.6% of its enrollment classified as English learners (CA Dashboard). The goal was developed to close the achievement gap for EL students. The following actions and metrics grouped together have been included to help achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	EL Students making progress toward English Proficiency	Data Year: 2022-2023 Data Source: 2023 Dashboard ELPI The percentage of EL students making progress according to ELPI is 59% HMB: The percentage of EL students making progress at HMB according to ELPI is 34.1%	Data Year: 2023-2024 Data Source: 2024 Dashboard ELPI The percentage of EL students making progress according to ELPI is 52.3% HMB: The percentage of EL students making	Data Year: 2024-2025 Data Source: 2025 Dashboard ELPI The percentage of students making progress according to ELPI is 48.1% HMB: The percentage of EL students making progress at	Data Year: 2025-2026 Data Source: 2026 Dashboard ELPI Increase Proficiency 1% per year The percentage of EL students making progress according to ELPI will be 62% HMB: ELPI 37.1 %	EL ELPI Progress -10.9% HMB: EL ELPI Progress +4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			progress at HMB according to ELPI is 46.3%	HMB according to ELPI is 38.8%		
2.2	EL Reclassification Rate	Academic Year 2022-2023 District Reclassification Rate: 21.14% Reclassified: 185 Data Source: CALPADS (Census Year ending Oct 2023) ELs: 864 Data Source: CALPADS (Academic Year ending June 30)	Academic Year 2023-2024 District Reclassification Rate: 16.06% Reclassified: 125 Data Source: CALPADS (Census Year ending Oct 2024) ELs: 778 Data Source: CALPADS (Academic Year ending June 30)	Academic Year 2024-2025 District Reclassification Rate: 17.09% Reclassified: 98 Data Source: CALPADS (Census Year ending Oct 2025) ELs: 661 Data Source: CALPADS (Academic Year ending June 30)	District: 24%	District Reclassification Rate: -4.05 points
2.3	Improve/Decrease "At Risk" and Long Term English Learners (LTEL)	Improve/Decrease "At Risk" and Long Term English Learners (LTEL) Rates Source CDE DataQuest: 2022-2023 "At Risk" and Long Term English Learners (LTEL) (with School Data) Report District Enrollment = 2,192	Improve/Decrease "At Risk" and Long Term English Learners (LTEL) Rates Source CDE DataQuest: 2023-2024 "At Risk" and Long Term English Learners (LTEL) (with School Data) Report	Improve/Decrease "At Risk" and Long Term English Learners (LTEL) Rates Source CDE DataQuest: 2025-2026 "At Risk" and Long Term English Learners (LTEL) (with School Data) Report	Improve/Decrease "At Risk" and Long Term English Learners (LTEL) decrease 1% each year EL 0-3 Years = 16% At Risk 4-5 Years = 2%	District Enrollment = 2,232 EL 0-3 Years = +6.6% At Risk 4-5 Years = +3.7% LTEL 6+ Years = +0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 0-3 Years = 420 (19%) At Risk 4-5 Years = 112 (5%) LTEL 6+ Years= 145 (6%) EL 4+ Years Not At Risk or LTEL= 187 (8%) RFEP = 621 (28%) Total (Ever-EL) = 1,485 (68%)	District Enrollment = 2,193 EL 0-3 Years = 405 (27.9%) At Risk 4-5 Years = 94 (6.5%) LTEL 6+ Years= 84 (5.8%) EL 4+ Years Not At Risk or LTEL= 205 (14.1%) RFEP = 663 (45.7%) Total (Ever-EL) = 1,451 (66%)	District Enrollment = 2,232 EL 0-3 Years = 354 (25.6%) At Risk 4-5 Years = 120 (8.7%) LTEL 6+ Years= 86 (6.2%) EL 4+ Years Not At Risk or LTEL= 115 (8.3%) RFEP = 710 (51.3%) Total (Ever-EL) = 1385	LTEL 6+ Years= 3% EL 4+ Years Not At Risk or LTEL= 5% RFEP = 25% Total (Ever-EL) = 65%	EL 4+ Years Not At Risk or LTEL= +0.3% RFEP = +23.3% Total (Ever-EL) = - 100 students

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.

PROMPT 1

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability. The actions outlined in Goal Two supported the progress toward meeting the goal English Learner Progress will improve.

Action 1: Professional development for all teachers using ELD strategies

Implementation Status: 5 – Full Implementation and Sustainability.

The district provided teachers with professional development, training and support in both designated and integrated ELD strategies at all school sites. Supplemental materials and supplies needed to implement ELD strategies were provided as needed. Teachers worked collaboratively in PLCs to identify the unique needs of LTELs and design strategies to implement to address these specific needs. At Hazel M. Bailey, in order to address the area of lowest performance on the CA School Dashboard for ELPI at Hazel M. Bailey (HMB) Primary the EL Coordinator worked with site teachers.

The district spent 47.02% more than planned due to our partnership with The English Learner Group and providing professional development to all certificated staff at all schools in the district. This did not affect the implementation of the goal or action.

Action 2: ELD supports to include Designated/Integrated ELD & Summer School Services

Implementation Status: 3 – Initial Implementation

As part of the language acquisition program, ELD Teachers provided EL and LTEL students with designated and integrated ELD instructional support during the school day. The district was able to provide integrated ELD instruction during summer school for all students. Only some students were provided designated ELD support during summer school.

Migrant Summer School services were provided for eligible students.

The district spent 31.36 less than budgeted for this goal due to not filling all ELD summer school positions and not needing to purchase as many materials and supplies as planned.

Action 3: Dual Language Immersion

Implementation Status: 3 – Initial Implementation.

In 2023–2024, FLDUSD introduced DLI to grades TK and kindergarten. In 2024-2025, the district added one 1st grade DLI class. And in 2025-2026, the district added one class of 2nd grade DLI. Every year, a new DLI class will be added for the following grade level. This path will continue to Arthur E. Mills, our intermediate school. Our dual language immersion program provided instruction for our students in both their primary language and a second language.

This did not affect the implementation of the planned actions.

Overall Success:

Overall, the District demonstrated strong and consistent implementation of Goal 2 actions focused on improving English Learner progress, with one of the three actions rated at Full Implementation and Sustainability. Key successes include the sustained delivery of high-quality professional development in designated and integrated ELD strategies for all teachers, as well as ongoing collaborative work within Professional Learning Communities to strengthen instructional practices for English Learners and Long-Term English Learners (LTELs). These efforts were further supported by the EL Coordinator and site-level staff collaboration, contributing to increased instructional alignment and capacity across school sites.

The District also successfully maintained and expanded ELD instructional supports through both the regular school year and summer programs, ensuring that English Learners and LTEL students had continued access to designated and integrated language development instruction. In addition, migrant summer school services provided targeted support for eligible students, further extending learning opportunities beyond the regular instructional year.

A key area of progress was the continued implementation of the Dual Language Immersion (DLI) program, which has expanded to 2nd grade this year and will continue to grow annually into higher grade levels. This represents a long-term investment in bilingualism, biliteracy, and academic achievement for English Learners and all participating students.

Overall Challenges

The Dual Language Immersion program remains in its early stages of implementation (Initial Implementation), requiring continued staffing, program development, and cohort expansion to fully realize its long-term outcomes.

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.

PROMPT 2

The district spent 47.02% more than planned for Goal 2 Action 1 due to the partnership with The English Learner Group and the professional development completed across TK-12 school sites.

The district spent 31.36% less than planned for Goal 2 Action 2 due to not filling all summer school ELD positions and having less expenses with materials and supplies for these classes.

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

PROMPT 3

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA's goal: English Learner Progress will improve.

Action(s): Action 2.1 Professional development for all teachers using ELD strategies, 2.2 ELD supports to include Designated/Integrated ELD & Summer School Services, 2.3 Dual Language Immersion.

Effectiveness of Action(s): 2-Somewhat Effective

Metric(s): The percentage of EL students making progress, according to the 2025 CA Dashboard, on the English Learner Progress Indicator (ELPI) was 48.1%. The percentage of students making progress at HMB according to the 2025 ELPI is 38.8%. The Reclassification Rate for the district is 79% with 103/131 reclassifying in the 2025-2026 SY.

Analysis: The District continued to invest in building educator capacity to support English learners, with a particular focus on Long-Term English Learners (LTELs). The English Learner Coordinator partnered with The English Learner Group to provide professional development for teachers at all school sites. Training focused on practical strategies for implementing both designated and integrated English Language Development (ELD) instruction, with an emphasis on addressing the language acquisition needs of LTEL students. Additionally, Dual Language Immersion (DLI) teachers participated in strategic planning and program design training through SEAL to strengthen instructional coherence and program implementation.

While District English Learner Progress Indicator (ELPI) scores and reclassification rates did not increase as anticipated during the reporting period, these professional learning opportunities established a foundation for improving instructional practices across classrooms. Teachers engaged in training designed to strengthen their ability to provide targeted language development opportunities because effective implementation of designated and integrated ELD is essential for accelerating English language acquisition and supporting reclassification outcomes.

RED CDE DASHBOARD: Hazel M. Bailey (Declined 7.4 points from 46.2% to 38.8%)
Due to Red-level performance on the English Learner Progress Indicator on the California School Dashboard, the Hazel M . Bailey school site received additional professional development days focused on English learner instruction and language development strategies. The District also provided summer school opportunities that were well attended, particularly at the elementary level, giving English learners additional instructional time and opportunities to practice and develop academic language skills. The District will continue monitoring ELPI performance, reclassification rates, and local measures to evaluate the effectiveness of these actions over time. Hazel M. Bazel intends to raise the ELPI to 46%.

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.

PROMPT 4
The district is adding professional development for ELD teachers in Action 2.1 using LREBG funds. The district will be implementing K12 Summit Connect to Literacy supplemental curriculum and will partner again with The English Learner Group to provide PD to ELD teachers as they roll out the implementation of the supplemental curriculum.

Metric 2.2: Up[dated the reclassification rates for all years to reflect the following. ELs reclassified during the the census period are included in the school year.

