LCFF Budget Overview for Parents

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

CDS Code: 10-73809-0000000

School Year: 2024-25

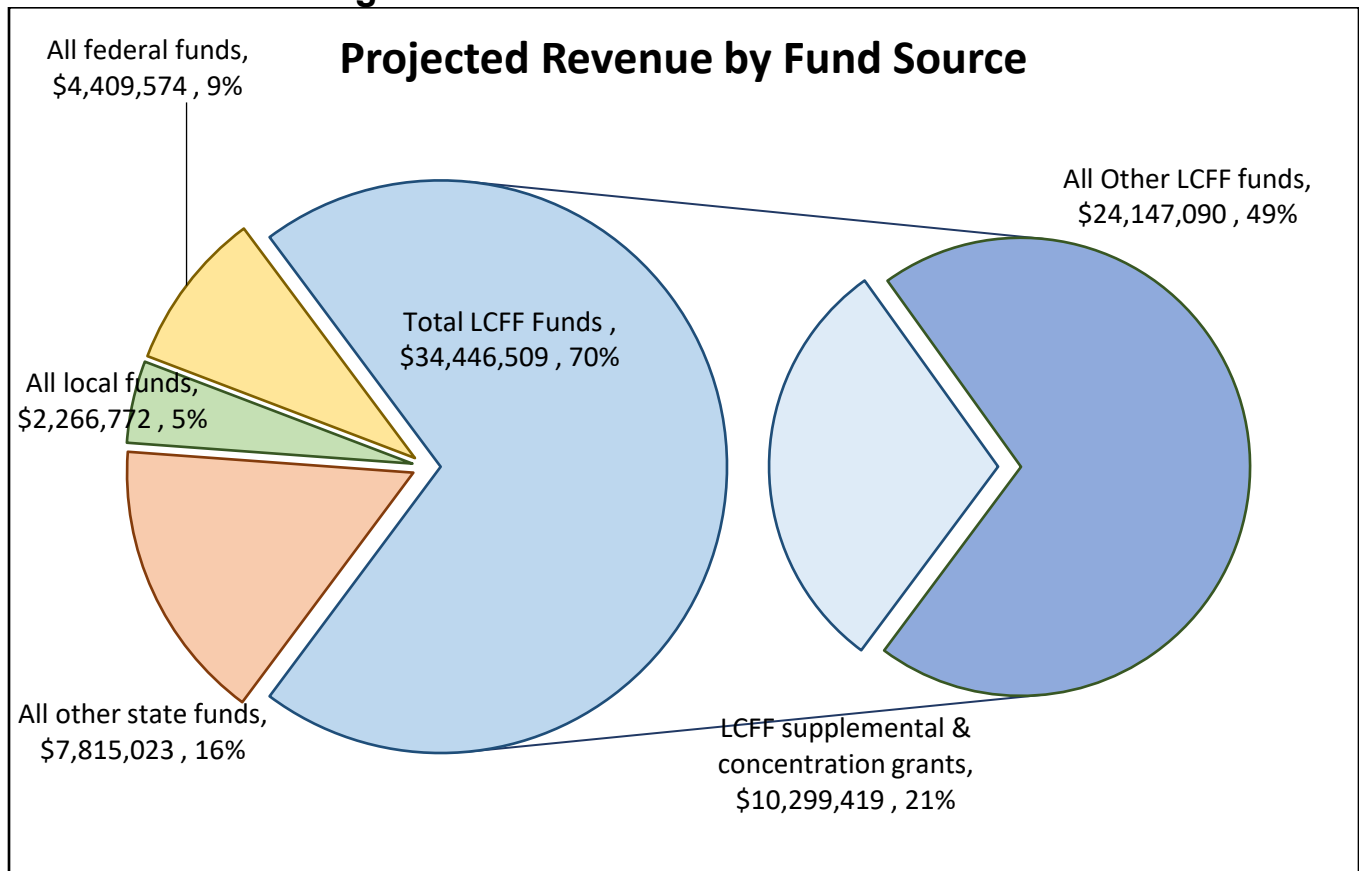LEA contact information:

Sarah Marshall

Assistant Superintendent

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(559) 659-1476 Ext. 1305

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $4,409,574 , 9%

All Other LCFF funds, $24,147,090 , 49%

Total LCFF Funds , $34,446,509 , 70%

All local funds, $2,266,772 , 5%

All other state funds, $7,815,023 , 16%

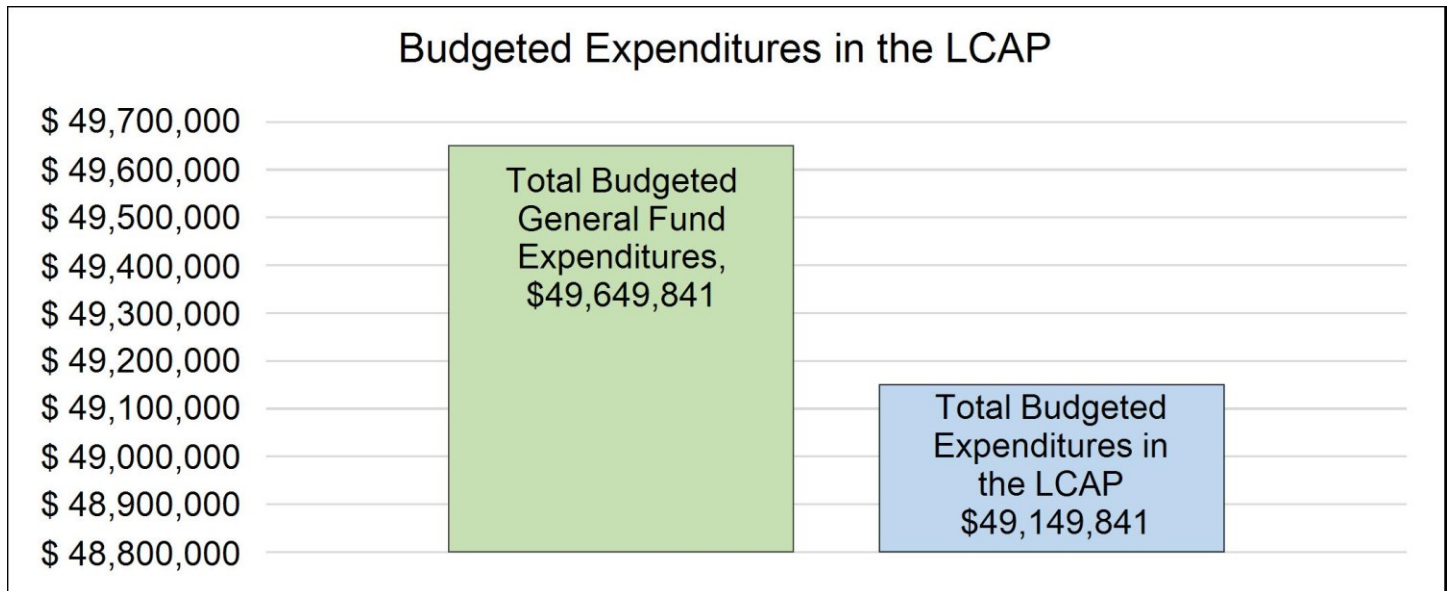LCFF supplemental & concentration grants, $10,299,419 , 21%

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 $48,937,878, of which $34,446,509 is Local Control Funding Formula (LCFF), $7,815,023 is other state funds, $2,266,772 is local funds, and $4,409,574 is federal funds. Of the $34,446,509 in LCFF Funds, $10,299,419 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $49,649,841	Total Budgeted Expenditures in the LCAP $49,149,841

Y-axis values: $49,700,000; $49,600,000; $49,500,000; $49,400,000; $49,300,000; $49,200,000; $49,100,000; $49,000,000; $48,900,000; $48,800,000

This chart provides a quick summary of how much Firebaugh Las Deltas Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Firebaugh Las Deltas Unified School District plans to spend $49,649,841 for the 2024-25 school year. Of that amount, $49,149,841 is tied to actions/services in the LCAP and $500,000 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Annual transfer to Capital Outlay Fund(4000) and Postemployment Fund(2000).

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

In 2024-25, Firebaugh Las Deltas Unified School District is projecting it will receive $10,299,419 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 $10,951,192 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $10,887,525

Actual Expenditures for High Needs Students in LCAP: $10,346,824
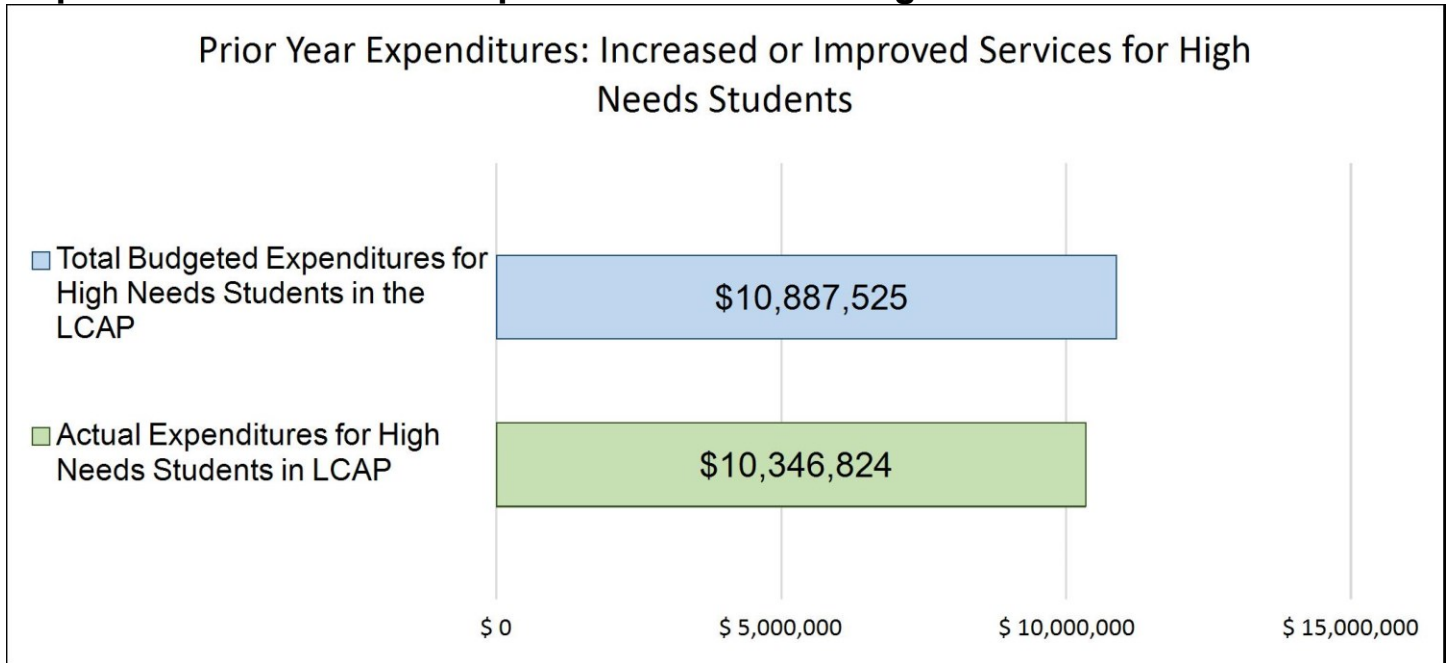
This chart compares what Firebaugh Las Deltas Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Firebaugh Las Deltas Unified School District estimates it has spent on actions and services 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 2023-24, Firebaugh Las Deltas Unified School District's LCAP budgeted $10,887,525 for planned actions to increase or improve services for high needs students. Firebaugh Las Deltas Unified School District actually spent $10,346,824 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-540,701 had the following impact on Firebaugh Las Deltas Unified School District's ability to increase or improve services for high needs students:

