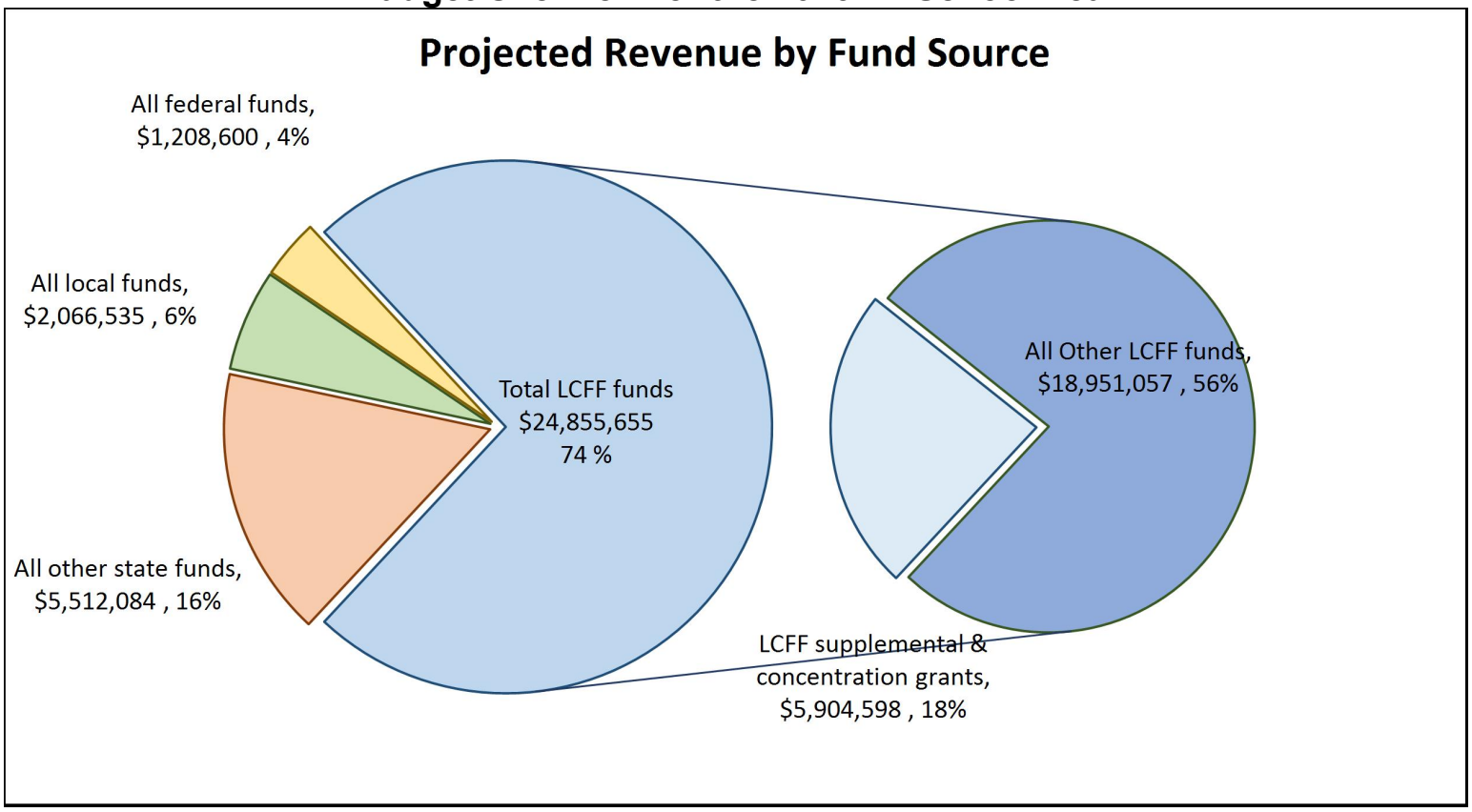
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: FORT BRAGG UNIFIED SCHOOL DISTRICT
CDS Code: 23655650000000
School Year: 2026-27
LEA contact information:
Joseph Aldridge
Superintendent
jaldridge@fbusd.us
(707) 961-2850 ext. 3525

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

Budget Overview for the 2026-27 School Year

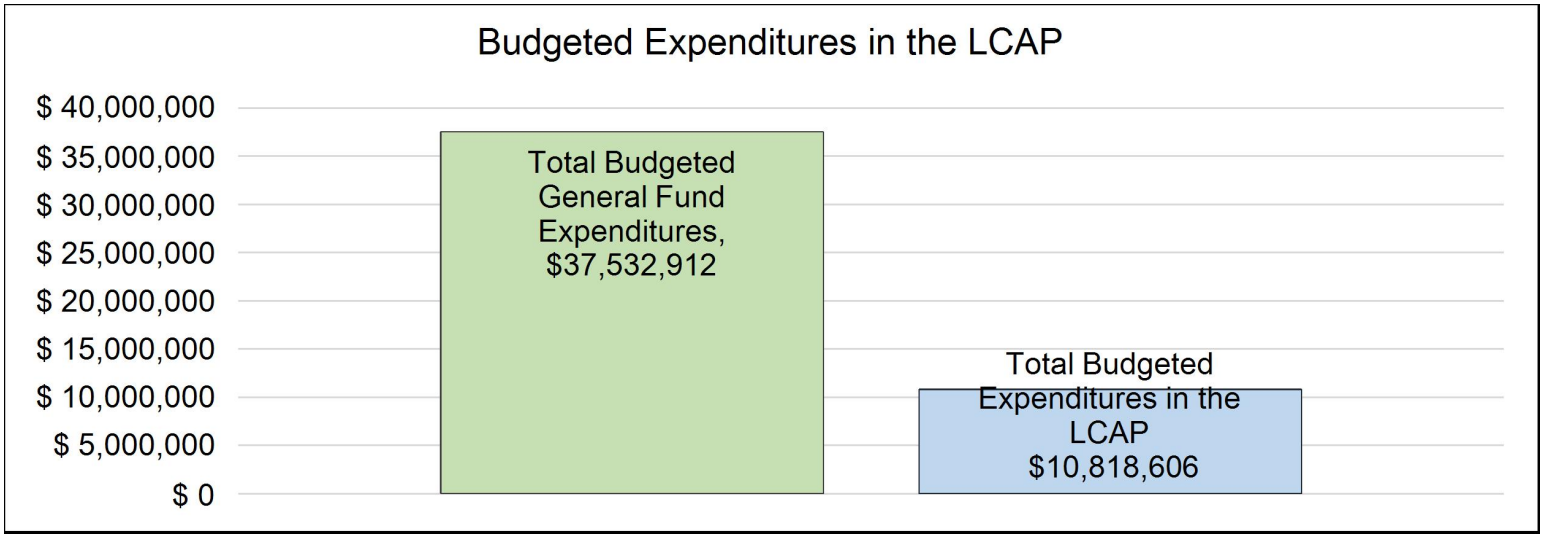


This chart shows the total general purpose revenue FORT BRAGG UNIFIED SCHOOL DISTRICT expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for FORT BRAGG UNIFIED SCHOOL DISTRICT is $33,642,874, of which $24,855,655 is Local Control Funding Formula (LCFF), $5,512,084 is other state funds, $2,066,535 is local funds, and $1,208,600 is federal funds. Of the $24,855,655 in LCFF Funds, $5,904,598 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much FORT BRAGG UNIFIED SCHOOL DISTRICT plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: FORT BRAGG UNIFIED SCHOOL DISTRICT plans to spend $37,532,912 for the 2026-27 school year. Of that amount, $10,818,606 is tied to actions/services in the LCAP and $26,714,306 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