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	Professional development for all teachers using ELD strategies	The district will continue to provide teachers with professional development, training and support in designated ELD strategies at all school sites. Our focus will be on strengthening Designated ELD to support the rollout of Summit K12 Connect to Literacy supplemental ELD curriculum. Supplemental materials and supplies needed to implement ELD strategies will continue to be provided as needed. Support will continue to include additional training for new teachers and providing	\$409,880.00	No

Action #	Title	Description	Total Funds	Contributing
		students with instructional strategies for designated and integrated ELD for both ELs and Long Term English Learners (LTELs). Teachers will continue to work collaboratively in PLCs to identify the unique needs of LTELs and design strategies to implement to address these specific needs. As part of the language acquisition program, intentional ELD Lesson design and delivery will continue to support EL and LTEL access to high-quality instruction through additional academic vocabulary practice and explicit instruction to develop the identified students' academic language proficiency in the domains of listening, speaking, reading, and writing. Personalized site training, resources and support will continue to be customized based on the California EL Roadmap, self-Reflection rubric scores and site needs. ELD professional development will continue and will include embedded ELD strategies that help students access and make meaning of grade level content and remove instructional barriers across all grade levels. Migrant support staff will be provided services including but not limited to tutoring, and connecting families to school and community resources as needed. In order to address the area of lowest performance on the 2023 CA School Dashboard for ELPI at Hazel M. Bailey (HMB) Primary, the EL Coordinator will continue to work with site teachers to disaggregate assessment data at the claim and target level to identify the highest areas of need and implement instructional strategies designed to address those areas. LREBG Action The District will provide designated ELD professional development for teachers and administrators focused on evidence-based instructional strategies, language development practices, and effective implementation of California ELD Standards aligned with the new supplemental ELD curriculum and work closely with The English Learner Group. Professional learning will include coaching, collaborative planning, classroom application, and ongoing support to strengthen instructional practices for English learners, particularly LTEL students. Allowable Use B: Accelerating progress to close student learning gaps through the implementation, expansion, or enhancement of evidence-		

Action #	Title	Description	Total Funds	Contributing
		based learning supports, such as: Providing professional development and coaching on either or both of the following: (1) The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve. (2) The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. Research supports professional development as an effective strategy for improving instruction for English learners. Shelton et al. (2022) found that sustained professional development focused on evidence-based instructional practices increases teachers' ability to implement effective literacy and language-development strategies for English learners, leading to improved instructional quality and student outcomes. This action is designed to strengthen teachers' implementation of designated ELD instruction so that English learners receive more consistent and effective language development opportunities across classrooms. The metric being used to monitor the action is 2.1 EL Students making progress toward English Proficiency LREBG Funds supporting this action: \$35,750 per year through 2027–2028.		
2.2	ELD supports to include Designated/Integrated ELD & Summer School services	As identified in the metrics section, there is a need to continue to build upon our EL support services for English Learners and LTELs to increase student achievement on the ELPAC, and in an effort to improve reclassification rates. Educational Partner feedback, as described in the identified needs section, supports the need for additional support during the school day and in the summer. Teacher feedback indicates a need to provide EL students with instructional strategies that focus on designated ELD. As part of the language acquisition program, ELD Teachers will continue to provide EL and LTEL students with designated and integrated ELD instructional support during the school day and as part of Summer School. Migrant Summer School services will continue to be provided for eligible students.	\$353,860.00	No

Action #	Title	Description	Total Funds	Contributing
		ELD Teachers will continue to provide EL and LTEL students with designated and integrated ELD instructional support during the school day and as part of Summer School. Intentional ELD Lesson design and delivery is designed to support English Learner student access to high quality instruction through additional academic vocabulary practice and explicit instruction to develop EL students' academic language proficiency in the domains of listening, speaking, reading, and writing. We expect that the academic achievement for English Learner students and LTELs, and the reclassification rates will improve. ELD professional development will continue and will include embedded ELD strategies that help students access and make meaning of grade level content and remove instructional barriers across all grade levels.		
2.3	Dual Language Immersion	Dual language immersion is an educational approach where students are taught two languages at the same time. In 23-24, FLDUSD provided DLI to grades TK and kindergarten. Every year, a new DLI class will be added for the following grade level. This path will continue to Arthur E. Mills, our intermediate school. Our dual language immersion program will continue to provide instruction for our students in both their primary language and a second language. The goal is for our students to become bilingual and biliterate. This type of program can be very effective in allowing students to develop full fluency in both languages. Students will continue to receive instruction in both languages in all subjects, such as math, science, and history. Curriculum will continue to align to FLDUSD's current State adopted material. Having the same curriculum, in Spanish, will allow teachers to continue their work in their PLCs. The District's focus is on developing students' language proficiency and cross-cultural communication skills.	\$10,200.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe school environment with academic and behavior interventions.	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 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district understands that for every student to graduate prepared for college and the workforce, their holistic development must take place in an environment that is regarded as safe, nurturing, and conducive to the development of social and emotional skills. Additionally, the district acknowledges that a child's attendance at school influences their access to educational opportunities as well as support assistance. The district's attendance theme is "Attendance=Achievement" acknowledging that the child must be in school to learn. Suspension and expulsions are exclusionary practices and the district has developed this goal to keep students in school and to provide the behavioral interventions and mental health services that are necessary. The following actions and metrics grouped together have been included to help achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Middle School Dropout Rate	2022-2023: (CALPADS): 0%	2023-2024: (CALPADS): 0%	2024-2025: (CALPADS): 0%	Maintain current dropout rate at 0%	Maintained
3.2	High School Dropout Rate	2022-2023: (CALPADS): 2%	2023-2024: (CALPADS): 1.3%	2024-2025: (CALPADS): 0%	Maintain current dropout rate at 2% or less	-2%
3.3	Attendance	2022-2023 (Aeries Analytics): 87% EL- 87% LI- 87% FY- 90%	2023-2024 (Aeries Analytics) : 89.4% EL- 91.2% LI- 88.8% FY- 100%	2024-2025 (Aeries Analytics): 89.0% EL:91% LI: 92.7% FY:100%	Overall attendance rate of 90% or higher EL- 90% LI- 90 % FY- 93%	All +2% EL +4% LI +5.7% FY +10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Chronic Absenteeism Rate	2022-2023 (CA School Dashboard): 14.6% EL- 13.4% LI- 14.9% FY- n/a	2023-2024 (CA School Dashboard): 10% EL- 6.7% LI- 10.8% FY- n/a	2024-2025 (CA School Dashboard): 11.1% EL: 8.9% LI: 11.6% FY - percentage too low to report	Overall Chronic Absenteeism rate below 12% EL- below 12% LI- below 12% FY- below 12%	All -3.5% EL -4.5% LI -3.3% FY- n/a
3.5	Suspension Rate	2022-2023 (CA School Dashboard) 2.3% EL- 2% LI- 2.4% FY- 0%	2023-2024 (CA School Dashboard) 1.5% EL- 1.3% LI- 1.7% FY- 0%	2024-2025 (CA School Dashboard): 2.1% EL: 2.9% LI: 2.4% FY: percentage too low to report	Maintain suspension rate to 2% or lower EL- 2% or lower LI- 2% or lower FY- 2% or lower	All -0.2% EL +.9% LI -0.0% FY - NA
3.6	Expulsion Rate	2022-2023 (DataQuest) 0.2% EL- .1% LI- 0% FY- 0%	2023-2024 (DataQuest) 0.09% EL- .23% LI- percentage too low to report to protect students FY- percentage too low to report to protect students	2024-2025 (DataQuest): 0.1% EL: 0.3% LI- percentage too low to report to protect students FY- percentage too low to report to protect students	Maintain an expulsion rate of > 0.2% EL- .Maintain an expulsion rate of > 0.2% LI- Maintain an expulsion rate of > 0.2% FY- Maintain an expulsion rate of > 0.2%	All -.1% EL +.2% LI- percentage too low to report to protect students FY- percentage too low to report to protect students
3.7	School Climate Survey- % responses levels for school connectedness	2023-2024 (CHKS- Elementary and Secondary Reports): 5= 49% 7= 50% 9 & 11 = 51% Parent Survey = 41% Teacher Survey = 32%	2024-2025 (CHKS- Elementary and Secondary Reports): 5= 68% 7= 44% 9 & 11= 48.5% Parent Survey = 36.3%	2025-2026 (CHKS- Elementary and Secondary Reports): 5= 68% 7= 45% 9 & 11= 49% Parent Survey = 35.6%	2026-2027 (CHKS- Elementary and Secondary Reports): 5= 52% 7 = 53% 9 & 11 = 54% Parent Survey = 44%	5 +19% 7 -5% 9 & 11 -2% Parent Survey - 5.4% Teacher Survey - 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Teacher Survey = 30.75%	Teacher Survey = 28%	Teacher Survey= 35%	
3.8	School Climate Survey- % responses feel very safe at school	2023-2024 (CHKS): 5= 44% 7= 43% 9 & 11= 56% Parent: School is a safe place for my child: 39% Teacher: 35%	2024-2025 (CHKS): 5 = 66% 7 = 37% 9&11= 59.5% Parent: School is a safe place for my child: 41.6% Teacher: 27%	2025-2026 (CHKS): 5 = 78% 7 = 51% 9&11= 57% Parent: School is a safe place for my child: 37.3% Teacher: 17%	2026-2027 (CHKS-Elementary and Secondary Reports): 5 = 47% 7 = 46% 9 & 11 = 59% Parent: School is a safe place for my child: 42% Teacher: 38%	5 +34% 7 +8% 9 & 11 +1% Parent: School is a safe place for my child: -1.7% Teacher: -18%
3.9	Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs.	Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report	Beginning Implementation Data Year: 2024-2025 Data Source: Local Indicator Report	Beginning Implementation Data Year: 2025-2026 Data Source: Local Indicator Report	Full Implementation Data Year: 2026-2027 Data Source: Local Indicator Report	Decreased One Level

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.

PROMPT 1

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward meeting the goal of Provide a safe school environment with timely, appropriate, supportive academic and behavior interventions

Action 1: Reduce risk factors, provide MTSS supports for EL, LI and FY students

Implementation Status: 5 – Full Implementation and Sustainability.

In order to address the needs of our students, FLDUSD provided a multi-tiered system of support (MTSS) with behavior interventions for all sites. Site behavior teams were made up of certificated tutors and behavior aides. This team monitored the needs of the identified students and built positive relationships with students in an effort to connect with students and promote positive choices. Mental health counselors were also hired to provide support to students. The secondary teams increased access to drug and alcohol prevention counseling. Additionally, the district provided access to contracted third-party behavioral clinicians. The district operated a Positive Behavior and Interventions and Supports program and provided sites with supplemental materials and supplies to provide Red Ribbon Week for students and parents at each site. The District also provided school safety personnel to work within the MTSS program and additional custodians. A positive difference is that we were able to add additional behavior aides at sites to support MTSS. The district spent 10.72% less than budgeted due to less expenses for materials and supplies for various parent and student engagement activities and events. The reduction in expenses did not affect the implementation of the action.