There was minimal impact to the planned actions and services provided to unduplicated students. The district utilized other funding sources, such as ELOP, to provide actions.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Firebaugh Las Deltas Unified School District	Sarah Marshall Assistant Superintendent	smarshall@fldusd.org (559) 659-1476 Ext. 1305

Goals and Actions

Goal

Goal #	Description
1	Pupil academic achievement will improve for all subgroups in ELA and mathematics as measured by the California Assessment of Student Progress and Performance (CAASPP)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1) State Standardized Assessments as measured by ELA CAASPP scores	(1) 2018-2019 DataQuest Student Subgroup Report for ELA for All Subgroups (Spring 2019, % Meets/exceeds Standard) All Students: 51% EL Students: 12.81% SED Students: 39.19% SWDs: 16.35% Hispanic Students: 40.81% White Students: 65.64%	2020-2021 DataQuest Student Subgroup Report for ELA for All Subgroups(Spring 2021, % Meets/Exceeds Standard) All Students: 37.78% EL Students: 7.94% SED Students: 37.03% SWDs: 6.67% Hispanic Students: 37.94% White Students: 40.00%	(1) 2021-2022 DataQuest Student Subgroup Report for ELA for All Subgroups (Spring 2022, % Meets/Exceeds Standard) All Students: 35.4% EL Students: 9.41% SED Students: 34.45% SWDs: 7.77% Hispanic Students: 35.39% White Students: 28%	2022-2023 DataQuest Student Subgroup Report for ELA for All Subgroups (Spring 2023, % Meets/Exceeds Standard) All Students: 38% EL Students: 12.54% SED Students: 37%	(2% growth each year for 3 years) All Students = 57.1% EL Students = 18.81% SED Students = 45.19% SWDs = 22.35% Hispanic Students = 46.81% White Students = 71.64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				SWDs: 8% Hispanic Students: 38% White Students: 35%	
(2) State Standardized Assessments as measured by Math CAASPP scores	(2) 2018-2019 DataQuest Student Subgroup Report for MATH for All Subgroups (Spring 2019, % Meets/Exceeds Standard) % Meets/exceeds standard All Students: 39.73% EL Students: 12.58% SED Students: 27.48% SWDs : 12.61%	2020-2021 DataQuest Student Subgroup Report for Math for All Subgroups(Spring 2021, % Meets/Exceeds Standard) All Students: 12.26% EL Students: 4.23% SED Students: 11.90% SWDs: 3.36% Hispanic Students: 12.27% White Students: 16.00%	(2) 2021-2022 DataQuest Student Subgroup Report for MATH for All Subgroups (Spring 2022, % Meets/exceeds Standard) All Students: 16.68% EL Students: 5.97% SED Students: 15.73% SWDs : 0.97% Hispanic Students: 16.6% White Students: 20%	2022-2023 DataQuest Student Subgroup Report for MATH for All Subgroups (Spring 2023, % Meets/exceeds Standard) All Students: 19% EL Students: 18% SED Students:	(2% growth each year for 3 years) All Students = 45.73% EL Students = 18.58% SED Students = 33.48% SWDs = 18.61% Hispanic Students = 34.05%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic Students: 28.05% White Students: 54.23%			18% SWDs : 5% Hispanic Students: 19% White Students: 35%	White Students = 60.23%
(3) Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review	(3) 2020-2021: 100% Credentialed Teachers with no misassignments or vacancies	2021-2022: 100% Credentialed Teachers with no misassignments or vacancies Report from HR called the Credentialed Staff Report on 10/28/2021	(3) 2022-2023: 100% Credentialed Teachers with no misalignments or vacancies Report from HR called the Credentialed Staff Report	2023-2024: 100% Credentialed Teachers with no misalignments or vacancies Report from HR called the Credentialed Staff Report	100% Credentialed Teachers with no misassignments or vacancies
(4) Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials'	(4) 2020-2021: School board adoption of "sufficiency of "Instructional Materials" resolution	2021-2022: School board adoption of "sufficiency of Instructional Materials" resolution.	(4) 2022-2023: School board adoption of "sufficiency of "Instructional Materials" resolution	2023-2024: School board adoption of "sufficiency of "Instructional Materials" resolution	2023-2024: School board adoption of "sufficiency of Instructional Materials" resolution

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Williams Report) or SARC review					
(5) Facilities Maintained as measured by annual FITs or SARC review	(5) 2020-2021 All (100%) site FITs scored "good" or higher	2021-2022: All (100%) site FITs scored "good" or higher	(5) 2022-2023 All (100%) site FITs scored "good" or higher	2023-2024 All (100%) site FITs scored "good" or higher	100% site FITs scored "good" or higher
(6) State Standards Implemented as measured by either 1) Narrative Summary or 2) State Reflection Tool	(6) For 2020-2021: 100% Teachers will participate in the PD provided by the LEA 2020-2021: Baseline will be set and reported out in annual update	For 2021-2022: 100% Teachers participated in the PD provided by the LEA 2021-2022 Full Implementation	6) For 2022-2023: 100% Teachers participated in the PD provided by the LEA 2022-2023 Full Implementation	For 2023-2024: 100% Teachers participated in the PD provided by the LEA. 2023-2024 Full Implementation	100% Teachers will participate in the PD provided by the LEA 2023-2024 Full Implementation
(7) EL access to state standards/ELD standards as measured by either 1) Narrative Summary or 2) State Reflection Tool (might be included with tool used above)	(7) For 2020-2021: 100% Teachers will participate in the PD provided by the LEA 2020-2021: Baseline will be set and reported out in annual update - Initial Implementation	2021-2022: 100% Teachers participated in the PD provided by the LEA 2021-2022: Initial Implementation	7) For 2022-2023: 100% Teachers will participate in the PD provided by the LEA 2022-2023: Full Implementation	For 2023-2024: 100% Teachers participated in the PD provided by the LEA. 2023-2024: Full Implementation	2023-2024: 100% Teachers participated in the PD provided by the LEA 2023-2024 Full Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(8) Access to a broad course of study as measured by review of teacher and/or master schedules	(8) 2020-2021: 100% access to a broad course of study at all school sites	2021-2022: 100% access to a broad course of study at all school sites.	(8) 2022-2023: 100% access to a broad course of study at all school sites	(8) 2023-2024: 100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

Action 2: Academic performance of English Learner, Low Income and Foster Youth students
Implementation Status: 5 – Full Implementation and Sustainability.

The District provided additional time for instruction, certificated tutors, enrichment and intervention opportunities before and after school, including transportation, Summer School programs, including transportation, class-sized reduction, supplemental targeted instructional support through academic coaching and mentor teachers, and instructional assistants.

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

Action 3: Decrease suspension rate for English Learner, Low Income and Foster Youth pupils

Implementation Status: 5 – Full Implementation and Sustainability.

Our District provided additional mental health counselors, school psychologist , behavior aides and additional LVN services to support mental health services to students.

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.

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

Action 5: Expanded learning time for English Learner, Low Income 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.

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

Action 6: Learning Directors/Guidance and Instructional Advisors

Implementation Status: 5 – Full Implementation and Sustainability

District maintained GIAs and LDs to support and assist in the design and facilitation of school site Multi-tiered. GIAs/LDs assist in leading PLC's, facilitating teacher collaboration and analysis of LI, FY, and EL achievement data.

System of Support (MTSS) programs.

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

Overall Success:

Implementation of the actions above led to gains for students as evidenced by the following state and local data.

Our Dashboards reflect the following:

Blue Dashboard Indicators for LEA Graduation Rate

Green Dashboard Indicators for LEA Suspension rate

Green Dashboard Indicators LEA ELPI

Conditions and Climate Indicator: (Suspension Rate) 0.5% Decrease

Academic Engagement Indicator: (Graduation Rate) 2.8% Increase

Academic Engagement Indicator: (Chronic Absenteeism) 13.5% Decrease

- EL 12.8% Chronic Absenteeism Decrease
- Hispanic 13.6% Chronic Absenteeism Decrease
- SED 14.9% Chronic Absenteeism Decrease
- SWD 18.9% Chronic Absenteeism Decrease
- White 19.6% Chronic Absenteeism Decrease

Academic Performance Indicator:

Arthur E. Mills:

CAASPP ELA Increased 7.4 points

CAASPP Math Increased 20.7 points

Firebaugh Middle School:

CAASPP ELA Maintained -2 points

CAASPP Math Increased 3.5 points

Firebaugh High School :

CAASPP ELA Declined 4.4 points. Maintained Green on Indicators.

CAASPP Math Maintained -0.2 points

Educational partner feedback indicates that 83% of educational partners agree or strongly agree that school sites actively seek input from parents before making important decisions. 92% of our ed. partners agreed or strongly agreed that their child's school encourages them to be an active partner with the school in educating their child. 93% of educational partners surveyed agreed or strongly agreed that our school sites promote academic success for all students and 94% of ed. partners surveyed felt that our District treat all students with respect.

Overall Challenges:

The district did not experience significant challenges in implementing these actions.

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

Action 1.3: There was a material difference of $311,603.00 in Action 1.3. The planned expenditure was $1,499,740.00 and the actual expenditure was $1,138,137.00 . Which was less than the estimated actual expenditures. Various grants were used to provide mental health supports.

Action 1.6: There was a material difference in the budgeted expenditure in Action 1.6 of $954,507.00. The planned expenditure was $1,550,042.00 and the actual expenditures of Action 1.6 were $595,535.00. The district received additional funds through CCSPP and LCSSP grants and these were used to provide additional support. This is reflected in the Annual Update Table.

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

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, Action 1.2 Academic performance of English Learner, Low Income and Foster Youth students,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): 3 –Effective.