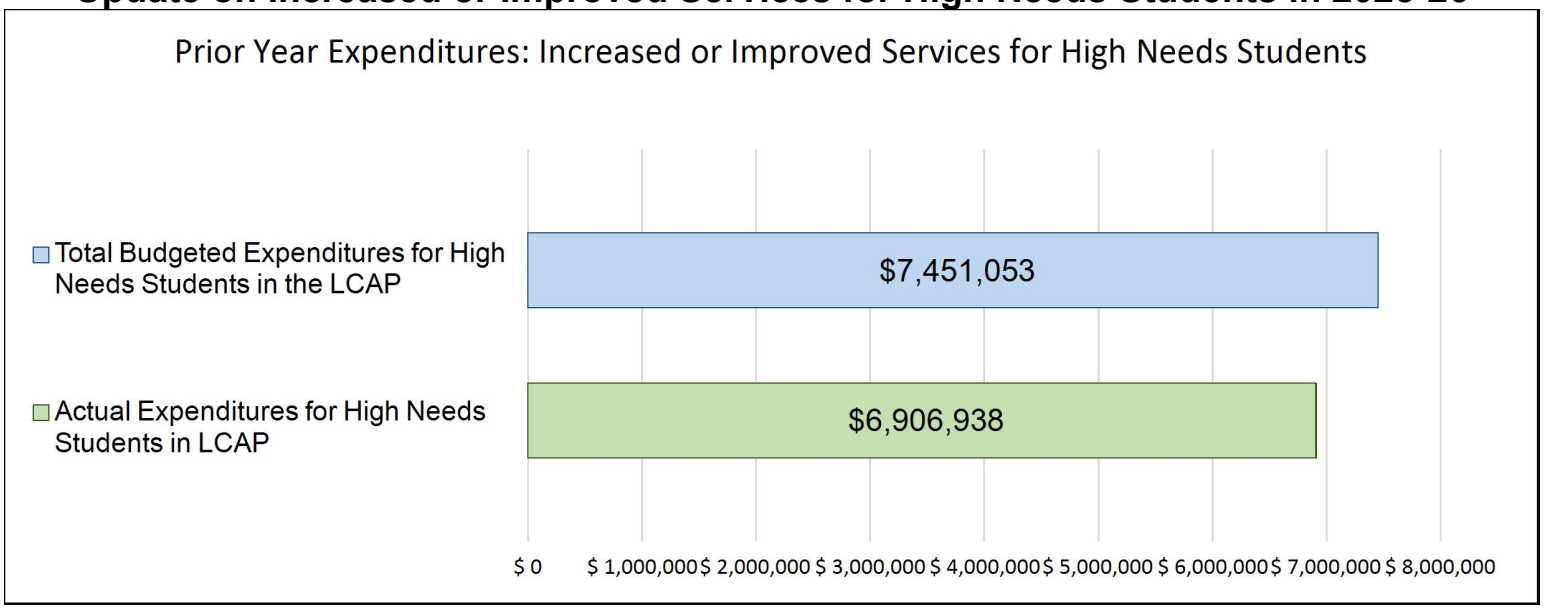
General Fund Budget Expenditures not in the LCAP are general expenses (facility maintenance, utilities, etc.), personnel costs for classrooms, administration, and support, and other costs associated with district operations.

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

In 2026-27, FORT BRAGG UNIFIED SCHOOL DISTRICT is projecting it will receive $5,904,598 based on the enrollment of Foster Youth, English learner, and low-income students. FORT BRAGG UNIFIED SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. FORT BRAGG UNIFIED SCHOOL DISTRICT plans to spend $7,129,436 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what FORT BRAGG 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 FORT BRAGG UNIFIED SCHOOL DISTRICT estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, FORT BRAGG UNIFIED SCHOOL DISTRICT's LCAP budgeted $7,451,053 for planned actions to increase or improve services for high needs students. FORT BRAGG UNIFIED SCHOOL DISTRICT actually spent $6,906,938 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $544,115 had the following impact on FORT BRAGG UNIFIED SCHOOL DISTRICT’s ability to increase or improve services for high needs students:

The actions and services were still carried out with fidelity. The difference in expenditures is due to shifting any eligible expenses to expiring one time funding.

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
FORT BRAGG UNIFIED SCHOOL DISTRICT	Joseph Aldridge Superintendent	jaldridge@fbusd.us (707) 961-2850 ext. 3525

Plan Summary [2026-27]

General Information

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

FBUSD Mission: FBUSD delivers exceptional, engaging, equitable, and collaborative learning opportunities for all students.

FBUSD Vision: Every student receives engaging and challenging learning experiences to reach their greatest potential and thrive in a diverse global society.

Fort Bragg Unified School District serves students and families on the Mendocino Coast in the rural coastal community of Fort Bragg, California. Fort Bragg has a rich history shaped by the logging, fishing, and tourism industries, as well as generations of families who have lived, worked, and built community along the coast. Today, the local economy includes tourism, service industries, health care, education, small businesses, and public agencies. The City of Fort Bragg, Adventist Health, local grocery stores, and FBUSD are among the largest employers in the area.

Our community is geographically isolated from larger population centers and four-year universities. While students have access to some local degree and certificate options through Mendocino College, many students must leave the area to pursue a four-year college program or specialized career training. This geographic reality strengthens the district's responsibility to provide students with strong academic preparation, meaningful career exploration, dual enrollment opportunities, career technical education, and clear pathways for life after graduation.

Fort Bragg's population is approximately 7,000, with about 14,000 people living within the district's service area. The district serves a community with significant economic need. Service jobs represent a large portion of local employment, the median income for the area is approximately $56,000, and a substantial percentage of adults have a high school education or less. Approximately 17% of people under age 18 in Fort Bragg live in poverty. These conditions make the work of the district especially important as FBUSD prepares students for college, career, civic life, and an uncertain future.

FBUSD consists of five campuses:

Redwood Elementary School, serving preschool and grades TK-2
Dana Gray Elementary School, serving grades 3-5
Fort Bragg Middle School, serving grades 6-8
Fort Bragg High School, serving grades 9-12
Alternative Education, consisting of Noyo High School, Lighthouse Community Day School, Shelter Cove Community Day School, and Coastal Adult School

Although FBUSD is a small district with limited resources, we are proud of the wide range of programs and opportunities available to students. These include preschool inclusion, inclusive practices for students with disabilities, instrumental music, drama, athletics, advanced coursework, dual enrollment, Career Technical Education pathways in Agriculture, Culinary Arts, and Business and Marketing, and Big Picture Learning at Alternative Education. These programs help students develop academic skills, creativity, confidence, leadership, and a stronger connection between school and their future goals.