Action 2: Increased parent engagement to increase student achievement

Implementation Status: 5 – Full Implementation and Sustainability.

FLDUSD provided opportunities for parent engagement, including educational workshops and family engagement nights. By increasing access to educational and engagement opportunities parents were able to learn skills to help them support the academic and behavioral success of their children. It gave them the opportunity to interact positively with their child's teachers and other campus staff, which fostered a sense of school connectedness. Childcare and translators were provided at all parent and family engagement nights. Light refreshments were provided for EL, LI and FY students and families at these events.

No substantive difference in planned action compared to the actual implementation.

Action 3: Decrease suspension and chronic absenteeism rates for English Learner, Low Income pupils and Foster Youth.

Implementation Status: 4 – Implementation

In order to address the needs of our students, FLDUSD provided mental health counselors, extra psychologist support, behavior aides and additional LVN services that exceed the legal requirement to address barriers to learning related to mental and physical health. These services helped improve student well-being, increases access to timely interventions, and contributed to better attendance and engagement among our most vulnerable populations. No substantive difference in planned action compared to the actual implementation.

Estimated actual expenditures for Goal 3, Action 1 were 15.55% lower than budgeted. During implementation, the District determined that fewer medical and health-related equipment purchases were needed than originally anticipated. As a result, expenditures for this action were lower than budgeted while the planned health services and supports continued to be provided to students.

Overall Success:

Overall, the District demonstrated strong and consistent implementation of Goal 3 actions, with all three actions rated at Full Implementation and Sustainability. Key successes include the continued expansion and strengthening of the Multi-Tiered System of Support (MTSS), which provided comprehensive academic, behavioral, and social-emotional interventions for English Learners, Low Income students, and Foster Youth. The addition of behavior aides, mental health counselors, contracted behavioral clinicians, and expanded safety personnel strengthened the District's capacity to respond to student needs in a timely and coordinated manner. These supports contributed to improved student access to intervention services, strengthened relationships between staff and students, and enhanced schoolwide behavior systems such as PBIS.

Another major success was the District's sustained investment in student and family engagement opportunities. Parent workshops, family engagement nights, and school-based events increased opportunities for families to connect with staff, access resources, and support student learning and behavior at home. The provision of translation services, childcare, and refreshments helped reduce barriers to participation and increased accessibility for unduplicated families.

Overall Challenges

A key ongoing challenge is ensuring consistent and measurable reductions in suspension and chronic absenteeism rates across all student groups, particularly English Learners, Low Income students, and Foster Youth. While significant systems and supports are in place, these outcome indicators reflect the need for continued refinement of early intervention strategies, increased consistency in implementation across sites, and deeper integration of attendance and behavior data into MTSS decision-making processes.

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.

PROMPT 2

The district spent 10.72% less than planned for Goal 3 Action 1 due to less expenses for materials and supplies for various parent and student engagement activities and events.

The district spent 15.55% less than planned for Goal 3 Action 3 because the District determined that fewer medical and health-related equipment purchases were needed than originally anticipate

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

PROMPT 3

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped make progress toward the LEAs goal to provide a safe school environment with timely, appropriate, supportive academic and behavior interventions.

Action(s): Action 3.1 Reduce risk factors, provide MTSS supports for EL, LI, and FY students and Action 3.3 Decrease suspension and chronic absenteeism rates for English Learner, Low Income pupils and Foster Youth

Effectiveness of Action(s): 2- Somewhat Effective

Metric(s): Chronic Absenteeism Rate of 11.1% for all students, 11.6% for LI, 8.9% for EL, and FY numbers were too low to provide data according to CA School Dashboard. Suspension Rate of 2.1% for all students, 2.4% for LI, 2.9% for EL and FY numbers were too low to report according to the 2025 CA School Dashboard. School Climate Survey: 78% of 5th graders feel safe at school most/all of the time; 51% of 7th graders feel safe at school most/all of the time. 48% of 9th graders and 66% 11th graders reported feeling safe/very safe at school; 68% of 5th grade students, 45% of 7th grade students and 47% of 9th graders and 51% of 11th grade students feel connected at school.

17% of Teachers surveyed indicated they feel safe at school. Educational Partner feedback suggests the district needs to increase involvement of parents and provide more informational nights or opportunities for parents to be on campus.

Analysis: Despite continuing with an MTSS system, and providing behavior teams at all schools sites, and having GIAs and LDs focus on student support services, the district saw increases in suspension rates for all students and our EL, LTEL, and SED student subgroups. Attendance rates have improved for All students, ELs, Low Income and Foster Youth. Additionally, school climate data shows somewhat positive results. Elementary students increased their feelings of connectedness as survey results show an increase from 49% to 68%. Secondary students (7th graders, 9th graders, and 11th graders) CHKS results show a decrease in school connectedness. The data further shows that there was an increase in feeling safe at school for students in grades 5, 7, and 11, but there was a slight decrease in feeling safe at school for 9th graders. We believe the increases to feeling safe at school for most students is due to the addition of SROs and the addition of school activities created by the administration to bring families to campus for fun events. We also believe that having behavior team members at all school sites and by having GIAs and LDs, students were able to maintain their feelings of connectedness.

Action(s): Action 3.2 Increase parent engagement to increase student achievement

Effectiveness of Action(s): 2- Somewhat Effective

Metric(s): Attendance Rate of 89% for all students, 91% for EL students, 92.7% for LI students and 100% for FY students according to Aeries Analytics data. School Climate Survey percentages from the CA Healthy Kids Survey (CHKS) agree and strongly agree results showed that 32% of the parents surveyed feel welcome to participate at this school/district; 41% felt that staff treat parents with respect and 32.6% of the parents surveyed feel that the school/District encourages parents to be an active partner with the school in educating their children. In elementary grades, school connectedness increased from 49% in 2023–24 to 68% in 2025–26. At the secondary level, 7th grade student connectedness decreased from 50% in 2023–24 to 45% in 2025–26. In grades 9 and 11, student connectedness decreased slightly from a baseline of 51% to 49% in 2025–26. High school dropout rates have decreased from 2% in 23-24 to 0% in 25-26.

Analysis: Attendance data indicates relatively strong overall attendance rates across student groups, with 89% for all students, 91% for English Learners, 92.7% for Low Income students, and 100% for Foster Youth as reported through Aeries Analytics. These results reflect consistent student access to instruction, with particularly strong attendance outcomes for unduplicated student groups. School climate survey results from the California Healthy Kids Survey (CHKS) indicate that 32% of parents agreed or strongly agreed that they feel welcome to participate at school, 41% agreed or strongly agreed that staff treat parents with respect, and 32.6% agreed or strongly agreed that the school/district encourages parents to be active partners in their child's education. These results provide information regarding family engagement perceptions. School connectedness data shows mixed results across grade spans. In elementary grades, student connectedness increased from 49% in 2023–24 to 68% in 2025–26. At the secondary level, 7th grade student connectedness decreased from 50% to 45%, and 9th and 11th grade student connectedness decreased slightly from 51% to 49%. High school dropout rates decreased from 2% in 2023–24 to 0% in 2025–26, indicating improved student retention at the secondary level.

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.

PROMPT 4
Additional LREBG funds and applicable actions will be provided for action 3.2 and 3.3. The district will be providing Restorative Justice training to administrators in the 2026-2027 school year.

Metric 3.3: Corrected Year 1 Outcome from 24-25 to 23-24.

Action 3.1: PD for restorative justice was added.

Action 3.2: For clarification, the Community School Coordinator is part of action 3.2 expenditures.