Metric(s): CAASPP ELA, CAASPP Math, CHKS, ELPAC, Attendance rates and suspension rates, Chronic absenteeism rates, School Connectedness Rate

Analysis: These actions were largely successful. Students were provided 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). Addition support was provided to teachers and students through our EL Coordinator. The additional support from LDs/GIAs at each site has contributed to positive students outcomes through restorative practices, monitoring student outcomes and collaborating with teachers. Technology is woven into all core subjects and supports the work done inside our classrooms. Increased student engagement using technology and Expanded learning time for English Learners has shown to be beneficial by our ELA and math CAASPP scores. Additional instruction time is an effective way to add intervention time into daily schedules. An analysis of school connectedness showed a decrease at the Elementary level and increases at the secondary level. A strengthened approach for the elementary level will be included in the new plan as described in the analysis for Goal 3 below. Overall, these actions had positive feedback from our community and other educational partners, we will continue this action into the new three-year cycle.

Action(s): Action 1.3 Decrease suspension rate for English Learner, Low Income and Foster Youth pupils

Effectiveness of Action(s): 3 –Effective.

Metric(s): Conditions and Climate Indicator: (Suspension Rate 2.3%) 0.5% Decrease, Chronic Absenteeism Rate

Analysis: This action was effective, as demonstrated by decrease in Chronic Absenteeism for LI and EL students ans suspension rates for LI. Restorative practices within our MTSS have been successful. This included increased mental health supports including counseling and other support services. This action had positive feedback from our community and other educational partners, we will continue this action into the new three-year cycle.

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

Upon reflection of our Goal we decided to change the goal to better reflect the District's vision.

1.3 will be moved to Goal 3 and a new action to focus on SWD will be added in its place.

Action 1.7 will be added to support math performance for Hispanic and SED students at FMS.

The following changes will be made to the metrics for Goal 1 going forward:

Minor changes were made to required titles to better reflect statutory requirements.

The measurement for Broad Course of Study was revised.

CAST was added as a metric to measure State Science Performance.

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

Goals and Actions

Goal

Goal #	Description
2	English Learner Progress will improve

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Students making progress toward English Proficiency	Data Year: 2018-2019 Data Source: 2019 Dashboard ELPI The percentage of EL students making progress according to ELPI is 54.1% *Corrected data year and source	Refer to data below in lieu of ELPI per suspended 2020 ELPAC. Most recent ELPAC scores have been included to align with instructions. ELPAC 2022 Level 1: 133 students (16.7%) Level 2: 228 students (28.75%) Level 3: 312 students(39.34.%) Level 4: 120 students (15.3.%)	Data Year: 2021-2022 Data Source: 2022 Dashboard ELPI The percentage of EL students making progress according to ELPI is 56.1%	Data Year: 2022-2023 Data Source: 2023 Dashboard ELPI The percentage of EL students making progress according to ELPI is 59.1%	Data Year: 2022-2023 Data Source: 2023 Dashboard ELPI Increase Proficiency 1% per year The percentage of EL students making progress according to ELPI will be 57.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification as measured by prior year percentage of students reclassified as English Language Proficient	Source CDE Data Quest 2019-2020: Annual Reclassification (RFEP) Counts and Rates: English Learners: District: 774 (34.6%) Fluent English Proficient Students: District: 788 (35.2%) Students Reclassified: District: 141 (16.0%)	Source: CDE Data Quest 2020-2021 Annual Reclassification (RFEP) Counts and Rates: English Learners: District: 778 (35.7%) Fluent English Proficient Students: District: 729 (33.5%) Students Reclassified: District: 49 (6.3%)	*Adjusted Source: Local data entered. Data Quest has not yet released 2021-2022 data. Annual Reclassification (RFEP) Counts and Rates: English Learners: 812 District: 37% Fluent English Proficient Students: 705 District: 33% Students Reclassified: 54 District: 7%	*Adjusted Source: Local data entered. Data Quest has not yet released 2022-2023 data. Annual Reclassification (RFEP) Counts and Rates: English Learners: 864 District: 39.4% Fluent English Proficient Students: 621 District: 28% Students Reclassified: 178 District: 21%	Annual Reclassification (RFEP) Counts and Rates: English Learners: District: (33.6%) Fluent English Proficient Students: District: (38.2%) Students Reclassified: District: (19.0%)
Improve/Decrease "At Risk" and Long Term English Learners (LTEL)	Improve/Decrease "At Risk" and Long Term English Learners (LTEL) Rates	Source: CDE DataQuest: 2020-2021 "At Risk" and Long Term English	Improve/Decrease "At Risk" and Long Term English Learners (LTEL) Rates	Improve/Decrease "At Risk" and Long Term English Learners (LTEL) Rates	Improve/Decrease "At Risk" and Long Term English Learners (LTEL) decrease 1% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source CDE DataQuest: 2019-2020 "At Risk" and Long Term English Learners (LTEL) (with School Data) Report District Enrollment = 2,240 EL 0-3 Years = 385 (17.2%) At Risk 4-5 Years = 85 (3.8%) LTEL 6+ Years= 124 (5.53%) EL 4+ Years Not At Risk or LTEL= 180 (8.0%) RFEP = 772 (34.46%) Total (Ever-EL) = 1,546 (69%)	Learners (LTEL)(with School Data) Report District Enrollment= 2,178 EL 0-3 Years = 354 (16.25%) At Risk 4-5 Years = 154 (7.07%) LTEL 6+ Years = 244 (11.20%) EL 4+ Years Not At Risk or LTEL = 26 (1.19%) RFEP = 710 (32.60%) Total (Ever-EL) = 1,488 (68.32%)	Source CDE DataQuest: 2021-2022 "At Risk" and Long Term English Learners (LTEL) (with School Data) Report District Enrollment = 2,194 EL 0-3 Years = 380 (25.8%) At Risk 4-5 Years = 125 (8.5%) LTEL 6+ Years= 261 (17.7%) EL 4+ Years Not At Risk or LTEL= 67 (4.5%) RFEP = 641 (43.5%) Total (Ever-EL) = 1,474 (68.1%)	Source CDE DataQuest: 2022-2023 "At Risk" and Long Term English Learners (LTEL) (with School Data) Report District Enrollment = 2,192 EL 0-3 Years = 420 (28.3%) At Risk 4-5 Years = 112 (7.5%) LTEL 6+ Years= 145 (9.8%) EL 4+ Years Not At Risk or LTEL= 187 (12.6%) RFEP = 621 (41.8%) Total (Ever-EL) = 1,485 (67.8%)	EL 0-3 Years = (14.2%) At Risk 4-5 Years = (Below 3%) LTEL 6+ Years = (Below 5%) EL 4+ Years Not At Risk or LTEL= (5.0%) RFEP = (37.46%) Total (Ever-EL) = (66%)

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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 professional development for all teachers using ELD strategies and an EL Coordinator.

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

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

Implementation Status: 5 – Full Implementation and Sustainability.

We provided EL students with instructional strategies that focused on designated and integrated ELD. Intentional ELD Lesson design and delivery supported 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. These were provided through Designated and Integrated ELD and summer school.

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

Action 3: Dual Language Immersion

Implementation Status: 3 – Initial Implementation.

In 2023–2024, FLDUSD introduced 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 provide instruction for our students in both their primary language and a second language.

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

Successes: District ELPI scores improved, which we believe is a direct result of our efforts to support our English Learners, including having our professional development reinforce the work that our EL Coordinator was doing. Summer School was well attended, especially at the elementary level.

Challenges: We did not experience any significant challenges in implementing these actions.

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

Action 2.2: There was a material difference in Action 2.2 The planned expenditure was $928,732.00 and the actual expenditures for the year was $574,329.00. A difference of $354,403.00 was the result of ELOP funds being used to fund summer programs and this resulted in a substantial difference between planned and actual expenditures.

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

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): 3 –Effective.

Metric(s): The percentage of EL students making progress, according to the 2023 CA Dashboard, on the English Learner Progress Indicator (ELPI) was 59.1%. Reclassification Rate was 21%.

Analysis: Professional development was provided to teachers by our EL Coordinator. PD offered strategies and practical approaches for effectively teaching designated and integrated ELD. DLI teachers also engaged in DLI strategic planning and program design through SEAL. District ELPI scores and Reclassification rates improved, which we believe is a direct result of our efforts to support our English Learners, including having our professional development reinforce the work that our EL Coordinator was doing. As stated above, our summer school was well attended, especially at the elementary level giving students additional opportunities to build language skills. Feedback from our community and other educational partners was positive, we will continue this action into the new three-year cycle.

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

For the 24-25 plan, the English Learner Coordinator will no longer be included in 2.1 and will be placed in 1.2.