FBUSD serves a diverse student population. The student body is approximately 47.1% Hispanic or Latino, 40.6% White, 6% two or more races, with other racial and ethnic groups comprising the remaining portion of enrollment. Approximately 18.6% of students are English learners, and approximately 14.2% of students receive special education services. Approximately 79.3% of students are socioeconomically disadvantaged. Because of this level of need, FBUSD participates in the Community Eligibility Provision, which allows all students to receive school meals at no cost, regardless of household income.

The district is committed to supporting the whole child. Breakfast is provided each morning at Redwood and Dana Gray, and older students have access to breakfast during the mid-morning break. Community gardens and produce from local farms contribute to meals served in district kitchens. The Nutrition Services Department has been recognized for its work to provide students with fresh, nutritious food.

FBUSD students are supported by dedicated teachers, classified staff, administrators, counselors, family liaisons, and district staff. Students are also supported by active Parent Clubs, Booster Clubs, community organizations, and local partners. These groups raise funds, provide volunteer support, expand student opportunities, and strengthen the connection between schools and the broader community.

The district also benefits from strong partnerships with organizations such as Flockworks, Mendocino Coast Recreation and Parks District, Mendocino Coast Clinics, Mendocino College, the City of Fort Bragg, and other community-based agencies. These partnerships help FBUSD address academic, social-emotional, health, wellness, enrichment, and family engagement needs. Together, our schools and community partners work to ensure that students are supported, challenged, and prepared for success beyond FBUSD.

Reflections: Annual Performance

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

2023 California School Dashboard: Lowest-Performing Indicators and Student Groups

The 2023 California School Dashboard data continue to inform the needs identified in this LCAP. The analysis below identifies indicators and student groups receiving the lowest performance level, defined as Red for state indicators and Low or Very Low for the College/Career Indicator. Where a school did not have a Red indicator overall, student groups receiving Red are identified.

LEA-wide, Fort Bragg Unified School District received Red for Chronic Absenteeism, with 39.3% of students chronically absent, an increase of 2.6 percentage points. Hispanic, socioeconomically disadvantaged, and White students were Red for this indicator. The district's College/Career Indicator was Low, with 34.5% of graduates classified as prepared; Hispanic and socioeconomically disadvantaged students were also Low.

Although the districtwide English Language Arts indicator was Orange, English learners, students experiencing homelessness, and students with disabilities were Red. In Mathematics, which was also Orange districtwide, English learners, Hispanic students, students experiencing homelessness, socioeconomically disadvantaged students, and students with disabilities were Red. These results demonstrate significant LEA-wide needs in academic achievement, chronic absenteeism, and college and career preparation, particularly among English learners, students with disabilities, students experiencing homelessness, Hispanic students, and socioeconomically disadvantaged students.

At Redwood Elementary School, no indicator was Red overall. However, White students were Red for Chronic Absenteeism. Redwood's English Language Arts and Mathematics indicators were Orange, but student-group performance colors were not reported for these academic indicators. English Learner Progress was Orange.

At Dana Gray Elementary School, no indicator was Red overall. However, Hispanic students, socioeconomically disadvantaged students, and students with disabilities were Red in English Language Arts. Students with disabilities were also Red in Mathematics. English Language Arts, Mathematics, and English Learner Progress were Orange overall.

At Fort Bragg Middle School, Mathematics and Chronic Absenteeism were Red overall. In Mathematics, English learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities were Red. For Chronic Absenteeism, every student group with a reportable performance color was Red: English learners, Hispanic students, students identifying as two or more races, socioeconomically disadvantaged students, students with disabilities, and White students. Although English Language Arts was Orange overall, students with disabilities were Red. These results identify Fort Bragg Middle School as having particularly significant needs in mathematics, attendance, and English Language Arts achievement for students with disabilities.

At Fort Bragg High School, no indicator was Red overall, and no student group was Low or Very Low on the College/Career Indicator. However, English learners and Hispanic students were Red for Suspension Rate. English Language Arts, Mathematics, Graduation Rate, and Suspension Rate were Orange overall. The College/Career Indicator was Medium, with Hispanic, socioeconomically disadvantaged, and White students also performing at the Medium level.

Taken together, the 2023 Dashboard results support continued LCAP attention to improving literacy and mathematics outcomes, reducing chronic absenteeism and disparities in suspension, strengthening college and career preparation, and providing differentiated support for the student groups experiencing the greatest needs.
In analyzing the 2025 California School Dashboard, local assessment data, site-level data presentations, educational partner feedback, and district implementation data, FBUSD has identified several areas of progress and several areas requiring continued focused improvement. Unless otherwise noted, Dashboard and districtwide outcome data referenced in this section reflect final 2024-25 results. Current-year 2025-26 site presentation data are used as local progress-monitoring indicators and should be interpreted as preliminary or year-to-date information until final state and district data are available.

The district saw progress in college and career readiness. In 2024-25, 53.7% of graduating students were identified as college and career ready, an increase of 11.3 percentage points from the prior year. This improvement aligns with increases in A-G completion, dual enrollment participation and completion, graduation outcomes, and continued implementation of CTE, counseling, college access, and Alternative Education pathway supports. While continued work is needed to ensure equitable access and completion across student groups, these results indicate positive movement in preparing students for success after graduation.

Chronic absenteeism continues to be one of the district's most significant barriers to student success. Districtwide chronic absenteeism remained high at 29.6% in 2024-25, compared with 29.3% in 2023-24. The 2025 Dashboard identifies chronic absenteeism as a Red performance area for several student groups. Homeless students had the highest chronic absenteeism rate among these student groups at 44.7%, followed by students with disabilities at 40.2%, long-term English learners at 37.9%, socioeconomically disadvantaged students at 32.3%, White students at 31.8%, Hispanic or Latino students at 28.6%, and English learners at 26.6%. These data demonstrate that attendance remains a central challenge for the district and must continue to be addressed through family outreach, early identification, student engagement, Community Schools supports, attendance monitoring, and site-level intervention.

Academic achievement also remains an area of significant need. On the 2025 Dashboard, districtwide English Language Arts performance was 57.5 points below standard, and districtwide Mathematics performance was 100.8 points below standard. In English Language Arts, six student groups were in the Red performance level. Students with disabilities were 121.9 points below standard, homeless students were 119.5 points below standard, long-term English learners were 110.4 points below standard, English learners were 105.9 points below standard, Hispanic or Latino students were 79.2 points below standard, and socioeconomically disadvantaged students were 70.9 points below standard. These outcomes reinforce the need for continued reading intervention, integrated and designated English language development, culturally responsive instruction, targeted support for students with disabilities, and instructional practices that support access to grade-level standards.

Mathematics remains the district's greatest academic concern. Five student groups were in the Red performance level in Mathematics. Students with disabilities were 169.3 points below standard, homeless students were 150.8 points below standard, English learners were 139.0 points below standard, Hispanic or Latino students were 120.1 points below standard, and socioeconomically disadvantaged students were 114.1 points below standard. Long-term English learners were also a significant area of concern in Mathematics, performing in Orange at 178.8 points below standard. These results show the need for a sustained focus on math instruction, math intervention, professional learning, student discourse, academic language, and progress monitoring across grade levels.