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	Reduce risk factors, provide MTSS supports for EL, LI and FY students	FLDUSD will continue to provide a multi-tiered system of support (MTSS) with behavior interventions, including providing the identified students with access to a behavior team that includes mental health counselors, certificated tutors and behavior aides at each school site. The team will continue to increase access to drug and alcohol prevention counseling. Additionally, the district will continue to provide access to contracted third-party behavioral clinicians. The district will continue to operate a Positive Behavioral Interventions and Supports program and provide sites with supplemental materials and supplies to provide Red Ribbon Week for students and parents at each site. The district will continue to provide school safety personnel and School Resource Officers, who will work within the MTSS program with site staff to build positive relationships, facilitate restorative practices, and support student's sense of safety at school. The district will provide professional development to district and site admin along with school psychologists and mental health counselors in Restorative Justice.	\$3,036,313.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district will continue to provide additional custodians using Concentration 2.0 funds.		
3.2	Increased parent engagement to increase student achievement	FLDUSD will continue to provide opportunities for parent engagement, including educational workshops and family engagement nights. Opportunities will continue and will include supplemental materials/supplies, child care, translators, and light refreshments for parents of English Learners, Low Income, and Foster Youth. LREBG Action The LEA will increase parent engagement to increase student achievement by paying for a percentage of the Community School's Coordinator's salary and benefits because this position oversees the Community Schools initiative and plans and coordinates parent engagement nights and Community School events across the district. Allowable Use B: Accelerating progress to close student learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status. The report, Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis, printed in the Journal of Prevention & Intervention in the Community has found that Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987). Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. . The metric being used to monitor the action is 3.2 High School Dropout Rate and 3.3 Attendance	\$295,559.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds supporting this action: \$52,442 per year through 2027–2028.		
3.3	Decrease suspension and chronic absenteeism rates for English Learner, Low Income pupils and Foster Youth	The district will continue to offer mental health counseling, extra psychologist support, behavior aides, and additional LVN services, including medical and health-related equipment. These services will exceed the legal requirements. LREBG Action The LEA will support students with providing extra psychologist support and an LVN Allowable Use C: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. The National Association of School Psychologists (NASP) highlights the critical role of school psychologists in supporting students' mental and behavioral health. They emphasize that school psychologists are uniquely qualified to improve academic achievement, promote positive behavior, and create safe and positive school climates. Additionally, NASP notes that students are six times more likely to receive mental and behavioral health services when they are offered at school, underscoring the importance of having these professionals on campus. The article, "Role of School Nurses in the Health and Education of Children" on the JAMA Forum published in January of 2025 states that school nurses have a positive influence on student health and academic outcomes. A conclusion of the article states, "By investing in and recognizing the contributions school nurses make to student well-being, schools can create healthier learning environments where all children can succeed academically and develop into healthy adults who contribute positively to society."	\$1,417,597.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The metric being used to monitor the action is 3.3 Attendance rates, 3.4 Chronic Absenteeism, 3.7 School Climate Survey % response levels for school connectedness, and 3.8 School Climate Survey % responses feel very safe at school. LREBG Funds supporting this action: \$115,775 per year through 2027–2028.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students will graduate college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The district has recognized that in order for all students to graduate from high school and be college and career-ready, academic preparedness, strategic planning, goal setting, interest assessments, industry sector exposure/exploration, social and emotional skills development, and exposure to acquiring higher education and training must be provided as part of a systemwide progression from elementary grades through high school. Part of successful implementation includes ensuring that LI, EL, and FY students have access to the materials and supplies needed to fully engage in these opportunities along with their peers. This goal was developed in order to ensure that LI, EL, and FY students have equitable access to opportunities that will increase their college and career readiness. The following actions and metrics grouped together have been included to help achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	A-G Completion Rate	FLDUSD A-G Completion Rate (FHS 12th Graders, 2022 - 2023 Dashboard) All Students: 92.5% EL Students: 100% SED Students: 93.2% *corrected	FLDUSD A-G Completion Rate (FHS 12th Graders, 2023-2024 Dashboard) All Students: 55.6% EL Students: 0% SED Students: 54.8%	FLDUSD A-G Completion Rate (FHS 12th Graders, 2024-2025 Dashboard) All Students: 77.6% EL Students: 64.3% SED Students: 75.4%	A-G Completion Rate Increase 1% each year All Students = 93% EL Students = 100% SED Students = 94%	All Students: - 14.9% EL Students: - 35.7% SED Students: - 17.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	High School Graduation Rate	2022-2023 Graduation Rates Data Source: CA Dashboard All Students: 96.4% EL Students: 92% SED Students: 96%	2023-2024 Graduation Rates Data Source: CA Dashboard All Students: 95.1% EL Students: 90.6% SED Students: 94.7%	2024-2025 Graduation Rates Data Source: CA Dashboard All Students: 94.7% EL Students: 90.9% SED Students: 94.2%	High School Graduation Rate All Students= 97% or higher EL Students= 95% SED Students = 97% or higher	All Students: -1.7% EL Students: -1.1% SED Students: -1.8%
4.3	Advanced Placement: Pupils Scoring 3 or higher	Data Source: College Board Data Year: 2022-2023 All Students: 49% RFEP Students: 39% SED Students: 44%	Data Source: College Board Data Year: 2023-2024 All Students: 41% RFEP Students: 35% SED Students: 31%	Data Source: College Board Data Year: 2024-2025 All Students: 33% RFEP Students: 30.55% SED Students: 8.33%	Data Source: College Board Data Year: 2025-2026 All Students: 52% RFEP Students: 42% SED Students: 47%	All Students: -16% RFEP: -8.45% SED: -35.67%
4.4	Grade 11 Early Assessment Program College Readiness Results for ELA % pupils scoring "conditionally ready" and "ready" for ELA	2022-2023: Grade 11 EAP College Readiness Results for ELA: DataQuest All Students: 65.49%	2023-2024: Grade 11 EAP College Readiness Results for ELA: DataQuest All Students: 65.98%	2024-2025: Grade 11 EAP College Readiness Results for ELA: DataQuest All Students: 65.22%	Grade 11 Early Assessment Program College Readiness Results for ELA - DataQuest : 2025-2026 All Students = 67%	All Students: -.27%
4.5	Grade 11 Early Assessment Program College Readiness Results for Math	2022-2023: Grade 11 EAP College Readiness Results for Math: DataQuest	2023-2024: Grade 11 EAP College Readiness Results for Math: DataQuest	2024-2025: Grade 11 EAP College Readiness Results for Math: DataQuest	Grade 11 Early Assessment Program College Readiness Results	All Students: +2.14% EL Students: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent pupils scoring "conditionally ready" and "ready" for Math	All Students: 12.50% EL Students: 0%	All Students: 13.07% EL Students: 0.0%	All Students: 14.64% EL Students: 0.0%	for Math - DataQuest All Students = 15% EL Students: 3%	
4.6	Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway	2022-2023 Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student Groups CA Dashboard Additional Reports All Students: 57.2% EL Students: 29.7% SED Students: 56.6%	2023-2024 Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student Groups CA Dashboard Additional Reports All Students: 64.2% EL Students: 40.6% SED Students: 64.2%	2024-2025 Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student Groups CA Dashboard Additional Reports All Students: 56.5% EL Students: 41.8% SED Students: 56.4%	Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway All Students = 60% EL Students = 33% SED Students = 60%	All Students: -0.7% EL Students: +12.1% SED Students: -0.2
4.7	Other Pupil Outcomes: Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule	2022-2023 Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule through CalPads for seniors (12th graders) All Seniors: 0% EL Students: 0% SED Students: 0%	2023-2024 Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule through CalPads for seniors (12th graders) All Seniors: 35% EL Students: 0% SED Students: 87%	2024-2025 Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule through CalPads for seniors (12th graders) All Seniors: 19.6% EL Students: 0% SED Students: 75%	Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule through CalPads for seniors (12th graders) All Seniors: 36% EL Students: 25% SED Students: 25%	All Seniors: +19.6% EL Students: +0% SED Students: +75%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	A-G completion and CTE pathway completion rate.	Spring 2023 Data Source: Additional Reports for the 2023 Dashboard All Students: 32% EL Students: 14% SED Students: 30%	Spring 2024 Data Source: Additional Reports for the 2024 Dashboard All Students: 17.03 EL Students: 0.0 SED Students: 15.9%	Spring 2025 Data Source: Additional Reports for the 2025 Dashboard All Students: 26.5% EL Students: 12.7% SED Students: 25.6%	Data Source: Additional Reports for the 2026 Dashboard All Students = 35% EL Students = 17% SED Students = 33%	All Students: -5.5% EL Students: -1.3% SED Students: -4.4%

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.

PROMPT 1

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported the progress toward meeting the goal All students will graduate college and career ready

Action 1: Sustain a high graduation rate of 96% or higher

Implementation Status: 4 – Full Implementation

The District did not sustain a high graduation rate of 96%, but still had a higher than state average graduation rate of 94.7 by providing access to academic supports and opportunities including course electives, dual enrollment, and counseling for the student population at-large. The district provided supplies, instructional materials, and musical instruments as well as opportunities for both co-curricular and extracurricular activities.

Estimated actual expenditures for Goal 4, Action 1 were 39.93% lower than budgeted. During implementation, the District was able to utilize available Career Technical Education (CTE) grant funding to support expenditures that were originally budgeted with LCAP funds. CTE grant

resources were used to fund pathway materials and supplies, equipment purchases, and professional development activities. As a result, expenditures charged to this LCAP action were lower than anticipated. The action was implemented as planned, and the expenditure variance reflects a change in funding source rather than a reduction in services, materials, equipment, or professional learning opportunities provided to students and staff.

Action 2: Increase English Learner, Low Income and Foster Youth pupil access to VAPA programs/pathways
Implementation Status: 5 – Full Implementation and Sustainability.

FLDUSD continued to improve and sustain the expanded VAPA and CTE offerings districtwide. FLDUSD paid for costs associated with program expansion, including maintaining the infrastructure needed to support student participation, program specific facilities, industry standard equipment, instruments for students, along with music and CTE instructors. Additional course sections were created within the master schedule. An Arts, Media and Entertainment teacher was hired at FMS in the 2024-2025 school year to expand CTE program offerings to that site and the position continued in the 2025-2026 school year.

Estimated actual expenditures for Goal 4, Action 2 were 29.4% lower than budgeted. During implementation, the District was able to utilize available Career Technical Education (CTE) grant funding to support conference attendance and professional learning opportunities for CTE and Visual and Performing Arts (VAPA) teachers that were originally budgeted with LCAP funds. As a result, actual expenditures charged to this action were lower than anticipated. The professional development activities were implemented as planned, and the expenditure variance reflects the use of alternative funding sources rather than a reduction in professional learning opportunities for staff.

Overall Success: In the analysis of Goal 4—ensuring all students graduate college and career ready—data indicates progress is being made. A major success is the improvement made in supporting our Low Income population, whose participation in dual enrollment increased from 0 in 2023 to 75% in 2025. This highlights the need to continue to provide targeted interventions and additional support to ensure LI students are fully prepared for college and career opportunities.

Overall Challenges: The district saw slight increases in chronic absenteeism and suspension rates that reflect the need to continue to provide targeted supports to all student populations in an effort to remove barriers to learning and prepare students for post-secondary success. The district saw a decrease in the percentage of students who are graduating with both A-G requirements met and completing a CTE pathway.

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.

PROMPT 2

The district spent 39.93% less in Goal 4 Action 1 because the District was able to utilize available Career Technical Education (CTE) grant funding to support expenditures that were originally budgeted with LCAP funds.

The district spent 29.47% less in Goal 4 Action 2 because the District was able to utilize available Career Technical Education (CTE) grant funding to support conference attendance and professional learning opportunities for CTE and Visual and Performing Arts (VAPA) teachers that were originally budgeted with LCAP funds.

PROMPT 3

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four helped make progress towards the LEA's goal: All students will graduate college and career ready

Action(s): Action 4.1 Sustain a high graduation rate of 97% or higher

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): According to the 2025 CA Dashboard Graduation rates slightly decreased to 94.7%, Attendance rates, according to Aeries, are 89% for all students, EL is 91%, and SED is 92.7%. Results from the California Healthy Kids Survey (CHKS) indicated 68% of 5th grade students, 45% of 7th grade students and 49% of 9th and 11th grade students feel connected at school. Students also have access to a broad course of study per the master schedules at both FMS and FHS.

Analysis: While the district continues to maintain a strong graduation rate well above the state average, we observed a slight decline from 95.1% to 94.7% over the past year. This marginal decrease highlights the need for continued focus on targeted student support and engagement strategies, particularly for students identified as at risk of not completing their coursework on time. There was a slight increase in 7th grade students feeling connected at school and we credit additional parent and student engagement activities provided during the 25-26 SY.

This action was effective, as demonstrated by consistently high graduation percentage of 94.7%.

Action(s): Action 4.2 Increase English Learner, Low Income and Foster Youth pupil access to VAPA programs/pathways

Effectiveness of Action(s): 3 –Effective.