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

Goals and Actions

Goal

Goal #	Description
3	Provide a safe school environment with timely, appropriate, supportive academic and behavior interventions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1) Middle School Dropout as measured by formula in LCAP appendix	2019-2020 (CALPADS): 0%	2020-2021: (CALPADS): 0.56%	2021-2022 (CALPADS): 0.002%	2022-2023(CALPADS): 0%	Maintain current dropout rate at 0%
(2) High School Dropout as measured by formula in LCAP appendix	2019-2020 (CALPADS): 0.3%	2020-2021: (CALPADS) 2.52%	2021-2022 (CALPADS): 0.002%	2022-2023 (CALPADS): 0.003%	Maintain current dropout rate at 0.3% or less
(3) Attendance	2019-2020 (Aeries Analytics): 96.78%	2020-2021 (Aeries Analytics): 92.9% EL- 89.7% LI- 93.7% FY- 90.9%	2021-2022 (Aeries Analytics): 76.9% EL- 89.3% LI- 89.3% FY- 50%	Data Source: Aeries Analytics Overall Attendance: 86.5% EL: 87.4% LI: 87.1% FY: 90%	Overall attendance rate of 97.5% or higher EL- 97.5% LI- 97.5 % FY- 97.5 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4) Chronic Absenteeism as measured by % students with 10% or more absenteeism	2019-2020 (Aeries Analytics): 3.4%	2020-2021 (Aeries Analytics): 7.1% EL- 10.3% LI- 6.3% FY- 9.1%	2021-2022 (Aeries Analytics): 23.1% EL- 10.7% LI- 10.7% FY- 50%	*Adjusted Data Source: CA Dashboard Overall Chronic Absenteeism rate: 14.6% EL: 13.4% LI: 14.9% FY: n/a	Overall Chronic Absenteeism rate below 5% EL- 8% LI- 5% FY- 8%
(5) Suspension rate	2018-2019 (DataQuest) 4.1%	2019-2020 (DataQuest): 2.5% 2020-2021 (DataQuest): 0.1%* *We acknowledge that this data may not be accurate due to school closures and the limited time on school campus due to COVID-19.	2021-22 (DataQuest) 2.7%	2022-23 (DataQuest) Suspension rate: 2.3% EL: 2.2% LI: 2.3% FY: n/a	Decrease suspension rate to 3.0% or lower
(6) Expulsion rate	2018-2019 (DataQuest): (n=4) 0.17%	2019-2020 (DataQuest): 0.0%	2021-22 (DataQuest) 0.1%	2022-23 (DataQuest) Expulsion Rate: 0.2%	Maintain an expulsion rate of > 0.17%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2020-2021 (DataQuest): 0.0%			
(7) School Climate Survey- % responses high levels for school connectedness	2019-2020 (CHKS - Elementary and Secondary Reports): K-5 = 68% 6-8 = 66% 9-12 = 48%	2021-2022 (CHKS-Elementary and Secondary Reports): K-5= 67% 6-8= 66% 9-12= 56.12% Parent Survey = 88.67% Teacher Survey = 92%	2022-2023 (CHKS): K-5= 64% 6-8= 46% 9-12= 50% Parent Survey = 82% Teacher Survey = 90%	School Climate Survey- % responses high levels for school connectedness 2023-2024 (CHKS): K-5= 49% 6-8= 50% 9-12= 51% Parent Survey = 41% Teacher Survey = 32%	2023-2024 (CHKS-Elementary and Secondary Reports): K-5 = 74% 6-8 = 72% 9-12 = 54% Parent Survey = 90% Teacher Survey= 95%
(8) School Climate Survey- % responses feel very safe at school	2019-2020 (CHKS): K-5 = 77% 6-8 = 61% 9-12 =53%	2021-2022 (CHKS): K-5=70% 6-8= 59% 9-12= 80%	2022-2023 (CHKS): K-5= 69% 6-8= 39% 9-12= 65% Parent Survey = 37%	School Climate Survey- % responses feel very safe at school 2023-2024 (CHKS): K-5= 77% 6-8= 43% 9-12= 56%	Increase elementary and secondary responses of feeling very safe at school by 2% for each of the three years K-5 = 83% 6-8 = 67%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Teacher Survey = 24%	Parent Survey = 39% Teacher Survey = 35%	9-12 = 59% Parent Survey = 45% Teacher Survey = 50%
(9) Seek parent input and promote parental participation in programs for unduplicated students and students with exertional needs.	2019-2020 (Local Measures): In-person parent engagement meetings were held quarterly until the onset of the pandemic. SSC and ELAC were held at at each school virtually and a DELAC and DPAC at the district level	2021-2022 (Local Measures): In person parent engagement meetings were held quarterly. SSC and ELAC meetings were held at the site level in person. DELAC and DPAC meetings were held in person at the district level. Each school site held quarterly SSC and ELAC meetings. DELAC and DPAC meetings were held at the District level.	2022-2023 (Local Measures): In person parent engagement meetings were held quarterly. SSC and ELAC meetings were held at the site level in person. DELAC and DPAC meetings were held in person at the district level. Each school site held quarterly SSC and ELAC meetings. DELAC and DPAC meetings were held at the District level.	2023-2024 (Local Measures): In person parent engagement meetings were held quarterly. SSC and ELAC meetings were held at the site level in person. DELAC and DPAC meetings were held in person at the district level. Each school site held quarterly SSC and ELAC meetings. DELAC and DPAC meetings were held at the District level.	Maintain a minimum frequency of one meeting per quarter each for SSC, ELAC, DLAC, and DPAC.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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 build positive relationships with students in an effort to connect with students and promote positive choices. The secondary teams increased access to drug and alcohol prevention counseling. Additionally, the district provided access to contracted third-party behavioral clinicians. The District also provided school safety personnel and additional custodians.

A positive difference is that we were able to add additional behavior aides at sites to support MTSS.

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.

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

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

Action 3.1: There was a material difference of $427,066.00 in Action 3.1 due to the additional behavior tutors added to sites to support our MTSS. The planned expenditure was $1,691,952.00 (2023-2024 Approved LCAP) and the estimated actual expenditures for the (2023-24) school year was $1,264,886.00.

Action 3.2: There was a material difference of $53,660.00 in Action 3.2 due to Community School (CCSPP) Grant being used to fund various parent outreach activities. The planned expenditure was $446,704.00 (2023-2024 Approved LCAP) and the estimated actual expenditures for the (2023-24) school year was $393,044.00.

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

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 towards the LEA's goal: 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

Effectiveness of Action(s): 3 –Effective.

Metric(s): According to the 2023 CA Dashboard Suspension rates have decreased. Chronic Absenteeism rates, Expulsion Rates and Sense of Safety

Analysis: Mental health supports, as part of our MTSS work, were effective in keeping suspension and expulsion rates low for low-income students and English Learners, as well as all students, as shown in the metrics above. Additional custodians were added to effectively maintain clean classrooms, freeing up time for teachers to provide learning supports for the identified students. Also, campus safety personnel

implemented restorative practices in an effort to build positive relationships while keeping low-income and English Learner students in school. Two grade levels reported feeling safer, while there was a dip in the sense of safety Firebaugh High School. This was surprising given positive student responses provided in panels at the site. We will continue to implement this service and monitor the future impact as noted in the metric. to This action was effective, as demonstrated by decreased percentages in suspension and expulsion percentages. Community and educational partner feedback was positive, we will continue this action into the new three-year cycle.

The actions outlined in Goal Three helped make progress towards the LEA's goal: Provide a safe school environment with timely, appropriate, supportive academic and behavior interventions.

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

Effectiveness of Action(s): 3 –Effective.

Metric(s): School Climate Survey percentages and dropout rates, Sense of School Safety and Connectedness for parents and students.

Analysis: Throughout the year, the district effectively held parent meetings such as our Title 1 and Migrant Mini-Conference. Attendance at the Mini-Conference increased significantly. This action was effective, as demonstrated by our high percentage rates of School Connectedness by parents. Due to the feedback from our community and educational partners, we will continue this action into the new three-year cycle. Two grade levels reported feeling safer, while there was a dip in the sense of safety Firebaugh High School. This was surprising given positive student responses provided in panels at the site. We will continue to implement this service and monitor the future impact as noted in the metric. An analysis of school connectedness showed a decrease at the Elementary level and increases at the secondary level. To address the decline 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.

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

After reviewing our Actions in Goal 1 Action 1.3 Decreasing suspension and chronic absenteeism rates for EL, LI and FY was moved to Goal 3 and added as Action 3.3. This Action aligns with Goal 3 and its metrics.

We changed the data source for Chronic absenteeism to the CA School Dashboard from Aeries as the outward facing Dashboard data is more transparent for our Educational Partners.

Disaggregated data for suspension rates was included to show the impact of our actions on the unduplicated students. We will maintain this change going forward.

The following changes will be made to the metrics going forward:

When compared to the CA School Dashboard rate from the prior year, we saw decreases in Chronic Absenteeism rates. The Dashboard will be used as the data source going forward.

Minor changes were made to metric titles in order to more closely align with statute.

A strengthened approach was added Action 3.2 in order to address Elementary sense of school connectedness: To address the decline 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.