Science performance also requires attention. English learners, long-term English learners, and students with disabilities were Red on the Science indicator. English learners scored 34.7 science points, students with disabilities scored 33.5 science points, and long-term English learners scored 29.4 science points. These results suggest a need to strengthen access to science instruction, academic language development, hands-on learning, and supports for students who need additional scaffolding to fully participate in science learning.

The districtwide suspension rate increased to 5.9% in 2024-25, compared with 3.5% in 2023-24. The 2025 Dashboard identifies Suspension Rate as a Red performance area for several student groups. Long-term English learners had the highest suspension rate among the Red student groups at 11.9%, followed by students with disabilities at 8.0%, English learners at 6.5%, socioeconomically disadvantaged students at 6.5%, and Hispanic or Latino students at 6.1%. This increase reinforces the need for consistent implementation of restorative practices, PBIS, social-emotional learning, behavior supports, supervision systems, and alternatives to exclusionary discipline. It also reinforces the need to examine the relationship between student behavior, belonging, classroom engagement, attendance, and access to appropriate supports.

FBUSD is eligible for Differentiated Assistance based on 2025 Dashboard student group performance across multiple indicators. English learners were Red in Chronic Absenteeism, Suspension Rate, English Language Arts, Mathematics, and Science. Long-term English learners were Red in Chronic Absenteeism, Suspension Rate, English Language Arts, and Science. Homeless students were Red in Chronic Absenteeism, English Language Arts, and Mathematics. Socioeconomically disadvantaged students were Red in Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. Students with disabilities were Red in Chronic Absenteeism, Suspension Rate, English Language Arts, Mathematics, and Science. Hispanic or Latino students were Red in Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. White students were Red in Chronic Absenteeism. These areas align with the district's broader LCAP focus on academic achievement, multilingual learner support, students with disabilities, attendance, behavior systems, and school culture.

The district reviewed Dashboard data with the Mendocino County Office of Education as part of the Differentiated Assistance process. This review included discussion of the 2025 Dashboard results, local data that should be considered, action and service effectiveness, and areas where deeper analysis is needed. The Differentiated Assistance process supports the district's efforts to connect state accountability data with local implementation data, educational partner feedback, and LCAP actions. As a result, the district will continue to use the LCAP to strengthen instruction, intervention, attendance systems, school climate supports, and monitoring of implementation and impact.

In addition to the district's Differentiated Assistance status, Redwood Elementary is identified for TSI based on student group performance in chronic absenteeism for students with disabilities. Redwood's 2025 Dashboard performance includes Chronic Absenteeism in Orange at 30.6%, Suspension Rate in Orange at 3.6%, English Learner Progress in Yellow at 44.4% making progress, English Language Arts in Yellow at 58.5 points below standard with a 14.5-point increase, and Mathematics in Yellow at 43.5 points below standard with a 10.7-point increase. While Redwood shows improvement in ELA, mathematics, and English learner progress, chronic absenteeism remains a significant concern. Students with disabilities had a chronic absenteeism rate of 40.0%, an increase of 6.7 points, placing this student group in the Red performance level. Redwood's TSI work will be addressed through the SPSA process and aligned with LCAP actions related to attendance, family outreach, inclusive supports, student engagement, and school climate.

Fort Bragg Middle School is identified for ATSI based on student group performance for students with disabilities and English learners. FBMS shows needs across academic, attendance, and climate indicators. The 2025 Dashboard identifies FBMS as Red for Chronic Absenteeism, with 28.9% of students chronically absent; Orange for Suspension Rate at 7.2%; Orange for English Language Arts at 48.6 points below

standard; Orange for Mathematics at 114.5 points below standard; and Yellow for English Learner Progress at 42.5% making progress. English learners were Red in ELA, Mathematics, and Chronic Absenteeism, and Orange in Suspension Rate. Students with disabilities were Red in ELA, Chronic Absenteeism, and Suspension Rate, and Orange in Mathematics. These data reinforce the need for site-level improvement planning through the SPSA process, aligned with LCAP actions related to academic intervention, multilingual learner support, inclusive practices, attendance, school climate, restorative practices, and family engagement.

Noyo Continuation High School, Lighthouse Community Day School, and Shelter Cove Community Day School have been identified as sites eligible for the LCFF Equity Multiplier funds.

Local assessment and site-level data show that students are making progress in some areas, even when many remain below grade level or below standard. Dana Gray's math i-Ready data show growth from August 2025 to March 2026, including growth for all students, multilingual learners, and students with disabilities. Redwood's early literacy and math data show growth across kindergarten, first grade, and second grade. Fort Bragg Middle School data show areas of growth as well as continued concerns in math, particularly for multilingual learners and students with disabilities. Fort Bragg High School data show significant use of ASSETS for tutoring and assignment completion, with roughly 85% of the student body served. Alternative Education data show improvement in graduation rate and credit accumulation, while also identifying literacy and attendance as continuing barriers. These local data suggest that current actions are producing growth in some areas, but the rate of growth is not yet sufficient to close gaps for all student groups.

Educational partner feedback aligns with these data. Students, staff, families, site councils, booster groups, public meeting participants, and district administrators provided input during the spring 2026 LCAP process. Common themes included the need for stronger math intervention, reading intervention, bilingual and newcomer supports, updated instructional materials, consistent expectations, hands-on and project-based learning, more enrichment and field trip opportunities, stronger family communication, transportation support, and continued attention to school culture and belonging.

The district also reviewed an organization survey administered to students, staff, and parents. Participation was limited, with 142 total responses out of approximately 2,200 possible participants, and parent participation was particularly low. Therefore, the survey results are being used as one source of feedback rather than as a representative measure of districtwide opinion. The survey identified strengths in staff dedication, professional autonomy, relationships, and commitment to students. Areas for continued improvement included communication, consistency, accountability, workload, resources, behavior support, trust, and follow-through. These themes are relevant to the LCAP because the effectiveness of district actions depends not only on what is planned, but also on how clearly and consistently actions are implemented across schools.

Overall, FBUSD's annual performance data indicate that the district should continue its current LCAP focus areas while sharpening implementation and monitoring. The district will continue to focus on increasing college and career readiness, improving academic achievement, improving school culture, and reducing chronic absenteeism at Alternative Education sites. Across these goals, FBUSD will emphasize math instruction and intervention, reading intervention, English learner and long-term English learner supports, supports for students with disabilities, attendance improvement, restorative and behavior support systems, student and family engagement, and stronger implementation monitoring. The district will also continue aligning its LCAP with Differentiated Assistance and with the SPSA planning processes for Redwood Elementary and Fort Bragg Middle School.

Reflections: Technical Assistance

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

FBUSD is eligible for Differentiated Assistance based on 2025 California School Dashboard student group performance across multiple indicators. The student groups and indicators identified for Differentiated Assistance include English learners in Chronic Absenteeism, Suspension Rate, English Language Arts, Mathematics, and Science; long-term English learners in Chronic Absenteeism, Suspension Rate, English Language Arts, and Science; homeless students in Chronic Absenteeism, English Language Arts, and Mathematics; socioeconomically disadvantaged students in Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics; students with disabilities in Chronic Absenteeism, Suspension Rate, English Language Arts, Mathematics, and Science; Hispanic or Latino students in Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics; and White students in Chronic Absenteeism.