Metric(s): Chronic Absenteeism, broad course of study and attendance rates. Sense of School Connectedness

Chronic Absenteeism

English Learners: Increased 2.2 points from 6.7% to 8.9%

SED: Increased .8 from 10.7% to 11.6%

FY: No color

Analysis: Providing VAPA pathways has provided the identified students with more opportunities for hands on learning, specifically in the area of performing arts. Attendance rates for all student,s Els, Low Income students had small increases, while Foster Youth had a 10% increase, indicating that the actions were effective for these groups. As a district we understand that students enrolled in CTE pathways are engaged in their education and this may contribute to them staying in school. Our high graduation rates show that our identified students remain in school and most graduate on time. Through surveys, secondary students showed a slight decrease in their sense of school connectedness, which emphasizes the district's need to strengthen student voice and ownership to increase their stake in educational programs and to celebrate student achievements. Chronic Absenteeism for FLDUSD is a strength. Despite minor increases, attendance programs effectively impact attendance.

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.

PROMPT 4

We found an error in the baseline data for metric 4.1: A-G Completion Rate and corrected the error by using CA Dashboard Data instead of CalPads data. This caused us to update all A-G Completion Rate Data for the Baseline and Year 1 Outcome. Our budget this year is nearly one million less than what we had in the LCAP last school year. This is due to CTE facility projects that we were planning to get done using Golden State Pathway Program Funds. But, we found out that any projects requiring DSA approval could not be paid for with GSPP funds. So, these expenses are no longer in the LCAP. The LEA removed the words musical instruments from Action 4.1.

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	Sustain a high graduation rate of 96% or higher	In an effort to maintain high graduation rates, the District will continue to leverage and direct funds from state, local and federal sources to include Voc Ed, ROP, Career Tech, Ag Incentive; VAPA, CTE in to support the entire student population: course elective options, concurrent/dual enrollment, counseling, tutorials, practice exams for AP, SAT, PSAT, ASVAB etc. Students will continue to receive supplies and instructional materials, as well as opportunities for both co-curricular and extracurricular activities.	\$2,738,222.00	No
4.2	Increase FLDUSD VAPA programs & CTE pathways.	FLDUSD will continue to improve and sustain the expanded VAPA and CTE offerings. FLDUSD will pay for the costs associated with program expansion, including maintaining the infrastructure needed to support student participation. Program-specific facilities and industry-standard equipment, including instruments for students along with music and CTE instructors, will continue to be provided along with additional course sections created within the master schedule.	\$1,436,686.00	Yes

Action #	Title	Description	Total Funds	Contributing
		An Arts teacher will be hired to provide humanity and photo courses at Firebaugh Middle School in an effort to expand Art program offerings to LI students at that site.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, El Puente High School and Community Day School will decrease suspension rates by 1.5% for All Students and SED students and increase attendance rates by 3% for Hispanic and socioeconomically disadvantaged (SED) students as part of the district's efforts to improve student outcomes and academic achievement.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Equity multiplier funds are provided to districts to implement evidence-based services and supports to address the academic and behavioral needs of student groups that receive the lowest performance levels on the CA Dashboard Indicators at eligible schools. The student population at El Puente High School is too small for data of all students to be publicly reported on the 2025 California School Dashboard. However, the 2025 CA Dashboard did indicate that 17.9% of Hispanic students were suspended at least one day, which is an increase of 5.8% from the 23-24 SY and that 19.4% of SED students were suspended at least one day, which is a 6.5% increase from the 23-24 SY. A local needs assessment identified suspension rates, based on Dashboard data, as an area of lowest performance for all student groups at the site. Our needs assessment also identified school attendance as an area of low performance for these student groups, affecting their ability to successfully complete credits. Similarly, Community Day School's enrollment is too low for Dashboard data to be publicly reported. A local needs assessment identified attendance rates, based on the Student Information System, as an area of lowest performance for all student groups at this site. Additionally, the assessment revealed that suspension rates for Hispanic and SED students at the site increase from the prior year, impacting both attendance and these students' ability to successfully complete coursework. Educational partner feedback emphasized the need to continue targeted academic intervention in reading, writing, and math, first initiated in 2023. The LEA will maintain this support and expand the teacher's role to include a focus on school climate indicators: suspension rates and attendance rates. The teacher will collect and analyze data in collaboration with school staff to identify and address barriers to academic success and support students in achieving their goals. Both El Puente High School and Community Day School, co-located at the same alternative education site, will receive \$51,697 each in Equity Multiplier Funding to support these efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	El Puente Suspension Rates	New Metric Added in Year 1	2024 CA Dashboard Suspension Rates El Puente: All: 11.4% Hispanic: 12.1% SED: 12.9% Community Day: All:30.8% Hispanic: 33.3% SED = 27.3%	2025 CA Dashboard Suspension Rates El Puente: All: 18.2% Hispanic: 17.9% SED: 19.4% Community Day: All:18.8% Hispanic: 18.8% SED = 20%	2026 Suspension Rates El Puente All:10% Hispanic:10% SED:10% Community Day All:28% Hispanic:31% SED:25%	El Puente All: +6.8% Hispanic: +5.8% SED: +6.2% Community Day All: -12% Hispanic: -14.5% SED: -7%
5.2	Attendance Rate	New Metric Added in Year 1	2024 Attendance Rate (Baseline) El Puente All: 85.8% Hispanic: 85.22% SED: 84.7% Community Day All: 85.22% Hispanic: 84.27% SED: N/A Dataquest: 2024	2025 Attendance Rate El Puente All: 83.9% Hispanic: 82.05% SED: 83.33% Community Day All: 81.7% Hispanic: 81.7% SED: 82.22% Dataquest 2025	2026 Attendance Rates El Puente ALL: 90% Hispanic: 90% SED: 90% Community Day All: 90% Hispanic: 90% SED: 90%	El Puente All: -1.9 points Hispanic: -3.17 points SED: -1.37 points Community Day: All: -3.52 points Hispanic: -2.57 points SED: NA

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.

PROMPT 1

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the goal Pupil academic achievement will improve for all subgroups in ELA and mathematics as measured by the California Assessment of Student Progress and Performance (CAASPP).

Action 1: Acellus credit recovery in ELA for EPHS and CDS

Implementation Status: 3 - Initial Implementation

At the start of the school year, the District provided staffing, services, and program through the hiring of an additional .6 FTE credentialed teacher to support credit recovery (.3 FTE was directed toward serving students of EPHS and .3 FTE was directed toward serving students of CDS). The teacher provided support, including targeted instruction in reading and writing in an effort to support students. The district was not seeing the desired results and made the decision to change implementation method to using an Academic Certificated Tutor and a Behavior Certificated Tutor to provide strategic and targeted support to students in the areas of academics, attendance, SEL and behavior.

There was a substantive difference between the planned and actual implementation of this action. At the beginning of the school year, the District implemented a credit recovery support model using a .6 FTE credentialed teacher to provide targeted ELA instruction at EPHS and CDS. However, after initial implementation, the District determined that the desired student outcomes were not being achieved through this model alone. As a result, the implementation approach was adjusted to utilize an Academic Certificated Tutor and a Behavior Certificated Tutor to provide more targeted and integrated support addressing academics, attendance, social-emotional learning, and behavior in addition to credit recovery needs. This shift represents a refinement in service delivery intended to better align supports with student needs and improve overall student engagement and outcomes.

Overall Success: The hiring of a 0.6 FTE credentialed teacher was not as successful as the district had hoped. But the reallocation of staff to provide an Academic and Behavior CT showed improvement in areas like attendance. This action ensured that students received additional support tailored to their individual learning needs. Continued monitoring and refinement of intervention strategies will help to further align support with student needs and maximize outcomes moving forward.

Overall Challenges: One of the primary challenges impacting the effectiveness and measurement of this action is the transient nature of the student population at the targeted school sites. Many students enroll at various times of the year or transfer out at various times of the year due to various factors, including alternative educational options for credit recovery or age-appropriate placement. This mobility makes it difficult to maintain consistent intervention and accurately track student progress over time. As a result, baseline data may not fully capture the impact of services provided. Continued efforts will be made to refine data collection methods and ensure interventions are responsive to the needs of all students, regardless of length of enrollment.

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.

PROMPT 2

There was no significant difference in the estimated budget and the implemented budget.

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

PROMPT 3

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Five were somewhat effective in making progress towards the goal.

Action(s): Action 5.1 Acellus credit recovery in ELA for EPHS and CDS

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): Suspension Rates for El Puente and Community Day School and Attendance Rates for El Puente and Community Day School and Educational Partner Feedback

Analysis: The district saw an increase in suspension rates across all subgroups for both El Puente High School and Community Day School. This indicates the district needs to implement behavior support strategies at both schools. Attendance rates improved for all student subgroups and the district attributes this to the Behavior Certificated Tutor and the weekly check-ins conducted. According to our Educational Partner Survey 75% of respondents from the school sites agreed that the additional Academic CT and Behavior CT brought about positive results. Respondents reported that the CTs helped students to stay on task with credit recovery through Acellus and that they were able to provide check-ins on attendance and behavior and provide SEL support for students who needed it.

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.

PROMPT 4

The district began the implementation of Goal 5 with the hiring of a .60 teacher to provide targeted support in reading and math, but the district did not see improvement as expected and reallocated staff to be able to provide an Academic CT and a Behavior CT to provide strategic targeted support to students in the areas of credit recovery, attendance, SEL supports, and behavior. The district will continue with this method for the 26-27 SY.