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

Goals and Actions

Goal

Goal #	Description
4	All students will graduate college and career ready

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1) Grade 11 CAASPP "English Language Arts" (Distance above or below standard met)	2018-2019 CA School Dashboard (Spring 2019 Report): "English Language Arts" (Grade 11) Increase 1% each year 46.9 points above standard	2020-2021 CA School Dashboard (Spring 2021 Report): "English Language Arts" (Grade 11) DFS not reported for 2021	2021-2022 CA School Dashboard (2022 Report) "English Language Arts" (Grade 11) 35.9 points above standard	2022-2023 CA School Dashboard (2023 Report) "English Language Arts" (Grade 11) 31.5 points above standard	Grade 11 CAASPP "English Language Arts" (Distance above or below standard met) 53.83 (4.22 points increase above at 1% each year)
(2) Grade 11 CAASPP "Mathematics" (Distance above or below standard met)	2018-2019 CA School Dashboard (Spring 2019 Report): "Mathematics" (Grade 11) Increase 2% each year	2020-2021 CA School Dashboard (Spring 2021 Report): "Mathematics" (Grade 11) DFS not reported for 2021	2021-2022 CA School Dashboard (2022 Report) "Mathematics" (Grade 11) 104.7 points below standard	2022-2023 CA School Dashboard (2023 Report) "Mathematics" (Grade 11) 102 points below standard	Grade 11 CAASPP "Mathematics" (Distance above or below standard met) 102.84 (6.56 points decrease below at 2% each year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	109.4 points below standard				
(3) A-G Completion Rate	FLDUSD A-G Completion Rate (FHS 12th Graders, 2019 - 2020 CALPADS Increase 1% each year All Students: 39.5% (n=64) EL/LEP Students: 4.3% (n=1) Hispanic Students: 39.4% (n=61) SED Students: 38.9% (n=21) SPED Students: 0% (n=0) White Students: 50% (n=3) *corrected	FLDUSD A-G Completion Rate (FHS 12th Graders, 2020-2021 CALPADS All Students: 42.6% (n=63) EL/LEP Students: 7.1% (n=2) Hispanic Students: 43.0% (n=61) SED Students: 44.2% (n=53) SPED Students: 0.0% (n=0) White Students: 33.2% (n=2)	FLDUSD A-G Completion Rate (FHS 12th Graders, 2021 - 2022 CALPADS All Students: 38.6% (n=69) EL/LEP Students: 0% (n=0) Hispanic Students: 41.1% (n=67) SED Students: 34.3% (n=56) SPED Students: .01% (n=1) White Students: .01% (n=2)	FLDUSD A-G Completion Rate (FHS 12th Graders, 2022 - 2023 CALPADS All Students: 48.6% EL/LEP Students: 27% Hispanic Students: 49.6% SED Students: 45.7% SPED Students: 0% White Students: 0%	A-G Completion Outcome All Students = 42.5% EL/LEP Students = 7.3% Hispanic Students = 42.4% SED Students = 41.9% SWD Students = 3% White Students = 53%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4) High School Graduation Rate	2019-2020 Maintain Graduation Rate at a minimum of 90% or higher for all student subgroups CA School Dashboard (Spring 2020 Report) - 1% increase All Students: 95.7% (n-161) EL= Students: 80.7% (n=31) Hispanic Students: 96.1% (n=155) SED Students: 95.7% (n=141) SWD Students: 78.6% (n=14) White Students: 100% (n=3)	2020-2021 Graduation Rate for all student subgroups CA School Dashboard All Students: 91.7% (n=144) EL Students: 87.5% (n=35) Hispanic Students: 92.2% (n=141) SED Students: 91.3% (n=136) SWD Students: 47.1% (n=8) White Students: 2.5% (n=4)	2021-2022 Graduation Rate (CA School Dashboard 2022) All Students: 93.5% (n=174) EL Students: 80.0% (n=32) Hispanic Students: 94.4% (n=168) SED Students: 93.6% (n=162) SWD Students: 81.8% (n=18) White Students: NA	2022-2023 Graduation Rate (CA School Dashboard 2023) All Students: 96.4% EL Students: 92.0% Hispanic Students: 96.3% SED Students: 96.1% SWD Students: ** White Students: ** **Number suppressed for privacy.	High School Graduation Rate All Students= 96% or higher EL Students= 83.7% Hispanics Students = 96% or higher SED Students = 96% or higher SWD Students = 81.6% White Students = 96% or higher
(5) Advanced Placement: Pupils Scoring 3 or higher	2019-2020 (DataQuest) Percent of student groups that Passed the AP Exam with a Score of 3 or Higher increased: increase by 1%	2020-2021 (DataQuest) Percent of student groups that Passed the AP Exam with a Score of 3 or Higher	2021-2022 (DataQuest) Percent of student groups that Passed the AP Exam with a Score of 3 or Higher	2022-2023 (DataQuest) Percent of student groups that Passed the AP Exam with a Score of 3 or Higher	Advanced Placement: Pupils Scoring 3 or higher All Students= 21.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students: 18.3% Hispanic Students: 16.5% White Students: 5.5% EL Students: 0% SED Students: 20.6% SWDs: 0%	All Students: 6.4% Hispanic Students: 6.6% White Students: ** EL Students: 5.7% SED Students: 6.7% SWDs: 0.0% **Number suppressed for privacy.	All Students: 4.8% Hispanic Students: 5.1% White Students: ** EL Students: 0% SED Students: 5.2% SWDs: 0.0% **Number suppressed for privacy.	All Students: 6.2% Hispanic Students: 4.6% White Students: ** EL Students: .03% SED Students: 4.6% SWDs: 0% **Number suppressed for privacy.	Hispanic Students = 19.5% White Students = 8% EL Students = 3% SED Students = 23.6% SWD Students = 3%
(6) Grade 11 Early Assessment Program College Readiness Results for ELA % pupils scoring "conditionally ready" and "ready" for ELA	2018-2019: Grade 11 EAP College Readiness Results for ELA (DataQuest): Increase by 1% All Students: 57.27% Hispanic Students: 48.27% White Students: 69.54% EL Students: 7.83% SED Students: 47.21% SWDs: 15.86%	2020-2021: Grade 11 EAP College Readiness Results for ELA(DataQuest): All Students: 57.77% Hispanic Students: 60% White Students: 100% EL Students: 8.7% SED Students: 52.54% SWDs: 0%	2021-2022: Grade 11 EAP College Readiness Results for ELA (DataQuest): Increase by 1% All Students: 63.64% Hispanic Students: 64.29% White Students: NA EL Students: 11.76% SED Students: 60.36% SWDs: NA	2022-2023: Grade 11 EAP College Readiness Results for ELA (DataQuest): Increase by 1% All Students: 62% Hispanic Students: 64% White Students: NA EL Students: 13% SED Students: 61% SWDs: NA	Grade 11 Early Assessment Program College Readiness Results for ELA - Conditionally Ready and Ready All Students = 60.27% Hispanic Students = 51.27% White Students = 72.54% EL Students = 7.83% SED Students = 50.21%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					SWDs = 18.86%
(7) Grade 11 Early Assessment Program College Readiness Results for Math Percent pupils scoring "conditionally ready" and "ready" for Math	2018-2019: Grade 11 EAP College Readiness Results for Math (DataQuest): Increase by 1% All Students: 32.24% Hispanic Students: 20.27% White Students: 44.6% EL Students: 5.01% SED Students: 49.6% SWDs: 7.1%	2020-2021: Grade 11 EAP College Readiness Results for Mathematics DataQuest): All Students: 9.49% Hispanic Students: 10.3% White Students: 0% EL Students: 0% SED Students: 10.34% SWDs: 0%	2021-2022: Grade 11 EAP College Readiness Results for Math (DataQuest): Increase by 1% All Students: 14.60% Hispanic Students: 14.51% White Students: NA EL Students: 0.0% SED Students: 14.92% SWDs: NA	2022-2023: Grade 11 EAP College Readiness Results for Math (DataQuest): Increase by 1% All Students: 12% Hispanic Students: 14% White Students: NA EL Students: 0.0% SED Students: 12% SWDs: NA	Grade 11 Early Assessment Program College Readiness Results for Math - Conditionally Ready and Ready All Students = 35.24% Hispanic Students = 23.27% White Students = 47.6 EL Students = 8.01% SED Students = 52.6% SWDs = 10.1%
(8) Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway	2019 Dashboard: Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student Groups (CA Dashboard: College/Careers Measures, Reports	2020 Dashboard: Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student Groups (CA Dashboard: College/Careers Measures, Reports and Data):	2021 Dashboard: Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student Groups (CA Dashboard: College/Careers Measures, Reports and Data):	2022 Dashboard: Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student Groups (CA Dashboard: College/Careers Measures, Reports and Data):	Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway All Students = 36% Hispanic Students = 33.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and Data): Increase by 2% All Students: 30% Hispanic Students: 30.2% White Students: (Data suppressed - low numbers) EL Students: 17.9% SED Students: 76% SWDs: 82%	All Students: 46.3% Hispanic Students: 48.1% White Students: (data suppressed-low numbers) EL Students: 40% SED Students: 45.6% SWDs: 0%	All Students: 62.9% Hispanic Students: 63.5% White Students: (data suppressed-low numbers) EL Students: 42.5% SED Students: 63% SWDs: 40.9%	All Students: 57.2% Hispanic Students: 56.3% White Students: ** EL Students: 29.7% SED Students: 56.6% SWDs: ** **Number suppressed for privacy.	White Students = (Data suppressed - low numbers) EL Students = 20.9% SED Students = 79% SWDs = 85%
(9) Other Pupil Outcomes: Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule	2020 Summer/Fall/Winter/Spring *corrected 2020 Spring = 86 2020 Summer = 37 2020 Fall = 172	2021 Summer/Fall/Winter/Spring 2021 Spring= 143 2021 Summer= 29 2021 Fall= 161	2022 Summer/Fall/Winter/Spring *corrected 2023 Spring = 168 2022 Summer = 52 2022 Fall = 172	2023 Summer/Fall/Winter/Spring *corrected 2024 Spring = 102 2023 Summer = 62 2023 Fall = 262	Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule 2024 Spring - 91 2024 summer- 39 2024 Fall - 182

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(10) A-G completion and CTE pathway completion rate.	Fall 2020 All Students: 52.2% Hispanic Students: 52.3% White Students: * EL Students: 17.9% SED Students: 49.6% SWDs: 7.1% An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. Data Source: CCI Indicator	Fall 2021 All Students: 51.3% Hispanic Students: 51.3% White Students:* EL Students: 17.2% SED Students: 48.6% SWDs: 6.7% Data Source: CCI Indicator *Number suppressed for privacy.	Fall 2022 All Students: 42.6% Hispanic Students: 42.9% White Students:* EL Students: 14.8% SED Students: 42% SWDs: 6.7% Data Source: Additional Reports for the 2022 Dashboard *Number suppressed for privacy.	Fall 2023 All Students: 31.9% Hispanic Students: 32.6% White Students:* EL Students: 13.5% SED Students: 30.2% SWDs: *% Data Source: Additional Reports for the 2023 Dashboard *Number suppressed for privacy.	Data Source: Additional Reports for the 2023 Dashboard All Students = 58.2% Hispanic Students = 58.3% White Students = 58.2% EL Students = 23.9% SED Students = 55.6% SWDs = 13.1%

Goal Analysis

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

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

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: 5 – Full Implementation and Sustainability.

The District sustained a high graduation rate of 96.4% by providing access to academic supports and opportunities for the student population at-large. The district provide supplies, instructional materials, and musical instruments.

A positive difference in implementation was that we were able to increase CTE services.

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.

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

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

Action 4.1: There was a material difference of $201,401.00 in Action 4.1 due to increased CTE services. The planned expenditure was $1,334,022.00 (2023-2024 Approved LCAP) and the estimated actual expenditures for the (2023-24) school year was $1,132,621.00.

Action 4.2: There was a material difference of $99,983.00 in Action 4.2. The planned expenditure was $1,367,326.00 (2023-2024 Approved LCAP) and the estimated actual expenditures for the (2023-24) school year was $1,267,343.00. There was a material difference because costs associated with the program were not as high as we anticipated. Also, staffing costs were less due to a long-term substitute filling filling a CTE position. Implementation of planned service was not impacted.

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 96% or higher

Effectiveness of Action(s): 3 –Effective.

Metric(s): According to the 2023 CA Dashboard Graduation rates have increased.

Analysis: The student graduation rate for 2023 improved to 96.4% and included an increase for our low income students along with our EL students. We attribute this improvement to our counseling services and additional course offerings that are made available to our students. This action was effective, as demonstrated by consistently high graduation percentages for the past three years. Because of the positive feedback from our community and educational partners, we will continue this action into the new three-year cycle.

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

Analysis: Providing VAPA pathways has provided the identified students with more opportunities for hands on learning, specifically in the area of performing arts. While attendance rates for low income and English learners slightly decline, there was a sharp increase in the attendance rates for Foster Youth indicating that the actions were at least partially 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 have shown that they feel a sense of school connectedness. An analysis of school connectedness showed a decrease at the Elementary level and increases at the secondary level. To address the decline 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 as part of 3.1. Feedback from the community and our educational partners was positive. because of this feedback the action will be included into the new three-year cycle.

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

The "n" size was excluded from the Graduation and A-G Completion Rate metrics in an effort to streamline the table. This change will continue in the new plan.

The following changes will be made to the metrics for Goal 4 going forward:

Removed CAASSP DFS as a measurement.

Made minor changes to titles to more closely reflect statutory language.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Firebaugh Las Deltas Unified School District	Sarah Marshall Assistant Superintendent	smarshall@fldusd.org (559) 659-1476 Ext. 1305

Plan Summary [2024-25]

General Information

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

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 8,096 residents (Source: US Census Bureau; 2021) and its economy is primarily agriculture-based. FLDUSD is a small rural K-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 2,192 students (CA Dashboard, 2023-24). Socio-economically disadvantaged students account for 91.3% of the district enrollment (CA Dashboard, 2023-24). The percentage of students in the district designated as English Learners is 39.4%. Ninety-six percent (96.7%) of the 2,192 students are Hispanic and roughly three percent (2.8%) are white. The rest of the student population, which is less than 1%, are African American; Asian and Pacific Islander (CDE DataQuest, 2022-2023). 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 has been added to our preschool program this year 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, three 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. 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 Community Day School

Reflections: Annual Performance

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

Successes:

Blue Dashboard Indicators for LEA Graduation Rate

Green Dashboard Indicators for LEA Suspension rate

Green Dashboard Indicators LEA ELPI

Academic Engagement Indicator: (Graduation Rate) 2.8% Increase

Academic Engagement Indicator: (Chronic Absenteeism) 13.5% Decrease

- EL 12.8% Chronic Absenteeism Decrease
- Hispanic 13.6% Chronic Absenteeism Decrease
- SED 14.9% Chronic Absenteeism Decrease
- SWD 18.9% Chronic Absenteeism Decrease
- White 19.6% Chronic Absenteeism Decrease

Academic Performance Indicator:

Arthur E. Mills:

CAASPP ELA Increased 7.4 points

CAASPP Math Increased 20.7 points

Firebaugh Middle School:

CAASPP ELA Maintained -2 points

CAASPP Math Increased 3.5 points

Firebaugh High School :

CAASPP ELA Declined 4.4 points. Maintained Green on Indicators.