The Mendocino County Office of Education has provided guidance and technical assistance to support the district in reviewing these areas of need and connecting them to LCAP actions, local data, and implementation monitoring. During the Differentiated Assistance process, district and county staff reviewed the 2025 Dashboard results and discussed what the data indicate about student group outcomes in academic achievement, attendance, behavior, and school climate. The review also included discussion of local data that should be considered, which actions and services appear to be effective, and where additional analysis is needed to better understand root causes and implementation barriers.

This work has reinforced the district's need to focus on several interconnected areas. In academic achievement, students continue to need support in reading, mathematics, English language development, science access, and standards-aligned instruction. The district's data show particular needs for English learners, long-term English learners, homeless students, socioeconomically disadvantaged students, students with disabilities, and Hispanic or Latino students. In response, the LCAP continues to include actions related to reading intervention, math intervention, multilingual learner support, inclusive practices for students with disabilities, professional development, instructional coaching, expanded learning, and academic progress monitoring.

In attendance, the Differentiated Assistance process reinforced that chronic absenteeism remains one of the district's most significant barriers to student success. Local context continues to affect attendance, including geographic isolation, travel for medical and other services, family needs, student wellness, transportation barriers, and the need for continued family outreach and attendance education. The LCAP continues to address these needs through Family Liaisons, Community Schools supports, attendance outreach, SART/SARB processes, student wellness supports, counseling, and site-level monitoring.

In school climate and behavior, the 2025 Dashboard data and local feedback show the need for more consistent behavior support systems, restorative practices, PBIS, social-emotional learning, supervision systems, mental health supports, and alternatives to exclusionary discipline. The districtwide suspension rate increased in 2024-25, and several student groups were in the Red performance level for Suspension Rate. The district will continue to use technical assistance, local discipline data, educational partner feedback, and site-level implementation monitoring to strengthen these systems.

The district will also continue to align its LCAP with site-level improvement planning. Redwood Elementary is identified for TSI based on chronic absenteeism for students with disabilities, and Fort Bragg Middle School is identified for ATSI based on student group performance for students with disabilities and English learners. These site-level improvement efforts will be addressed through the SPSA process and aligned with LCAP actions. FBUSD will support the sites in reviewing Dashboard and local data, conducting needs assessment and root cause analysis, identifying resource inequities where present, selecting evidence-based interventions, and monitoring implementation and effectiveness. The district's D.A./CSI/ATSI crosswalk confirms that DA work is addressed through the LCAP, while TSI/ATSI planning is addressed through the SPSA process with district approval and monitoring.

The technical assistance process has also helped the district focus on implementation and effectiveness rather than simply adding new actions. FBUSD will continue to refine how it monitors LCAP implementation by using Dashboard data, local assessment data, attendance and discipline data, site presentations, educational partner feedback, and progress monitoring for specific actions. This work will guide continued improvement in instruction, intervention, attendance, school climate, student engagement, family engagement, and support for student groups identified through Differentiated Assistance.

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.

FBUSD does not have any schools eligible for comprehensive support and improvement.

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

Monitoring and Evaluating Effectiveness

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

N/A

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- Redwood Elementary	In addition to a parent survey, the superintendent attended a Parents Club meeting on 3/4/2026 and Parent/Staff Forums on 1/13/26, 2/26/26, 3/4/2026, and 3/30/26.
Parents- Dana Gray Elementary	In addition to a parent survey, the superintendent held open Parent/Staff Forums on 2/3/2026 and 3/4/2026.
Parents- Fort Bragg Middle School	In addition to a parent survey, the superintendent held open Parent/Staff Forums on 2/3/2026 and 3/4/2026.
Parents- Fort Bragg High School	In addition to a parent survey, the superintendent led Parent/Community meetings on 2/3/2026, 3/4/2026, and met with the Booster Club on 3/9/2026. The superintendent also met with the site council on 3/3/2026.
Parents- Alternative Education	In addition to a parent survey, the superintendent held open Parent/Staff Forums on 2/3/2026 and 3/4/2026.
Students- Dana Gray Elementary	A school climate survey for students was administered. The superintendent also met with the POD Squad (5th grade student leadership) on 2/26/2026.
Students- Fort Bragg Middle School	A school climate survey for students was administered. The superintendent also met with the Student Leadership Class on 2/3/2026.
Students- Fort Bragg High School	A school climate survey for students was administered and responses were reviewed and incorporated.
Staff- Redwood Elementary	In addition to a staff survey, the superintendent met with the school site staff on 2/10/2026.

Educational Partner(s)	Process for Engagement
Staff- Dana Gray Elementary	In addition to a staff survey, the superintendent met with the school site staff on 2/25/2026.
Staff- Fort Bragg Middle School	In addition to a staff survey, the superintendent met with the school site staff on 2/11/2026.
Staff- Fort Bragg High School	In addition to a staff survey, the superintendent met with the site staff on 2/11/2026.
Staff- Alternative Education	In addition to a staff survey, the superintendent met with the school site council and staff on 2/13/2026. The staff highlighted Chronic Absenteeism as the focus goal for the Equity Multiplier funds.
General Feedback Meetings	The superintendent held general LCAP feedback meetings on 2/3/2026 and 3/4/2026.
FBUSD Board of Trustees	Board of Trustees meetings throughout the year included discussion and input for the LCAP on 1/15/2026, 2/26/2026, 3/12/2026, and 4/16/2026.
Fort Bragg District Teachers Association	Monthly meetings are held throughout the year to get feedback about district and labor relations.
California School Employees Association	Monthly meetings are held throughout the year to get feedback about district and labor relations.

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

STUDENT INPUT:

Student feedback was gathered through student leadership groups, student listening sessions, and site-level LCAP input opportunities. Students shared both areas of strength and areas where they would like to see improvement.

FBMS Student Input

Students at Fort Bragg Middle School identified several supports they need in order to be successful. These included quiet spaces, more supplies, breaks between classes, a peaceful learning environment, updated textbooks and curriculum, supportive teachers, peer support, more visual and hands-on learning, more projects instead of tests, more after-school programs, and more classroom materials. Students also identified the need for more art supplies and more things to use in classrooms.

Students shared that several things are going well at FBMS, including longer breaks, homeroom changes, rallies where students are involved, food, support from trusted adults, teacher-student relationships, and teachers participating in student events. Students specifically noted that when teachers participate in student activities, it helps students see their humanity and strengthens relationships.

Students also identified areas for improvement. Suggestions included better substitutes, more student voice in rallies, more clubs, more activities for students who do not participate in sports, better electives, resurfacing the blacktop, more field trips, stronger check-in/advisory support, improved class transitions, additional rallies and events, and more opportunities for students to come together as a school community.

Dana Gray Elementary Student Input

Dana Gray students identified several things they value about their school, including the playground, field trips, tournaments, POD Squad, Popcorn Friday, Chill Village, friends, teachers, classrooms, short days, and the use of color and outdoor space. Students also identified traditions they would like future students to experience, including Woodland Camp, camping, field trips, dances, Chill Village, and the first day of third grade.