The district changed the Attendance Rate from the CBEDS date to the Year to Date figure, which encompasses attendance throughout the entire school year. With the removal of metric 5.1, Metrics 5.2 and 5.3 were renumbered, yet remain unchanged. The Goal description was changed slightly to reflect "2027"

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	Additional Targeted Support	The district will continue to provide both an Academic CT and a Behavior CT to provide strategic targeted support in credit recovery, attendance, behavior, and SEL. The CTs will collect and analyze data in collaboration with school staff to identify and address barriers to academic success and support students in achieving their goals. The district will utilize Equity Multiplier funding to pay for an Academic CT and a Behavior CT. These CTs will provide support, including strategic targeted support to increase attendance and decrease suspension in an effort to support students. Both the Academic CT and the Behavior CT will spend 50% of their day at El Puente High School and 50% of their day at Community Day school.	\$152,320.00	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
\$10,118,039	\$1,293,597

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
39.078%	0.000%	\$0.00	39.078%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Academic performance of English Learner and Low Income students Need: As described in the metrics above, Socioeconomically Disadvantaged (SED) students and English Learner (EL) students are experiencing an achievement gap when compared to higher-achieving groups on state assessments in ELA and Math.	In order to address these needs, the district will provide the following supports: The district will provide an MTSS tiered intervention program, which is designed to include targeted intervention based on the individual needs of SED and EL students, provided by Certificated Tutors. The Tutors will work directly with the identified students targeting literacy and basic math skills through small group and one-on-one tutoring during and beyond the school day.	CAASPP ELA (AS, SED, EL, LTEL) CAASPP Math (AS, SED, EL, LTEL) Rates of students feeling connected to school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A local analysis revealed that these students often struggle with grade-level literacy and basic math skills needed to achieve proficiency. In our experience, SED, EL and LTEL students need academic intervention and enrichment during and beyond the regular school day, including before and after school in order to make academic gains. Teachers and parents identified a need for supplemental targeted instructional support from content area experts in order to increase the student achievement of SED, EL and LTEL students. Educational partners also emphasized that SED students need access to reliable transportation to activities beyond the school day. Additionally, educational partners have noted that enrichment opportunities, through offerings related to student interest, are needed to promote student engagement and connectedness of the identified groups. Scope: LEA-wide	Tutors will also facilitate both intervention and enrichment activities for the identified students before and after school in an effort to provide opportunities for SED and EL students to practice academic, social, and behavior skills and to increase a sense of school connectedness. An EL Coordinator will provide training and support for teachers at all sites, focusing on the needs of English Learners and LTELs. As part of our work for Differentiated Assistance, the coordinator will monitor English Learner progress and work with staff to adjust instruction as needed. The EL Coordinator will work with teachers to integrate strategies into lessons that are designed to increase English proficiency. Strategies include, but are not limited to explicit vocabulary instruction, building prior knowledge, use of sentence frames, and scaffolding. Summer School programs will also be offered to provide additional support and enrichment beyond the regular school year in ELA and mathematics. Summer instruction is designed to provide additional time for extended learning so that the identified students can practice content skills needed to increase academic achievement. Transportation will be provided so that low income students, who may not have reliable transportation, will have access to summer school and after-school programs that provide academic services beyond the school day. Enrichment activities will be provided so that students can practice social and behavior skills	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and can increase a sense of school connectedness. Feedback from our educational partners included comments to provide adequate transportation so that low income students will have access to these supplemental opportunities despite lacking reliable transportation. The district will provide enrichment opportunities that are designed to expose students to a variety of offerings including; cultural awareness, technology, Academic Decathlon, and the arts in an effort to tap into student interests and increase a sense of school connectedness. The district will also provide transportation for these opportunities so that low income students who do not otherwise have reliable transportation can participate. We will continue to reduce class sizes to provide classroom teachers with more time and capacity to work with SED students and ELs in smaller groups. In our experience, smaller class sizes allow teachers to provide more attention to the needs of struggling students so that they can differentiate instruction as needed. Teachers will collect and analyze the identified students' academic progress data to implement regular in-class interventions or connect students with supplemental intervention supports. By continuing to sustain additional elementary teachers, the district will make it possible for a smaller staff-to-student ratio to be able to provide this targeted support. Onsite coaching and support will be provided focusing on instructional strategies designed to meet the needs of the identified students. Lesson delivery, student engagement, and classroom	

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
		management mentor support is designed to provide SED and EL students with high-quality instruction. The district will address these needs in multiple ways. First, mentor teachers will be provided to support new teachers in the development of instructional practices, classroom management, and parental engagement through a process of consultation, practice, and feedback. Also, the district will provide Academic Coaches to facilitate coaching cycles for all staff in ELA and an emphasis in Mathematics. The academic coaches will work directly with site staff to help them improve services to low income and EL students by providing small group instruction in literacy and mathematics. Additionally, a new teacher academy will be provided for first and second-year teachers. The program is designed to provide them with opportunities to learn effective instructional strategies for struggling ELs and low income students, put the strategies into practice under the supervision of an experienced staff member, and to receive immediate feedback on improvements to be made for the benefit of learners. Finally, instructional assistants will be provided by the district to increase opportunities for small group and individualized support within core curricula areas, targeting literacy and basic math skills. By providing the actions and services outlined above, we expect the CAASPP ELA and Mathematics results of the Low Income and English Learner groups to increase as these services are designed to meet the needs most associated with EL and SED. Also, we expect that these students will report higher levels of school connectedness. However, because we expect	

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
		that all struggling students will benefit, including SWD, this action is provided on an LEA-wide basis.	
1.4	Action: Refined instruction and increased student engagement using technology Need: As described in the metrics above, Low-Income (LI) students are experiencing an achievement gap when compared to higher-achieving groups on state assessments in ELA and Math. Another cause contributing to the data above was found to be a lack of low income student engagement in classroom instruction. In our experience students engage more actively with hands-on learning and immediate feedback that supplemental digital programs can provide. Teacher feedback notes that incorporating technology software and instruction into classroom lesson increases student engagement. Scope: LEA-wide	In order to address these needs, the district will provide supplemental digital curriculum, technology, and technology support, including professional development designed to provide teachers with support in analyzing local assessment data and digital tools to drive instruction. Technology, which may include devices, is used to collect and disaggregate local assessment data to help teachers make informed instructional decisions to benefit the identified student groups. Teachers will be provided with training using the selected technology. Providing the identified students with supplemental digital curriculum and technology is designed to enhance students' engagement through hands-on learning and the immediate feedback provided by these technology-based programs. The district will also provide library clerks to facilitate access to campus libraries, promote literacy, and support learning. Library clerks will maintain access to books, technology, and software that many low income students do have access to at home. Library clerks will work with classroom teachers to ensure that low income students can visit the library during the school day and that they have access to a variety of high-interest educational materials, including books that can be checked out to take home.	CAASPP ELA (All Students, LI,) CAASPP Math (All Students, LI,)

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
		We expect that the CAASPP ELA and Mathematics results of the LI student group will increase their achievement as the program is designed to meet their needs. However, because we expect that all student's academic achievement will benefit, this action is provided on an LEA-wide basis.	
1.5	Action: Expanded learning time for English Learner, Low Income and Foster Youth and high-risk students Need: As described in the metrics, Low-Income (LI) students are experiencing an achievement gap when compared to higher-achieving groups on state assessments in ELA and Math. Educational Partner feedback continues to indicate that sustaining the additional instructional time is necessary to close the achievement gap of these students. Scope: LEA-wide	In order to continue addressing this need, FLDUSD will continue to sustain the increased service of an additional 30 minutes of instructional time daily. The additional time will continue to provide more opportunities for teachers to differentiate instruction and will provide increased time for individualized support for our low income students. This action will continue to provide increased student/teacher instructional contact time and will support the district's goal of improving academic outcomes for these students as measured by the CAASPP Math, ELA and assessments. We expect that the CAASPP ELA and Mathematics data results for LI students will show an increase in performance and as the program is designed to meet the needs most associated with these students. However, because we expect that all students will benefit from additional instructional time, this action is provided on an LEA-wide basis.	CAASPP ELA (All Students, LI) CAASPP Math (All Students, LI)
1.6	Action: Learning Directors/Guidance and Instructional Advisors Need:	Learning Directors, Guidance Counselors, and Guidance and Instructional Advisors (GIAs) will assist in the design and facilitation of school site Multi-tiered System of Support (MTSS) programs that can address both the social-emotional and academic factors that may be preventing our low	Suspension Rate (All Students, LI) CAASPP ELA (All Students, LI) CAASPP Math (All Students, LI)

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
	As identified in the metrics, our Low Income students, are experiencing an achievement gap in the areas of academic growth as measured by state assessments in ELA and Math, when compared to all students. In 2024, Educational partner feedback indicated a need to decrease suspension rates for low income students. This was after feedback from the prior year indicating that this was due to a noted increase in negative student behaviors as students returned to school after the pandemic and the need to provide supports to help increase positive student behaviors on campus. Analyzing the causes of these gaps revealed a significant need for dedicated adults on each campus to assist in the design and facilitation of school site Multi-tiered System of Support (MTSS) programs that can address both the social-emotional and academic factors that may be preventing the identified students from achieving academic/behavioral success. This action was put into place in the 23-24 school year and as a result, the district has seen improvement in suspension rates across the board including for our low income students. Educational Partners are pleased with the success of this action. We hope to continue to maintain this positive trend by continuing with this action to include Guidance Counselors. Scope: LEA-wide	income students from achieving academic and behavioral success. Through weekly analysis of academic and behavior data, and taking into account the whole child, the school site Learning Director, Counselor or GIA can select the appropriate course of action to address the needs of the individual LI students who are struggling and assign appropriate tiered academic/social emotional supports. They can also provide continuous monitoring and support, collaborating with teachers, parents, and intervention providers to ensure that the identified students receive targeted support designed to address their specific needs. Learning Directors and GIAs will also be able to assist in leading PLC's at their assigned sites, facilitating teacher collaboration and analysis of student achievement data of Low Income students. Learning Directors will also provide leadership for and coordinate professional learning communities and other professional development efforts, including the implementation of standards, and academic support services designed to meet the needs of the Low Income students. Learning Directors and GIAs will help ensure that campus suspensions are decreased by facilitating the increased use of restorative justice practices that minimize lost instructional time and other exclusionary practices. Counselors will meet with struggling low income students to create Individualized Learning Plans (ILPs) designed to address a specific area of concern. Counselors can help these students to	

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
		identify achievable short and long term goals and put into place actionable steps to achieve these goals which may include participating in intervention, tutoring, or SEL lessons designed to increase social-emotional skills. Counselors can then work with students and their parents to monitor progress towards these goals and adjust as necessary. This action has been designed to meet the need of our Low Income student population described above. However, because we expect that all struggling students may benefit from additional Learning Directors, Counselors, and GIAs, this action is available to all students throughout the district.	
1.8	Action: Math Performance for all Unduplicated Pupils in the LEA Need: As identified in the metrics, our EL and LTEL students are experiencing an achievement gap in the areas of academic growth as measured by state assessments in Math when compared to all students. In 2026, Educational partner feedback indicated that there is a strong need for consistent, district-wide professional learning focused on improving math instruction and student outcomes. Specifically, teachers, instructional staff, and site leaders expressed the need for structured Professional Learning Community (PLC) training that builds their capacity to analyze student data, collaborate	To address the LEA's concern around low math performance, especially for unduplicated pupils, the Professional Learning Community (PLC) training will focus on strengthening instructional practice, the creation of common formative assessments, data use, and targeted supports. Through partnership with Solution Tree, FLDUSD will provide all district and site administrators and teachers professional Learning Community (PLC) training focused on data analysis and the sharing of effective instructional practices for the 2023 CA Mathematics Framework. The training is designed to build teachers' and administrators' capacity to analyze student data, implement evidence-based instructional practices aligned with the 2023 California Mathematics Framework and collaborate through Professional Learning Communities (PLCs). Strengthening instructional practices and the effective use of student data	The metric being used to monitor the action is 1.2 CAASPP Math for EL and SED.