CAASPP Math Maintained -0.2 points

1. Graduation Rates from the 2022 2023 CA School Dashboard showed "All Students" at (96.4%) with the "English Learners" subgroup (80%) and "Low Income" subgroup at (93.6%).

2. The CCI Indicator data, provided in the 2023 CA Dashboards, showed a Medium status. We are proud of the work the district is doing prepare students to be college and career ready.

3. FLDUSD's district wide "Music initiative" continues to be a student, staff and community favorite with students competing at local, state and national levels and winning various awards. Districtwide growth over seven years show that the number of students participating in music went from 419 students in 2012-13 to 1,380 in 2023-24.

4. FHS Indoor Percussion placed 1st local competition. The FHS Symphonic band earned a Unanimous Superior, the highest rating possible at the Washington Union Band Festival. This ensemble has been performing for three years and continues to be competitive at competition.

5. The California Healthy Kids Survey (CHKS) was given this year, 2023-24. The survey's agree and strongly agree results showed that 92% of the parents surveyed feel that the school/District encourages parents to be an active partner with the school in educating their children (A6.1); 94% reported that the school keeps parents well informed about school activities (A6.2); and 89% reported that teachers communicate with parents about what students are expected to learn in class (A6.2).

6. CHKS student results report levels of Connectedness by grade level as shown: (5th, 49%) (7th, 50%;) (9th, 49%) (11th, 53%). We are proud of the increase in the sense of school connectedness at the secondary level. While we saw a slight decline at the elementary level, we intend to address this with a strengthened approach described in 3.1.

7. No school sites within the Firebaugh-Las Deltas Unified School District have been identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act (ESSA).

8. All teaching staff vacancies were filled.

9. District Parent Liaison was hired to assist with the district vision for community schools. A community health and resource fair was held where over 300 members of the community attended.

10. FHS students competed at the 2024 Academic Decathlon Competition. One student received a gold medal, three students received silver medals and four students received bronze medals for a total of eight students receiving medals at the 2024 Decathlon. FHS placed 4th in Division 1 and 6th overall County-wide.

11. Career Technical Education pathways prepare students for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Career Technical Education (CTE) Pathways coursework are sequenced to help students attain a postsecondary degree or industry-recognized certificate or credential, otherwise known as programs of study (POS). Through our PLC's, individual and department Advisory Meetings we coordinate, to meet non-duplicative sequences of academic and technical content at the secondary and postsecondary levels. Fresno City College hosted Career Skills Challenge this year and we placed in the following categories, Child Development 2nd place. Crime Scene Investigation 4 students placed 3rd. Sports Medicine 3 students placed 1st place Firebaugh High School took 3rd place overall in the Sierra Division. The Construction program had the opportunity to compete in building a ticket booth. The event took place for three days. The ticket booth will now serve at our football stadium. All our CTE students had the opportunity to take with their industry credentials such as OSHA 10, 8 different Employability Skills Certificates,

First aid & CPR, Paraeducator Exam Certificate, Career Safe, and LAPSON certifications. This year we will have approximately 163 CTE Completers.

12. Firebaugh Agriculture Department and the FHS FFA participated in many local and state competitions with continued success. 27 students were State Degree recipients, and 5 students received the American Degree. We worked with one student who was a sectional proficiencies finalist. The Madera Fair saw many successes as 4 students participated in the Round Robin event with one of them placing 1st in Intermediate Round Robin Showmanship. Students won Grand Champion and Reserve Champion for Market Turkey as well as Supreme Grand Champion Market Bird at the Madera Fair. The Firebaugh FFA in partnership with the Firebaugh FFA Boosters held a FREE Breakfast with Santa Event for the community and served over 400 people a free pancake breakfast and had photos with santa. On April 12th we welcomed over 1,000 preschool to fifth grade students to the Agricultural Awareness Day where we taught them lessons on agriculture. We also have over 300 plant and floral entries going to the Chowchilla Fair in May to compete against schools from all over Fresno, Madera, and Merced Counties.

13. FLDUSD was recognized, in 2021-22, as being among the top ten districts with the best reading scores in California ranking 8th in the state.

14. 2024 California Exemplary Dual Enrollment School Award was granted to Firebaugh High for its success and practices with Dual Enrollment.

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 2024-2025:

(a) ELA - progress towards meeting grade-level standards

 (b) English Language Proficiency - Integrated, Designated, Reclassification

(c) Mathematics - progress towards meeting grade-level standards

(d) Special Education Students - progress toward meeting grade-level standards

 (e) Social Emotional Learning

Implementation of the state standards and ensuring that all students have access to the standards is a priority that the district continues to meet. Ensuring that teachers have access to resources, support, and professional development for the proper, data-driven execution of instructional practices has been and will continue to be the focus for improvement in both English Language Arts and Mathematics. The District has 178 reclassified (RFEP) students for the 2023-24 school year. (Data Source: Aeries) Lastly, ELPAC data indicates that 51% of our English Learners, who took the assessment in Spring 2023, scored a level 3 or higher on the 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:

Red Dashboard Indictors for student group within any school in the LEA:

- Hazel M. Bailey: ELPI (EL)
- Arthur E. Mills: ELA (SWD)
- Firebaugh Middle School: Math (Hispanic, SED)

Red Dashboard Indicators for a school within the LEA:

- -Hazel M. Bailey: ELPI

Reflections: Technical Assistance

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

N/A: FLDUSD does not receive Technical Assistance based on California Dashboard Indicators.

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 11/14/23. This meeting reviewed LCAP Goals with parents. Surveys were provided to parents. A Community Open House was held at FMS on 4/10/24, and an information booth was present to offer and provide information on the LCAP. Information tables were set up at each site's Open House to provide information on the LCAP to our community.
Pupils:	Students were included as members of our Parent Advisory Committee. These meetings were held in 11/13/24, 2/27/24, and 4/25/24 when we submitted the draft LCAP for review and feedback. These meetings reviewed LCAP Goals with parents and students. A survey was provided to all members for feedback.
LCAP Consultation Committee (Part of the Certificated Bargaining Unit)	Firebaugh Las Deltas Unified Teachers Association (FLDUTA) met on 5/25/24 LCAP Goals were reviewed and discussed.
California School Employees Association (CSEA)	(CSEA) met on 10/16/24,3/26/24,5/28/24 . LCAP Goals were reviewed and discussed.

Educational Partner(s)	Process for Engagement
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 8/24/23. 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 8/24/23. Surveys were shared via district email.
Administration:	District LCAP Leadership Meetings- LCAP Goals are presented, reviewed and discussed.These meetings are held the Tuesday following our District Board meetings. Administrators have the opportunity to share parent/community feedback.
Principals:	District LCAP Leadership Meetings- LCAP Goals are presented, reviewed and discussed.These meetings are held the Tuesday following our District Board meetings. Principals have the opportunity to share parent/community feedback.
Community:	Our Migrant Mini-Conference was held on 2/24/24 and a survey was conducted to get parent and community feedback. A Community Open House was held at FMS on 4/10/24 and an information booth was present to offer and provide information on the LCAP. Information tables were set-up at each sites' Open House to provide information on the LCAP to our community. Surveys are collected, reviewed and feedback is taken into consideration for the LCAP.
Parent Advisory Committee:	Our Parent Advisory Committee (PAC) meetings were held on 11/13/24, 2/27/24, and 4/25/24 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

Educational Partner(s)	Process for Engagement
	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 10/18/23, 11/09/23 and 4/23/24. 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 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 24-25 LCAP related to special education.
Equity Multiplier Site(s) Consultation:	On March 13 El Puente High School and Community Day School held an open house at 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 in reading.
Mid-Year Report to the Board	On January 18, 2024 the Midyear Report on the 23-24 LCAP was provided the the Board of Trustees.
Public Comment Period	A draft of the 2024-2025 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 June 4, 2024 through June 13, 2024.
Public Hearing	On May 9, 2024 a public hearing was held for the Budget Overview for Parents. the Annual Update to the 2023-2024 LCAP, and the 2024-2025 LCAP. No public comments were submitted at that time.
Board Adoption of the LCAP Local Indicator Report Presented to the Board	On June 13, 2024 the Board adopted the Budget Overview for Parents. the Annual Update to the 2023-2024 LCAP, and the 2024-

Educational Partner(s)	Process for Engagement
Adoption of the LEA Budget	2025 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

Survey data revealed that Educational Partners would like to see sustained mental health services. Educational Partner feedback indicates that mental health, health services and behavior support are necessary to meet student social and emotional needs. Goal 3, Action 1 has been included to address these needs. Educational Partner feedback indicated a continued desire to increase school safety. In 2023, Educational partner feedback indicated a need to decrease suspension rates for low income students noting an 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. Action 3.3 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. Parents would like to see increased opportunities for community involvement at all school sites. Goal 3, Action 2 has been included to address these needs.

Migrant parents expressed satisfaction and pride surrounding the opportunities for English Learners to participate in VAPA and CTE programs. Goal 4 has been continued to address these needs.

Teachers, Principals, and Administrators

Academic Interventions, especially in the area of reading were highlighted by parents and teachers. Teachers and parents continued to rate the need to provide supplemental targeted instructional support from content area experts in order to increase the student achievement of LI and EL students. Goal 1, Action 2 has been included to address this need. Site administration and new teachers expressed a desire for onsite coaching and support in instructional strategies designed to meet the needs of the identified students. Goal 2, Action 1, and Goal 1, Actions 2 and 6 have been designed to address these needs.

Educational Partner feedback indicated that sustaining the additional instructional time is necessary to close the achievement gap of these students. Goal 1, Action 5 has been continued to address this need.

On March 13 El Puente High School and Community Day School held an open house at 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 in reading. An additional crednetialed teacher will be added as part of Goal 5 to address this issue.