Students requested improvements related to food and cafeteria options, longer recess and lunch periods, more time outside, music, greater use of technology for presentations, and opportunities for students to gather and share how the day is going. Student feedback emphasized the importance of belonging, school traditions, outdoor play, student voice, and activities that help students feel connected to school.

Additional Student Feedback Themes

Across student input opportunities, several common themes emerged. Students want learning to be more hands-on, visual, project-based, and connected to real life. Students also want more clubs, electives, after-school programs, field trips, rallies, and enrichment activities. Students continue to value trusted adults, positive relationships, school traditions, and opportunities to participate in activities that build belonging. Students also identified the need for peaceful learning environments, quiet spaces, breaks, support from adults and peers, and a school culture where students treat one another well.

PARENT AND COMMUNITY ENGAGEMENT INPUT SUMMARY:

Parent, family, community, booster group, and public meeting feedback reflected support for many of the district’s current LCAP actions, while also identifying areas for continued improvement.

Goal 1 Input:
Families and community members continued to support college and career readiness efforts, including CTE pathways, dual enrollment, career exploration, digital portfolios, internships, hands-on learning, project-based opportunities, and expanded access to enrichment opportunities. Feedback also identified the need for more field trips, more career-connected learning, improved transportation access, and continued support for students to understand the importance of college, career training, and post-secondary planning. Booster group feedback also raised transportation and access concerns related to athletics and student participation.

Goal 2 Input:
Feedback related to academic achievement emphasized the need for stronger math intervention, reading intervention, bilingual academic support, updated instructional materials, Spanish language textbooks, CAASPP preparation support, and continued attention to students who

are below grade level. Families and staff also identified the need for additional instructional support, including aide support and bilingual support. Feedback also included concerns related to special education services, speech follow-up, autism support, inclusive classroom practices, and ensuring that students with disabilities receive appropriate academic and behavioral support.

Goal 3 Input:
Feedback related to school culture emphasized the importance of safe, respectful, and welcoming school environments. Families and community members identified the need for clear communication, parent education, continued family liaison support, strong school-home relationships, and clarity around student supports and school expectations. Feedback also emphasized the value of athletics, clubs, activities, school traditions, mental health supports, and opportunities that help students feel connected to school. Students and families also identified transportation, facilities, outdoor spaces, and access to enrichment as important factors that affect school participation and engagement.

Goal 4 Input:
Feedback related to Alternative Education emphasized the need for flexible, engaging, and relevant learning opportunities. Staff and students identified the importance of Big Picture Learning, internships, Leaving to Learn experiences, access to transportation or vans, off-campus learning, trauma-informed practices, access to high school activities, and stronger newcomer and English learner support. Feedback also identified the need for improved facilities, including outdoor spaces and access to learning spaces that support student engagement and life skills.

STAFF INPUT SUMMARY:

Staff feedback reflected a strong commitment to students and the community, while also identifying several areas that need continued attention in the LCAP.

Academic Support and Instructional Materials:
Staff identified the need for stronger academic supports, particularly in math, reading intervention, and multilingual learner support. Staff requested time to collaborate on curriculum, support for CAASPP preparation, more engaging and culturally relevant math curriculum, updated instructional materials, and clearer instructional alignment. Staff also emphasized the importance of protecting intervention time so that intervention staff are not pulled away from direct student support whenever possible.

Spanish-Speaking and Multilingual Learner Support:
Staff emphasized the need for more bilingual aides, bilingual academic support, Spanish language textbooks, and stronger systems for newcomer and English learner support. Staff identified concerns that newcomer students and English learners may need more consistent support, particularly at secondary and Alternative Education sites. Increased bilingual support was also identified as important for helping families access information and helping students feel more comfortable and successful in class.

Students with Disabilities and Inclusive Practices:
Staff and parent feedback identified the need for continued improvement in supports for students with disabilities. Themes included inclusive classroom support, aide support, autism support, speech follow-up, and continued professional learning related to inclusive practices. These

themes align with the district's continued focus on supporting students with disabilities in the least restrictive environment while monitoring academic, attendance, and behavioral outcomes.

Training and Professional Learning:
Staff feedback identified the need for continued professional development in multilingual learner strategies, cultural responsiveness, inclusive practices, trauma-informed practices, behavior supports, student engagement, math instruction, and project-based learning. Staff also expressed a need for professional learning that is practical, relevant, and connected to classroom implementation.

School Culture, Communication, and Consistency:
Staff feedback identified communication, consistency, workload, resources, accountability, behavior support, and follow-through as important implementation themes. Staff comments reflected appreciation for colleagues, students, supportive supervisors, and professional autonomy. At the same time, staff identified the need for clearer expectations, consistent systems, stronger behavior supports, and improved communication across the organization. These themes are important to the LCAP because the effectiveness of actions depends not only on what is included in the plan, but also on how consistently and clearly actions are implemented.

Enrichment, Transportation, and Facilities:
Staff feedback also identified the need for more electives, art, music, dance, project-based learning, field trips, off-campus learning, access to transportation, and improved facilities. Staff and community feedback noted that transportation and facility limitations can affect athletics, field trips, Alternative Education learning opportunities, and student engagement.

SURVEY INPUT:

In addition to LCAP input meetings, the district reviewed survey feedback from students, staff, and families. Participation in the 2026 survey was limited, with 142 total responses out of approximately 2,200 possible participants, and parent participation was particularly low. Because of this limited participation, the survey results are being used as one source of feedback rather than as a representative measure of districtwide opinion.

The survey feedback identified strengths in staff dedication, professional autonomy, relationships, and commitment to students. Respondents also identified areas for continued improvement, including communication, consistency, accountability, workload, resources, behavior support, trust, and follow-through. These themes are relevant to all LCAP goals because strong implementation depends on clear priorities, effective communication, consistent systems, staff capacity, and shared understanding of expectations.

The district also reviewed student, parent, and staff feedback gathered through additional input meetings and student feedback forms. Students identified the importance of feeling safe, supported, connected, and engaged at school. A consistent student theme was the desire for more hands-on learning, more clubs and activities, more field trips, and stronger peer-to-peer relationships. Parent and community feedback emphasized safety, communication, academic challenge, individualized support, college and career preparation, special education support, and family engagement. Staff feedback emphasized academic intervention, bilingual support, instructional materials, behavior support, collaboration time, workload, and consistency.

HOW FEEDBACK INFLUENCED THE LCAP:

The feedback received through educational partner meetings, student input sessions, staff feedback, site councils, booster groups, public meetings, surveys, and district data review influenced the continued development of the LCAP. The district is continuing and refining actions that align with identified needs in college and career readiness, academic achievement, school culture, and attendance.