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
	on instructional planning, and implement effective, standards-aligned math strategies. Scope: LEA-wide	enables educators to identify learning needs, adjust instruction, and provide timely, targeted supports that increase English Learners' (ELs) and Long-Term English Learners' (LTELs) access to grade-level content and language development opportunities. While the action has been designed to address the needs of English Learners and LTELs, we believe it will benefit all students so the action is provided on an LEA-wide basis.	
3.1	Action: Reduce risk factors, provide MTSS supports for EL, LI and FY students Need: As described in the metrics section, LI and FY students have higher chronic absenteeism and suspension rates when compared to all students. According to our survey, school climate data showed mixed results: elementary students reported increased feelings of connectedness and safety, whereas secondary students reported a decline in these areas. A local analysis of student behavior revealed a need for increased and improved interventions to assist EL, LI, and FY students as they returned to school from the pandemic. Educational Partner feedback indicates that mental health, health services and behavior support are necessary to meet student social and emotional needs. Another need identified in our local assessment was the need to provide a clean and safe environment for the identified students.	In order to address these needs, FLDUSD will provide a multi-tiered system of support (MTSS) with behavior interventions that include the following: providing the identified LI, EL, and FY students with access to a behavior team that includes mental health counselors, certificated tutors and behavior aides at each school site. These staff will monitor the needs of the identified students and build positive relationships in an effort connect with students and promote positive choices. At the Elementary level, behavior teams will work to address social-emotional issues that impact school connectedness such as forming friendships and setting appropriate boundaries. The team will work to increase access to drug and alcohol prevention counseling including the intermediate school but focusing on the middle and high schools. Additionally, the district will provide access to contracted third-party behavioral clinicians. These services will be provided during the school day so that our low income students, who might not have access to these supports outside of the school day will have access to both individually and in a group	Chronic Absenteeism (All Students, LI, EL, FY) Suspension Rates (All Students, LI, EL, FY) School Connectedness Rates, Students School Safety Rates, Students, Teachers Educational Partner Feedback

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
	The time students spent at home during the pandemic continues to have an adverse impact on EL, FY, and LI students at all grade levels. Teachers report that our youngest students do not know how to share or take turns. Observations of our high school students show that behavioral supports are needed, including support for responsible decision making and making healthy choices. Administrators are working to address vaping in multiple grade spans. Educational Partner feedback indicated a desire to increase school safety specifically through the hiring of an additional School Resource Officer. Scope: LEA-wide	setting and will be assigned based on individual student behavioral or mental health needs. The district will operate a Positive Behavioral Interventions and Supports program. PBIS provides a tiered system of support that includes targeted interventions for struggling students who need additional support, and intensive interventions for the identified LI, EL, and FY students with the most significant behavioral challenges. Incentives are provided in order to promote student engagement and positive behaviors. In order to address educational partner concerns about increased vaping, the district provide sites with supplemental materials and supplies to provide Red Ribbon Week for the identified LI, EL, and FY students and parents at each site. Activities and lessons will focus on substance abuse prevention and education. The district will provide professional development to district and site admin along with school psychologists and mental health counselors in Restorative Justice. The funding of school safety personnel and School Resource Officers (SROs) help maintain a safe and secure learning environment by addressing safety concerns and building positive relationships with students. Their presence allows for quicker responses to emergencies while also supporting prevention, intervention, and education efforts. These staff will provide a consistent presence on school campuses. Restorative	

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
		practices will be used to build positive relationships with students and a healthy school climate, in an effort to support social emotional learning, especially among the EL, LI and FY student populations. Clean classrooms will help reduce the risk of virus transmission, leading to increased attendance. The district will provide additional custodians to meet this need using Concentration 2.0 funds. This creates a cleaner and more sanitary environment, thereby minimizing the spread of germs and illnesses, which can help improve student health for the identified students. More custodians also meant freeing up teachers to teach and help support student achievement rather than spending time on cleaning and maintenance tasks. Additionally, some of our custodians are brought into our MTSS work and recognize signs of distress in students. They help support in cases where a child is facing problems at home or school that may be affecting their classroom behavior and academic performance. According to educational partner feedback, having more custodians has enhanced the educational experience of our students. Because this action has been designed to meet the needs most associated with the identified LI, EL, and FY students, we expect that chronic absenteeism rates will decrease for low income, English Learners and Foster Youth students, and that suspension rates will be maintained below 2%. We also expect that the reported results for a sense of safety and sense of school connectedness at school will increase for both the	

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
		identified students and teachers. However, because we expect all students to benefit, this action is provided on an LEA-wide basis.	
3.2	Action: Increased parent engagement to increase student achievement Need: As identified in the metrics section above, our student's sense of school connectedness remained the same as the prior year in two out of three gradespans and we did not see an increase as we had hoped. Our educational partners also noted that there is a need to increase the parent involvement of low income students and ELs, as well as increase the reported sense of school connectedness. Educational Partner feedback indicates the need for increased opportunities for community involvement at all school sites leading to increased parent and student school connectedness. We believe that improving parent and student school connectedness directly contributes to positive student outcomes such as increased academic achievement and increased attendance in school. Scope: LEA-wide	In order to address these needs, FLDUSD will provide opportunities for parent engagement, including educational workshops and family engagement nights. Opportunities will include supplemental materials/supplies, child care, translators, and light refreshments for parents of English Learners and Low Income students to eliminate barriers and promote access to attending meetings and workshops so that participation in parental education and involvement opportunities are increased. Increasing access to educational and engagement opportunities for the identified parents will allow parents to learn skills to help them support the academic and behavioral success of their children. It will also allow them more opportunities to interact positively with their child's teachers and other campus staff, fostering a sense of school connectedness. We expect that the additional supports to increase school engagement opportunities will increase LI and EL parental involvement and LI and EL student and parent school connectedness because the action is designed to address the needs most associated with this student group. However, because we expect that all students and families will benefit, this action is provided on an LEA-wide basis.	School Connectedness Rates, Students, Parents CAASPP ELA (All Students, LI, EL) CAASPP Math (All Students, LI, EL) Attendance Rate (All Students, LI, EL)
3.3	Action: Decrease suspension and chronic absenteeism rates for English Learner, Low Income pupils and Foster Youth	In order to address these needs, the district will provide mental health counseling, additional psychologist services, behavior aides, and	Suspension Rates (All Students, LI, EL, FY)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on educational partner feedback there is a need for continued supplemental mental health counseling services and health services for English Learner and Low Income students (including Foster Youth) to support students who experienced adverse effects as a result of the pandemic. A local analysis shows that adverse experiences include lack of positive peer interactions, increased feelings of isolation, lack of social skill building, and learning loss. In 2024, Educational partner feedback indicated a need to decrease suspension rates for low income students. At the time, this was due to a noted increase in negative student behaviors as students returned to school after the pandemic and the need to provide supports to help increase positive student behaviors on campus. This action was put into place in the 23-24 school year and as a result, the district has seen improvement in suspension rates across the board including for our low income students. Educational Partners are pleased with the success of this action. Parent survey results indicate a need for FLDUSD to sustain increases to mental health counseling services and health services, including the LVN that was added to increase health services, especially for our younger English Learner and Low Income students in an effort to improve Chronic Absenteeism	additional LVN services. These services will exceed the legal requirements. The mental health counselor will provide social-emotional counseling and support throughout the school day to help the identified students, at risk for suspension, make positive behavior choices. Psychologists will coordinate services for English Learner, Low Income, and Foster Youth who are identified as needing mental health support as part of the MTSS team. Services will be tailored to meet the needs of the individual students and will include parent outreach and support, connection to appropriate resources based on the needs of the identified students, and facilitating SEL lessons during the school day. Services will be in addition to those required in an IEP. Behavior aides will help facilitate the overall MTSS program by supporting English Learner, Low Income, and Foster Youth through small group and push-in supports based on the individual needs of the students. Services can include using evidence-based interventions to create behavior plans for students. The additional LVN services, including medical and health related equipment needed for student care, will ensure increased access to health services for Foster Youth, English Learner and Low Income students. Additional services will include sports physicals, free of charge for Foster Youth English Learner and Low Income students, as well as additional parent communication to promote student health. Increased access to	Chronic Absenteeism Rates (All Students, LI, EL, FY)

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
	rates. This is further supported by a local needs assessment that shows increased mental health support, and health services are needed to address these issues. Scope: LEA-wide	healthcare at school is designated to keep students healthy enough to attend school and decrease chronic absenteeism rates. This action was designed to meet the needs of FY, LI and EL students, however, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
4.2	Action: Increase FLDUSD VAPA programs & CTE pathways. Need: Educational Partner feedback indicated a desire to sustain the increased VAPA and CTE offerings for our Low Income pupils. Education partners stated that by increasing these high-interest co-curricular and extra-curricular opportunities, LI students will feel a greater connection to school and to each other leading to increased attendance. A local needs assessment revealed that many of our LI students do not have access to enrichment opportunities provided by CTE and VAPA programs outside of the school day due to the community's rural location. Also, often times they do not have the resources to purchase instruments or uniforms. We believe that our LI students will gain increased access to college and career readiness skills by participating in these programs and opportunities to strengthen confidence and connectedness. Considering the favorable feedback about our high school programs, we were prompted to expand music to the middle school level.	In order to address these needs, FLDUSD will continue to improve and sustain the expanded VAPA and CTE offerings districtwide. FLDUSD will continue to pay for the costs associated with program expansion, including maintaining the infrastructure needed to support student participation. Program-specific facilities and industry-standard equipment, including instruments and uniforms for the identified students along with music and CTE instructors, will be provided along with additional course sections created within the master schedule to increase opportunities for LI students. The addition of expanded facilities and industry-standard equipment, along with additional sections created within the master schedule, will increase enrichment opportunities for LI pupils that they might not have access to outside of school. An Art teacher will be hired at Firebaugh Middle School in an effort to expand Art program offerings to LI students at that site. The district will ensure LI students are able to take advantage of the VAPA and co-curricular expansions by monitoring equity and balance across all disciplines through the design of the master schedule and counselor/administrative support. Maintain spaces for CTE and VAPA courses will provide LI students with	Attendance Rates (All Students, LI) Sense of School Connectedness, Students Access to a Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	increased opportunities to participate in music and culinary opportunities that they do not have access to outside of school. In order to specifically ensure that LI students can access the VAPA offerings, FLDUSD will provide music education and instruments at no charge to participating students. Participating students will be able to utilize equipment before and after school in order to increase preparedness for associated program opportunities. The district will also provide the identified students with up-to-date interactive resources, such as industry-standard equipment, to explore CTE and VAPA courses through multiple modalities while also accommodating a variety of learning styles. We expect that the continued work to expand VAPA and CTE opportunities for the identified students will result in an increase in their sense of connectedness to school and access to a broad course of study leading to an increase in attendance rates of our LI students. This action is designed to meet the needs most associated with these students; however, because we expect that all students will benefit, this action is being provided on an LEAwide basis.	