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:			DataQuest All Students: 41% EL Students: 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12.4% SED Students: 36.61% LTEL: 5.71% AEM: SWD 5.77%			SED Students: 40% LTEL: 9% AEM: SWD 9%	
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%			DataQuest All Students: 22% EL Students: 12% SED Students: 21% LTEL: 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FMS: Hispanic 11.43% LI 10.89%			FMS: Hispanic 15% LI 14%	
1.3	Properly Credentialed teachers with no misassignments or vacancies	2023-2024: 100% Credentialed Teachers with no misalignments or vacancies Report from HR called the Credentialed Staff Report			100% Credentialed Teachers with no misassignments or vacancies	
1.4	Access to standards aligned instructional materials	2023-2024: School board adoption of "sufficiency of "Instructional Materials" resolution			2023-2024: School board adoption of "sufficiency of Instructional Materials" resolution	
1.5	Facilities maintained in good repair	2023-2024 All (100%) site FITs scored "good" or higher			100% site FITs scored "good" or higher	
1.6	Implementation of standards for all	Full Implementation Data Year: 2023-24			Full Implementation & Sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students and enable ELs access to CCSS and ELD standards	Data Source: Local Indicator Report			Data Source: Local Indicator Report	
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 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	
1.8	California Science Test (CAST) Met or Exceeded Standard	All: 16.24% Data Year: 2022-23 Data Source: Dataquest			All: 25% Data Year: 2022-23 Data Source: Dataquest	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	District Infrastructure	District infrastructure operates efficiently and effectively (all required staffing, services and programs).	$24,250,287.00	No
1.2	Academic performance of English Learner and Low Income students.	The district will provide academic intervention and enrichment during and beyond the regular school day, including before and after school through the following services and supports: The district's MTSS tiered intervention program is designed to include targeted intervention based on the individual needs of low-income 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. An EL Coordinator will provide training and support for teachers at all sites, focusing on the needs of English Learners and LTELs. 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	$6,081,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 be 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.		
		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.		
		The district will maintain additional elementary teachers to reduce class sizes to provide classroom teachers with more time and capacity to provide personalized small group instruction.		
		The district will provide supplemental targeted instructional support from mentor teachers,academic coaches, and instructional assistants.		
1.3	Academic performance for Students with Disabilities	The District will offer specialized and targeted support to students with disabilities in accordance with their Individualized Education 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.	$4,080,949.00	No

Action #	Title	Description	Total Funds	Contributing
		The district will provide an Adult Transition Program to serve students eligible as outlined in their IEP. In addition, the District will address the 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 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 provide library clerks to facilitate access to campus libraries, promote literacy, and support learning.	$1,614,906.00	Yes
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.	$3,124,057.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Learning Directors/Guidance and Instructional Advisors	Learning Directors, Guidance Counselors, and Guidance and Instructional Advisors (GIAs) will be provided to assist in the design and facilitation of school site Multi-tiered System of Support (MTSS).	$1,639,314.00	Yes
1.7	Math Performance for Hispanic and SED students at FMS	This action was written to address the CA school Dashboard area of lowest performance in Math for Hispanic and SED students at FMS. FLDUSD will 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 Americorp 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.	$130,043.00	No

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 39.4% of its enrollment classified and 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:			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%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The percentage of EL students making progress at HMB according to ELPI is 34.1%			HMB: ELPI 37.1 %	
2.2	EL Reclassification Rate	Data Year: 2023-2024 Data Source: Local data entered. Data Quest has not yet released 2022-2023 data. District: 21%			Data Year: 226-2027 Data Source: Local data District: 24%	
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 EL 0-3 Years = 420 (19%)			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% LTEL 6+ Years= 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%)			EL 4+ Years Not At Risk or LTEL= 5% RFEP = 25% Total (Ever-EL) = 65%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional development for all teachers using ELD strategies	The district will provide 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 will be provided as needed. Support will include additional training for new teachers and providing students with instructional strategies for designated and integrated ELD for both ELs and Long Term English Learners (LTELs). Teachers will 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 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 be customized based on the California EL Roadmap, self-Reflection rubric scores and site needs. ELD professional development will include embedded ELD strategies that help students access and make meaning of grade level content and remove instructional barriers across all grade levels. 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 will 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.	$496,223.00	No

Action #	Title	Description	Total Funds	Contributing
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 and integrated ELD. As part of the language acquisition program, ELD Teachers will 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 be provided for eligible students. The EL Coordinator (Action 1.2) will work with site staff to create Individual Learning Plans (ILP) for LTEL students designed to identify areas of need and appropriate interventions to improve language acquisition. ELD Teachers will 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 include embedded ELD strategies that help students access and make meaning of grade level content and remove instructional barriers across all grade levels.	$179,527.00	No

Action #	Title	Description	Total Funds	Contributing
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 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 receive instruction in both languages in all subjects, such as math, science, and history. Curriculum will 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.	$95,693.00	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%			Maintain current dropout rate at 0%	
3.2	High School Dropout Rate	2022-2023: (CALPADS): 2%			Maintain current dropout rate at 2% or less	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Attendance	2022-2023 (Aeries Analytics): 87% EL- 87% LI- 87% FY- 90%			Overall attendance rate of 90% or higher EL- 90% LI- 90 % FY- 93%	
3.4	Chronic Absenteeism Rate	2022-2023 (CA School Dashboard): 14.6% EL- 13.4% LI- 14.9% FY- n/a			Overall Chronic Absenteeism rate below 12% EL- below 12% LI- below 12% FY- below 12%	
3.5	Suspension Rate	2022-2023 (CA School Dashboard) 2.3% EL- 2% LI- 2.4% FY- 0%			Maintain suspension rate to 2% or lower EL- 2% or lower LI- 2% or lower FY- 2% or lower	
3.6	Expulsion Rate	2022-2023 (DataQuest) 0.2% EL- .1% LI- 0% FY- 0%			Maintain an expulsion rate of > 0.2% EL- .Maintain an expulsion rate of > 0.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					LI- Maintain an expulsion rate of > 0.2% FY- Maintain an expulsion rate of > 0.2%	
3.7	School Climate Survey- % responses levels for school connectedness	2023-2024 (CHKS-Elementary and Secondary Reports): K-5= 49% 6-8= 50% 9-12= 51% Parent Survey = 41% Teacher Survey = 32%			2026-2027 (CHKS-Elementary and Secondary Reports): K-5 = 52% 6-8 = 53% 9-12 = 54% Parent Survey = 44% Teacher Survey= 35%	
3.8	School Climate Survey- % responses feel very safe at school	2023-2024 (CHKS): K-5= 44% 6-8= 43% 9-12= 56% Parent: School is a safe place for my child: 39% Teacher: 35%			2026-2027 (CHKS-Elementary and Secondary Reports): K-5 = 47% 6-8 = 46% 9-12 = 59%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Parent: School is a safe place for my child: 42% Teacher: 38%	
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			Full Implementation Data Year: 2026-2027 Data Source: Local Indicator Report	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Reduce risk factors, provide MTSS supports for EL, LI and FY students	FLDUSD will 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 increase access to drug and alcohol prevention counseling. Additionally, the district will provide access to contracted third-party behavioral clinicians. The district will 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 provide school safety personnel 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 additional custodians using Concentration 2.0 funds.	$2,366,058.00	Yes
3.2	Increased parent engagement to increase student achievement	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, Low Income, and Foster Youth.	$333,514.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Decrease suspension and chronic absenteeism rates for English Learner, Low Income pupils and Foster Youth	The district will offer mental health counseling, extra psychologist support, behavior aides, and additional LVN services. These services will exceed the legal requirements.	$1,182,057.00	Yes

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 CALPADS) All Students: 51% EL Students: 29% SED Students: 48%			A-G Completion Rate Increase 1% each year All Students = 54% EL Students = 32%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED Students = 51%	
4.2	High School Graduation Rate	2022-2023 Graduation Rates All Students: 96% EL Students: 92% SED Students: 96%			Maintain Graduation Rate at a minimum of 90% or higher for all student subgroups. High School Graduation Rate All Students= 97% or higher EL Students= 95% SED Students = 97% or higher	
4.3	Advanced Placement: Pupils Scoring 3 or higher	Data Source: College Board Data Year: 2022-2023 All Students: 4% RFEP Students: 5% SED Students: 3.5%			Data Source: College Board Data Year: 2025-2026 All Students: 7% RFEP Students: 8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED Students: 6.5%	
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: All Students: 62%			Grade 11 Early Assessment Program College Readiness Results for ELA - Conditionally Ready and Ready All Students = 65%	
4.5	Grade 11 Early Assessment Program College Readiness Results for Math Percent pupils scoring "conditionally ready" and "ready" for Math	2022-2023: Grade 11 EAP College Readiness Results for Math: All Students: 12% EL Students: 0%			Grade 11 Early Assessment Program College Readiness Results for Math - Conditionally Ready and Ready All Students = 15% EL Students: 3%	
4.6	Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway	Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student Groups All Students: 57%			Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway All Students = 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL Students: 30% SED Students: 57%			EL Students = 33% SED Students = 60%	
4.7	Other Pupil Outcomes: Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule	Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule All Seniors: 33% EL Students: 49% SED Students: 12%			Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule All Seniors: 36% EL Students: 52% SED Students: 15%	
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%			Data Source: Additional Reports for the 2026 Dashboard All Students = 35% EL Students = 17% SED Students = 33%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Sustain a high graduation rate of 96% or higher	In an effort to maintain high graduation rates, the District will 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 receive supplies, instructional materials, and musical instruments, as well as opportunities for both co-curricular and extracurricular activities.	$1,419,447.00	No

Action #	Title	Description	Total Funds	Contributing
		A Greenhouse will be built as part of the districts efforts to increase access to Vocational Education and Career Technical Education opportunities.		
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 be provided along with additional course sections created within the master schedule. Arts Media and Entertainment teacher will be provided at Firebaugh Middle School in an effort to expand CTE program offerings to that site.	$2,056,026.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within the next three years, all student subgroups at El Puente High School and Community Day School will increase the number of students graduating, as measured by graduation rates.	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.

While the number of students at both El Puente and Community Day School are low enough to prevent data from being publicly shared on the CA School Dashboard, a local needs assessment identified graduation rates as an area of lowest performance for all student groups at these sites. After meeting with parents and getting educational partner feedback, we believe there was a need to provide targeted intervention in reading and writing at El Puente High School and Community Day School so that students can successfully complete credits towards graduation. By strengthening reading comprehension and writing skills, we believe that these students will be better able to earn enough credits toward graduation. El Puente School is receiving $50,000 and Community Day School is receiving $50,000 in Equity Multiplier Funding. Both programs are housed at a single alternative education site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Acellus credit recovery in ELA for EPHS and CDS	2022-2023 Graduation Rates EPHS: 89% CDS: 0%			2025-2026 Graduation Rates EPHS: 92% CDS: 3%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Improve Credit Recovery Units in ELA/Math	After looking at the data provided in the metrics the District reached out to educational partners, teachers and site administration to complete surveys and conduct meetings to examine the needs of low percentages in credit recovery. The district will utilize Equity Multiplier funding to pay for .6 FTE of an additional credentialed teacher to support credit recovery. .3 FTE will be directed toward serving EPHS students and .3 FTE will be directed toward serving CDS students. The teacher will provide support, including targeted intervention in reading and writing, in an effort to support students.	$100,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$10,299,419	$1,359,587

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
43.657%	0.000%	$0.00	43.657%

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, Low-Income (LI) and English Learner (EL) students	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 LI and EL students, provided by Certificated Tutors. The Tutors will work directly	CAASPP ELA (AS, LI, EL, LTEL) CAASPP Math (AS, LI, 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
	are experiencing an achievement gap when compared to higher-achieving groups on state assessments in ELA and Math.