The feedback has influenced the LCAP in the following ongoing or revised actions:

* Continued focus on college and career readiness, including digital portfolios, career exploration, AVID, CTE pathways, dual enrollment, college access, and counseling support
* Continued support for Big Picture Learning, internships, Leaving to Learn experiences, and Alternative Education pathways
* Continued use of Aeries Analytics and other data systems to monitor student progress
* Continued expansion and refinement of academic interventions, including math intervention and reading intervention
* Continued support for credit recovery, Anchor Academy, ASSETS, Kudos, and expanded learning opportunities
* Continued staffing support through instructional assistants, bilingual instructional assistants, counselors, family liaisons, the EL Coordinator, and other student support positions
* Continued newcomer and multilingual learner support at FBMS, FBHS, and Alternative Education
* Continued professional development in math instruction, multilingual learner strategies, inclusive practices, student engagement, restorative practices, PBIS, SEL, UDL, AVID, GLAD, and culturally responsive instruction
* Continued instructional coach stipends and site-based support for teacher collaboration and instructional improvement
* Continued library support and review of instructional materials, including culturally responsive and multilingual resources
* Continued focus on inclusive educational experiences for students with disabilities in the least restrictive environment
* Continued implementation of restorative practices, PBIS, SEL, school counseling, mental health supports, and behavior support systems
* Continued support for Link Crew, WEB, POD Squad, student voice, school traditions, and activities that build belonging
* Continued use of ParentSquare, bilingual communication, parent education events, and family liaison support to strengthen school-home communication
* Continued Community Schools implementation, including integrated student supports, family engagement, expanded learning, and community partnerships
* Continued support for athletics, clubs, electives, enrichment, and student activities
* Continued attention to transportation barriers that affect field trips, athletics, Alternative Education programming, and off-campus learning
* Continued use of Hall Pass for visitor management and student check-in/check-out
* Continued use of the StopIt anonymous reporting app and annual school safety drills and training
* Continued support for the Student and Community Equity Committee
* Continued support for the School Resource Officer position
* Continued focus on reducing chronic absenteeism, including through attendance outreach, family liaison support, site-level attendance monitoring, SART/SARB processes, and targeted supports for students experiencing barriers to attendance

The feedback also reinforced the need to align LCAP actions with the district's Differentiated Assistance work and with the SPSA planning processes for Redwood Elementary and Fort Bragg Middle School. FBUSD will continue to use Dashboard data, local data, student and family input, staff feedback, and site-level needs assessments to refine actions, monitor implementation, and evaluate effectiveness.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase College & Career Readiness	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.

Student access to and success in college and career readiness is a major focus for FBUSD. Because our community is geographically isolated from many post-secondary institutions and specialized career training programs, it is essential that students graduate with the academic skills, career awareness, coursework, and confidence needed to pursue a range of options after high school. This goal supports students in developing a clear vision for their future, whether that path includes a four-year college, community college, career technical education, an apprenticeship, military service, direct entry into the workforce, or another meaningful post-secondary pathway.

The district supports this goal through actions such as career exploration, AVID, counseling, CTE pathways, dual enrollment, A-G completion monitoring, Big Picture Learning, internships, and family engagement. Student outcomes in graduation rate, college and career readiness, A-G completion, dual enrollment, CTE participation and completion, and post-secondary planning provide important measures of the effectiveness of these actions. These outcomes also reflect FBUSD's commitment to ensuring that students leave our schools prepared for success beyond graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CCI Dashboard	2023: 34.5% Prepared	2024: 41.7%	2025: 53.7%	An increase of at least 5% in the percentage of students who are prepared.	Increased 19%
1.2	A-G Completion Rate	2021-2022: 32.4% 2022-2023: 33.3%	2023-2024: 33.1%	2024-2025: 40.5%	An increase of at least 3% of	Increased 7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					students who complete A-G requirements.	
1.3	AP Exams passed with a score of 3 or higher	2021-2022: 60 2022-2023: 50	2023-2024: 43	2024-2025: 44	Maintaining the number of students passing AP exams at our current rate.	Increased by 1
1.4	Dual Enrollment Participation	2021-2022: 39.59% 2022-2023: 41%	2023-2024: 45%	2024-2025: 51.4%	Increase dual enrollment participation by 5%.	Increased 10.4%
1.5	Dual Enrollment Completion	2021-2022: 248 courses completed 2022-2023: 335 courses completed	2023-2024: 349 courses completed	2024-2025: 457 courses completed	Increase the number of courses completed by at least 5 per year.	The number of courses completed increased by 122 over the baseline year. Freshman Seminar, Creative Writing, and student-selected courses account for the increase.
1.6	CTE Completion Rate	Number of Students 2021-2022: 34 2022-2023: 57	2023-2024: 51 Students	2024-2025: 53 Students	Increase the number of CTE completers by at least 5 per year.	Decreased by 4 students
1.7	CTE & A-G Completers (students who complete both)	Number of Students 2021-2022: 6 2022-2023: 5	2023-2024: 6 Students	2024-2025: 10 Students	Increase the number of A-G and CTE completers by 3 students per year.	Increased by 4 students
1.8	FBHS 4-Year Cohort Graduation Rate	Fort Bragg High School 4-Year Cohort Graduation Rate Class of 2022: 92.9% Class of 2023: 89.6%	Class of 2024: 89.8%	Class of 2025: 92.2%	Increase the graduation rate by at least 1% per year.	Increased by 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	FBUSD 4-Year Cohort Graduation Rate	FBUSD 4-Year Cohort Graduation Rate Class of 2022: 88.1% Class of 2023: 84.2%	Class of 2024: 82%	Class of 2025: 87.1%	Increase the graduation rate by at least 1% per year.	Increased by 3.1%
1.10	FBUSD AVID program participation	2022-2023: 137 students 2023-2024: 247 students	2024-2025: 87 students enrolled in AVID AVID Strategies are being applied at Dana Gray for grades 3-5.	2025-2026: 107 students enrolled in AVID. AVID strategies are being applied at Dana Gray for grades 3-5.	Maintain the high enrollment in AVID classes throughout the district.	There was a decrease in formal enrollment, but an expansion overall considering the use of AVID at Dana Gray.
1.11	Career and College Specialist number of contacts with students and parents	2023-2024: Approximately 1900 contacts	2024-2025: 1610 student contacts No specific numbers tracked FBHS College Info Night Family Wellness Fair Dual Enrollment presentations to Freshman Seminar classes FBHS Financial Aid Info Night FBHS Financial Aid Workshop Freshman Info Night Scholarship Night FBMS Career Symposium Alt Ed Mock Interview Day	2025-2026: 3,240 student contacts Career & College Center Visits:749 Career or college field trips:294 In-class visits (presentations, visits, help, etc): 973 Miscellaneous Contacts: 387 FBHS College Info Night & Financial Aid Night: 47 Workshops/Guest Speakers/Info sessions: 803	Maintain or increase the number of parent and student contacts.	The number of contacts is down slightly, but is maintaining at a high rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Family Liaison number of contacts with parents and students	Average of 250 contacts with 141 different families per liaison	2024-2025: 1558 contacts	2025-2026: 3806 contacts	Increase to a minimum of 350 family contacts per year per liaison.	We have more than doubled the number of contacts our Family Liaisons have had with families this year.
1.13	CTE Enrollment	2023-2024: 255 Students	2024-2025: 347 students	2025-2026: 334 Students	The number of students enrolled in CTE will increase by 10% total.	We have increased the number of students enrolled in CTE by 79 students.