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

N/A

Additional Concentration Grant Funding

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

All schools within Firebaugh-Las Deltas USD have above a 55% concentration of students who are English learners, foster youth, and/or low-income. Because of this Firebaugh-Las Deltas USD received an additional 15% increase in funding from the Local Control Funding Formula concentration grant. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at all school sites in the LEA. The determination of how these funds were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-promise students.

These actions are outlined in the Goals and Actions sections of the LCAP as follows:
Goal 1; Action 2: Academic performance of English Learner and Low Income students: To meet this need to keep class sizes lower than what is required by law to support all students and to increase the ratio of certificated staff providing direct services to students, additional FTE positions were maintained in grades K through 5 at the listed school sites. (Goal 1.2)
Goal 3: Action 1: Additional Custodians
Goal 3: Action 3: FLDUSD will also provide additional social-emotional support personnel, nursing, to work at Hazel M. Bailey, Arthur E. Mills and Firebaugh Middle School, which have a higher percentage of target students.

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

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	25,892,165	10,118,039	39.078%	0.000%	39.078%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$35,897,532.00	\$14,885,171.00	\$3,023,918.00	\$3,190,023.00	\$56,996,644.00	\$39,572,149.00	\$17,424,495.00

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	District Infrastructure	All	No			All Schools		\$20,804,210.00	\$7,130,275.00	\$24,145,761.00	\$1,744,929.00	\$1,681,017.00	\$362,778.00	\$27,934,485.00	
1	1.2	Academic performance of English Learner and Low Income students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Elementary- Additional Classroom Reduction		\$6,027,522.00	\$4,269,138.00	\$4,349,219.00	\$4,616,645.00	\$531,629.00	\$799,167.00	\$10,296,660.00	0
1	1.3	Academic performance for Students with Disabilities	Students with Disabilities	No			All Schools Specific Schools: AEM		\$3,191,316.00	\$872,928.00	\$582,173.00	\$2,845,244.00	\$70,000.00	\$566,827.00	\$4,064,244.00	0
1	1.4	Refined instruction and increased student engagement using technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			\$535,380.00	\$456,303.00	\$991,683.00	\$0.00	\$0.00	\$0.00	\$991,683.00	0
1	1.5	Expanded learning time for English Learner, Low Income and Foster Youth and high-risk students	Low Income	Yes	LEA-wide	Low Income			\$1,999,684.00	\$131,734.00	\$2,104,811.00	\$26,607.00	\$0.00	\$0.00	\$2,131,418.00	0
1	1.6	Learning Directors/Guidance and Instructional Advisors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,398,574.00	\$0.00	\$774,675.00	\$558,713.00	\$0.00	\$65,186.00	\$1,398,574.00	0
1	1.7	Math Performance for Hispanic and SED students at FMS	Hispanic and SED	No			Specific Schools: FMS		\$101,034.00	\$0.00	\$0.00	\$101,034.00	\$0.00	\$0.00	\$101,034.00	
1	1.8	Math Performance for all Unduplicated Pupils in the LEA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$101,034.00	\$126,875.00	\$101,034.00	\$71,000.00		\$55,875.00	\$227,909.00	
2	2.1	Professional development for all teachers using ELD strategies	English Learners	No			All Schools Specific Schools: Hazel M.		\$117,898.00	\$291,982.00	\$0.00	\$35,750.00	\$0.00	\$374,130.00	\$409,880.00	

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
							Bailey									
2	2.2	ELD supports to include Designated/Integrated ELD & Summer School services	English Learners	No			All Schools		\$169,380.00	\$184,480.00	\$0.00	\$182,714.00	\$0.00	\$171,146.00	\$353,860.00	
2	2.3	Dual Language Immersion	Program Participants	No			Specific Schools: Hazel M. Bailey TK-K		\$5,868.00	\$4,332.00	\$0.00	\$10,200.00	\$0.00	\$0.00	\$10,200.00	
3	3.1	Reduce risk factors, provide MTSS supports for EL, LI and FY students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,778,479.00	\$1,257,834.00	\$903,581.00	\$1,397,976.00	\$109,035.00	\$625,721.00	\$3,036,313.00	0
3	3.2	Increased parent engagement to increase student achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$280,209.00	\$15,350.00	\$3,000.00	\$246,975.00	\$0.00	\$45,584.00	\$295,559.00	0
3	3.3	Decrease suspension and chronic absenteeism rates for English Learner, Low Income pupils and Foster Youth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,246,857.00	\$170,740.00	\$705,359.00	\$526,978.00	\$143,500.00	\$41,760.00	\$1,417,597.00	0
4	4.1	Sustain a high graduation rate of 96% or higher	All	No			All Schools Specific Schools: Firebaugh High School Secondary grade spans		\$783,705.00	\$1,954,517.00	\$370,107.00	\$1,906,181.00	\$380,085.00	\$81,849.00	\$2,738,222.00	
4	4.2	Increase FLDUSD VAPA programs & CTE pathways.	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: Firebaugh Middle School		\$878,679.00	\$558,007.00	\$866,129.00	\$461,905.00	\$108,652.00	\$0.00	\$1,436,686.00	0
5	5.1	Additional Targeted Support	All	No			Specific Schools: EPHS, CDS		\$152,320.00	\$0.00	\$0.00	\$152,320.00	\$0.00	\$0.00	\$152,320.00	

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
25,892,165	10,118,039	39.078%	0.000%	39.078%	\$10,799,491.00	0.000%	41.709 %	Total:	\$10,799,491.00
								LEA-wide Total:	\$10,799,491.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic performance of English Learner and Low Income students	Yes	LEA-wide	English Learners Low Income	All Schools Elementary- Additional Classroom Reduction	\$4,349,219.00	0
1	1.4	Refined instruction and increased student engagement using technology	Yes	LEA-wide	English Learners Low Income		\$991,683.00	0
1	1.5	Expanded learning time for English Learner, Low Income and Foster Youth and high-risk students	Yes	LEA-wide	Low Income		\$2,104,811.00	0
1	1.6	Learning Directors/Guidance and Instructional Advisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$774,675.00	0
1	1.8	Math Performance for all Unduplicated Pupils in the LEA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,034.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Reduce risk factors, provide MTSS supports for EL, LI and FY students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$903,581.00	0
3	3.2	Increased parent engagement to increase student achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	0
3	3.3	Decrease suspension and chronic absenteeism rates for English Learner, Low Income pupils and Foster Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$705,359.00	0
4	4.2	Increase FLDUSD VAPA programs & CTE pathways.	Yes	LEA-wide	Low Income	All Schools Specific Schools: Firebaugh Middle School	\$866,129.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$54,655,247.00	\$54,086,496.00

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	District Infrastructure	No	\$25,518,673.00	\$28,332,811
1	1.2	Academic performance of English Learner and Low Income students.	Yes	\$7,599,294.00	\$7,461,449
1	1.3	Academic performance for Students with Disabilities	No	\$4,190,625.00	\$4,353,594
1	1.4	Refined instruction and increased student engagement using technology	Yes	\$941,747.00	\$928,607
1	1.5	Expanded learning time for English Learner, Low Income and Foster Youth and high-risk students	Yes	\$2,487,115.00	\$2,164,998
1	1.6	Learning Directors/Guidance and Instructional Advisors	Yes	\$1,556,125.00	\$1,417,664
1	1.7	Math Performance for Hispanic and SED students at FMS	No	\$88,917.00	\$8,000
2	2.1	Professional development for all teachers using ELD strategies	No	\$329,080.00	\$483,801
2	2.2	ELD supports to include Designated/Integrated ELD & Summer School services	No	\$1,192,594.00	\$818,643
2	2.3	Dual Language Immersion	No	\$0.00	0
3	3.1	Reduce risk factors, provide MTSS supports for EL, LI and FY students	Yes	\$3,176,856.00	\$2,836,323

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Increased parent engagement to increase student achievement	Yes	\$373,805.00	\$357,461
3	3.3	Decrease suspension and chronic absenteeism rates for English Learner, Low Income pupils and Foster Youth	Yes	\$1,311,187.00	\$1,107,250
4	4.1	Sustain a high graduation rate of 96% or higher	No	\$3,704,265.00	\$2,225,234
4	4.2	Increase FLDUSD VAPA programs & CTE pathways.	Yes	\$2,027,730.00	\$1,430,220
5	5.1	Additional Targeted Support	No	\$157,234.00	\$160,441

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)
\$10,123,321	\$10,379,571.00	\$10,562,220.00	(\$182,649.00)	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	1.2	Academic performance of English Learner and Low Income students.	Yes	\$3,760,168.00	\$2,736,156	0	
1	1.4	Refined instruction and increased student engagement using technology	Yes	\$941,747.00	\$928,607	0	
1	1.5	Expanded learning time for English Learner, Low Income and Foster Youth and high-risk students	Yes	\$2,324,078.00	\$1,802,920	0	
1	1.6	Learning Directors/Guidance and Instructional Advisors	Yes	\$1,279,082.00	\$1,381,807	0	
3	3.1	Reduce risk factors, provide MTSS supports for EL, LI and FY students	Yes	\$602,853.00	\$1,636,494	0	
3	3.2	Increased parent engagement to increase student achievement	Yes	\$3,000.00	\$327,732	0	
3	3.3	Decrease suspension and chronic absenteeism rates for English Learner, Low Income pupils and Foster Youth	Yes	\$537,180.00	\$978,894	0	
4	4.2	Increase FLDUSD VAPA programs & CTE pathways.	Yes	\$931,463.00	\$769,610	0	

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)
\$25,156,204	\$10,123,321	0%	40.242%	\$10,562,220.00	0.000%	41.987%	\$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, Statutes 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:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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