A local analysis revealed that these students often struggle with grade-level literacy and basic math skills needed to achieve proficiency. In our experience, LI and EL 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 LI and EL students. Site administration and new teachers expressed a desire for onsite coaching and support in instructional strategies designed to meet the needs of the identified students.

Educational partners also emphasized that LI 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. | 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 both intervention and enrichment activities for the identified students before and after school in an effort to provide opportunities for LI 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. 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 | |

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	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 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 LI 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	

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
		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 management mentor support is designed to provide LI 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 with 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	

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
		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 LI. Also, we expect that these students will report higher levels of school connectedness. However, because we expect that all struggling students will benefit, 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	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	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
	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	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. 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:**	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	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 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 indicated that sustaining the additional instructional time is necessary to close the achievement gap of these students. **Scope:** LEA-wide	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.	
1.6	**Action:** Learning Directors/Guidance and Instructional Advisors **Need:** 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 2023, Educational partner feedback indicated a need to decrease suspension rates for low income students. At the time, this was	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 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	Suspension Rate (All Students, LI,) CAASSPP ELA (All Students, LI) CAASSP 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
	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 expanding this action to include Guidance Counselors. **Scope:** LEA-wide	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 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	

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
		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.	
3.1	**Action:** Reduce risk factors, provide MTSS supports for EL, LI and FY students **Need:** As described in the metrics section, LI students have slightly higher chronic absenteeism and suspension rates when compared to all students. According to school climate survey responses, there was a decrease in students feeling safe at school in two out of three grade spans and a decrease in students feeling connected at the elementary level. 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.	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	Chronic Absenteeism (All Students, LI, EL, FY) Suspension Rates (All Students, LI, EL, FY) School Connectedness Rates, Students School Safety Rates, Students, Teachers

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
	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.	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 setting and will be assigned based on individual student behavioral or mental health needs.	
	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.	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.	
	Educational Partner feedback indicated a desire to increase school safety. **Scope:** LEA-wide	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 funding of school safety personnel ensures that the recognition and intervention of bullying, that contributed to a decrease students' sense of safety at school. School safety personnel will provide a consistent presence on school campuses. Restorative practices will be used 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
		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 remain low. We also expect that the reported results for a sense of	

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
		safety and sense of school connectedness at school will increase for both 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 declined from the prior year in two out of three grade spans. 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:**	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, 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	School Connectedness Rates, Students, Parents CAASPP ELA (All Students, LI, EL) CAASPP Math (All Students, LI, EL) Attendance Rate (All Students, LI, EL)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	families will benefit, this action is provided on an LEA-wide basis.	
3.3	**Action:** Decrease suspension and chronic absenteeism rates for English Learner, Low Income pupils and Foster Youth **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 2023, 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	In order to address these needs, the district will provide mental health counseling, additional psychologist services, behavior aides, and 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	Suspension Rates (All Students, LI, EL, FY) 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
	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 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	evidence-based interventions to create behavior plans for students. The additional LVN services 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 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	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	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
	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. **Scope:** LEA-wide	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 Arts Media and Entertainment teacher will be provided at Firebaugh Middle School in an effort to expand CTE 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 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	

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
		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

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 low 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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	23,591,682	10,299,419	43.657%	0.000%	43.657%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$32,957,432.00	$10,310,249.00	$2,328,768.00	$3,553,392.00	$49,149,841.00	$35,875,499.00	$13,274,342.00

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		$17,697,455.00	$6,552,832.00	$20,764,415.00	$1,653,976.00	$1,333,596.00	$498,300.00	$24,250,287.00	
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		$4,375,129.00	$1,706,611.00	$2,717,009.00	$2,311,393.00	$500,629.00	$552,709.00	$6,081,740.00	0
1	1.3	Academic performance for Students with Disabilities	Students with Disabilities	No			All Schools Specific Schools: AEM		$3,075,296.00	$1,005,653.00	$852,709.00	$2,654,401.00	$0.00	$573,839.00	$4,080,949.00	0
1	1.4	Refined instruction and increased student engagement using technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$904,661.00	$710,245.00	$1,614,906.00	$0.00	$0.00	$0.00	$1,614,906.00	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			$2,873,246.00	$250,811.00	$2,962,531.00	$0.00	$0.00	$161,526.00	$3,124,057.00	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		$1,621,044.00	$18,270.00	$1,325,981.00	$248,437.00	$0.00	$64,896.00	$1,639,314.00	0
1	1.7	Math Performance for Hispanic and SED students at FMS	Hispanic and SED	No			Specific Schools: FMS		$130,043.00	$0.00	$0.00	$130,043.00	$0.00	$0.00	$130,043.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Professional development for all teachers using ELD strategies	English Learners	No			All Schools Specific Schools: Hazel M. Bailey		$296,929.00	$199,294.00	$0.00	$0.00	$0.00	$496,223.00	$496,223.00	
2	2.2	ELD supports to include Designated/Integrated ELD & Summer School services	English Learners	No			All Schools		$152,952.00	$26,575.00	$0.00	$0.00	$0.00	$179,527.00	$179,527.00	
2	2.3	Dual Language Immersion	Program Participants	No			Specific Schools: Hazel M. Bailey TK-K		$54,899.00	$40,794.00	$0.00	$95,693.00	$0.00	$0.00	$95,693.00	
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		$1,501,897.00	$864,161.00	$630,899.00	$1,126,593.00	$42,936.00	$565,630.00	$2,366,058.00	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		$239,958.00	$93,556.00	$15,000.00	$223,806.00	$0.00	$94,708.00	$333,514.00	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		$1,025,557.00	$156,500.00	$711,915.00	$121,753.00	$50,500.00	$297,889.00	$1,182,057.00	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		$703,798.00	$715,649.00	$389,116.00	$752,503.00	$209,683.00	$68,145.00	$1,419,447.00	
4	4.2	Increase FLDUSD VAPA programs & CTE pathways.	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: Firebaugh Middle School		$1,122,635.00	$933,391.00	$972,951.00	$891,651.00	$191,424.00	$0.00	$2,056,026.00	0
5	5.1	Improve Credit Recovery Units in ELA/Math	All	No			Specific Schools: EPHS, CDS		$100,000.00	$0.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
23,591,682	10,299,419	43.657%	0.000%	43.657%	$10,951,192.00	0.000%	46.420 %	**Total:**	$10,951,192.00
								LEA-wide Total:	$10,951,192.00
								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	$2,717,009.00	0
1	1.4	Refined instruction and increased student engagement using technology	Yes	LEA-wide	English Learners Low Income		$1,614,906.00	0
1	1.5	Expanded learning time for English Learner, Low Income and Foster Youth and high-risk students	Yes	LEA-wide	Low Income		$2,962,531.00	0
1	1.6	Learning Directors/Guidance and Instructional Advisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,325,981.00	0
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	$630,899.00	0

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	3.2	Increased parent engagement to increase student achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	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	$711,915.00	0
4	4.2	Increase FLDUSD VAPA programs & CTE pathways.	Yes	LEA-wide	Low Income	All Schools Specific Schools: Firebaugh Middle School	$972,951.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$47,415,445.00	$44,151,197.00

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	$28,207,806.00	$27,386,200.00
1	**1.2**	Academic performance of English Learner, Low Income and Foster Youth students	Yes	$5,602,890.00	$5,672,396.00
1	**1.3**	Decrease suspension and chronic absenteeism rates for English Learner, Low Income and Foster Youth pupils	Yes	$1,499,740.00	$1,138,137.00
1	**1.4**	Refined instruction and increased student engagement using technology	Yes	$962,266.00	$995,533.00
1	**1.5**	Expanded learning time for English Learner, Low Income and Foster Youth and high-risk students	Yes	$3,576,378.00	$3,542,130.00
1	**1.6**	Learning Directors/Guidance and Instructional Advisors	Yes	$1,550,042.00	$595,535.00
2	**2.1**	Professional development for all teachers using ELD strategies	No	$154,605.00	$148,249.00
2	**2.2**	ELD supports to include Designated/Integrated ELD & Summer School services	No	$928,732.00	$574,329.00
2	**2.3**	Dual Language Immersion	No	$92,982.00	$40,794.00
3	**3.1**	Reduce risk factors, provide MTSS supports for EL, LI and FY students	Yes	$1,691,952.00	$1,264,886.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Increased parent engagement to increase student achievement	Yes	$446,704.00	$393,044.00
4	4.1	Sustain a high graduation rate of 96% or higher	No	$1,334,022.00	$1,132,621.00
4	4.2	Increase English Learner, Low Income and Foster Youth pupil access to VAPA programs/pathways	Yes	$1,367,326.00	$1,267,343.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$9,819,062	$10,887,525.00	$10,346,824.00	$540,701.00	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, Low Income and Foster Youth students	Yes	$3,209,781.00	$3,607,122.00	0	0
1	1.3	Decrease suspension and chronic absenteeism rates for English Learner, Low Income and Foster Youth pupils	Yes	$1,028,555.00	$816,755.00	0	0
1	1.4	Refined instruction and increased student engagement using technology	Yes	$898,906.00	$907,946.00	0	0
1	1.5	Expanded learning time for English Learner, Low Income and Foster Youth and high-risk students	Yes	$3,414,852.00	$3,283,036.00	0	0
1	1.6	Learning Directors/Guidance and Instructional Advisors	Yes	$542,110.00	$303,577.00	0	0
3	3.1	Reduce risk factors, provide MTSS supports for EL, LI and FY students	Yes	$581,384.00	$404,071.00	0	0
3	3.2	Increased parent engagement to increase student achievement	Yes	$143,635.00	$154,520.00	0	0
4	4.2	Increase English Learner, Low Income and Foster Youth pupil access to VAPA programs/pathways	Yes	$1,068,302.00	$869,797.00	0	0

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
23,341,207.00	$9,819,062	0.0	42.067%	$10,346,824.00	0.000%	44.329%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o 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.

  o 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,

  o 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:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

  o 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:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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:

    o **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.

    o **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.

    o **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).

    o **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.

    o **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.

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

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

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

  o 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**

  o 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)**

  o 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 (%)**

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

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

  o 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)**

  o 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 %)**

  o 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)**

  o 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)**

  o 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)**

  o 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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