Goal Analysis [2025-26]

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

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

We have had generally positive results in implementing this goal, with some areas continuing to need monitoring and refinement. Our metrics show that students are being successful in completing college and career readiness standards. We have a high level of student contact with our college and career specialist. Our Family Liaisons are providing services to many of our families across the district. Our enrollment in CTE courses is up by a significant number. The graduation rate has increased. We are putting data systems into place that will help to ensure student progress is accessible from the district level down to the individual student level. In addition, we are ensuring students have access to interventions to support their successful completion of coursework leading to a diploma.
Overall, our students have access to a broad course of study with many opportunities considering the size of our district. With the expansion of dual enrollment options, we are using the resources made available by Mendocino College to ensure our students have access to a great program.

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.

Overall, the actual expenditures were close to the budgeted expenditures. We spent approximately $90,000 less on implementing Dual Enrollment courses. This is, in part, due to the fact that we have multiple sources funding this beyond LCFF, including some expiring one time funds. We spent approximately $60,000 more for College and Career Readiness as we implemented a new curriculum and paid for instructional staff from LCFF. We spent $22,000 less for Big Picture Learning as we had dedicated funds to support implementation of this

program as a part of the Equity Multiplier funds. We did not spend the funds set aside for instructional technology. We have a separate fund that supports purchases for technology in addition to this amount.

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

Overall, we made significant progress toward increasing student college and career readiness as measured by the California School Dashboard. This goal and the associated actions continues to provide valuable outcomes for our students.

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

No significant changes will be made to this goal as the current actions are proving to be successful.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Digital portfolios	All students will create, and annually update, a College & Career portfolio to help them develop a long-term college and/or career path.		Yes
1.2	AVID 3-12	AVID strategies will be provided for grades 3-12 with AVID classes will be provided for grades 7-12. This includes dedicated AVID classes, licensing, professional development, and college trips.	$147,092.00	Yes
1.3	Career & College Specialist	This position coordinates, organizes and schedules college and career events/fairs for Dana Gray, FBMS, and FBHS/Alt. Ed. This position works from the Career & College Center at FBHS to staff this room so that students are served during school hours including lunch and after school. This position works with students and families to support student post-secondary goals.	$105,799.00	Yes
1.4	Dual Enrollment	Continue to expand Dual Enrollment opportunities in partnership with Mendocino College which helps all of our students, but especially our SED students, obtain college credits with little to no costs. This allows our	$118,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students to graduate high school with, potentially, a year's worth of credits which helps keep down the cost, and time, of obtaining a degree.		
1.5	Graduation Data Support	FBUSD staff will use a data monitoring tool to monitor student progress toward graduation, with a particular emphasis on supporting our most in need populations.		Yes
1.6	College and Career Readiness Curriculum	The Wingspans curriculum will be used during Freshman Seminar to support student success. These funds will also support some of the personnel costs for instruction for Freshman Seminar.	$126,142.00	Yes
1.7	Family Liaison	FBUSD will continue to fund two Family Liaison positions. In addition, we have secured grant funding to provide an additional two Family Liaisons . This will ensure each site has the support of a family liaison to support student success. Related expense for this item is included in Goal/Action 3.1	$0.00	Yes
1.8	Big Picture Learning	The Alternative Education schools will continue implementation of Big Picture Learning to provide project based learning to students in the alternative education program.This program is designed to help students find a potential career path with hands on experience with the related projects and connections with community mentors.	$8,334.00	Yes
1.9	Career Technical Education (CTE)	FBUSD continues to support CTE pathways at Fort Bragg High School and identify potential gateway courses at Fort Bragg Middle School so that completed pathways are better supported at the FBHS. This provides all of our students an opportunity to be exposed to the real world circumstances that are akin to many local opportunities for careers beyond high school.	$502,289.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Dual Enrollment- Alt Ed	Establish and Expand Dual Enrollment courses at Alternative Education.		Yes
1.11	Instructional Technology	Provide access and support for instructional technology.	$45,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase Student Academic Achievement	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our students are not demonstrating academic achievement at the same level as the state average in English Language Arts and Mathematics on the CAASPP. On the 2025 Dashboard, FBUSD students were 57.5 points below standard in English Language Arts and 100.8 points below standard in Mathematics. In English Language Arts, the student groups performing in the Red performance level were Students with Disabilities, Homeless Students, Long-Term English Learners, English Learners, Hispanic or Latino students, and Socioeconomically Disadvantaged students. In Mathematics, the student groups performing in the Red performance level were Students with Disabilities, Homeless Students, English Learners, Hispanic or Latino students, and Socioeconomically Disadvantaged students. Long-Term English Learners were also a significant area of concern in Mathematics, performing in the Orange performance level and remaining substantially below standard. These results demonstrate the need for continued focus on reading intervention, math instruction and intervention, English language development, multilingual learner supports, inclusive practices, and targeted academic support for student groups experiencing persistent achievement gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	FBUSD English Language Arts (ELA) CAASPP scores	2022-2023 CAASPP ELA English Learners (ELA): 76.4 points below standard	2023-2024 CAASPP ELA English Learners (ELA): 89.8 points below standard	2024-2025 CAASPP ELA English Learners (ELA): 105.9 points below standard	All student groups will increase performance by at least 5 points per year.	Overall ELA distance from standard declined from 42.4 points below standard to 57.5 points below standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (ELA): 52.7 points below standard Hispanic (ELA): 67.1 points below standard White (ELA): 14.5 points below standard. Students with Disabilities (ELA): 123.1 points below standard Homeless: 87 points below standard All students (ELA): 42.4 points below standard	Socioeconomically Disadvantaged (ELA): 61.1 points below standard Hispanic (ELA): 70.3 points below standard White (ELA): 25.5 points below standard. Students with Disabilities (ELA): 107.1 points below standard Homeless: 101.4 points below standard All students (ELA): 47.6 points below standard	Socioeconomically Disadvantaged (ELA): 70.9 points below standard Hispanic (ELA): 79.2 points below standard White (ELA): 35 points below standard Students with Disabilities (ELA): 121.9 points below standard Homeless: 119.5 points below standard All students (ELA): 57.5 points below standard		
2.2	FBUSD Math CAASPP scores	2022-2023 CAASPP Math English Learners (Math): 122.6 points below standard. Socioeconomically Disadvantaged (Math): 102.3 points below standard.	2023-2024 CAASPP Math English Learners (Math): 136.4 points below standard. Socioeconomically Disadvantaged	2024-2025 CAASPP Math English Learners (Math): 139 points below standard. Socioeconomically Disadvantaged (Math): 114.1	All student groups will increase performance by at least 5 points per year.	Compared with the baseline year, overall Math performance declined by 11 points, moving from 89.8 points below standard to 100.8 points below standard. However,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic (Math): 113.4 points below standard. White (Math): 62.7 points below standard. Students with Disabilities (Math): 160.5 points below standard. Homeless (Math): 132.7 points below standard All students (Math): 89.8 points below standard	(Math): 117 points below standard. Hispanic (Math): 123 points below standard. White (Math): 84.7 points below standard. Students with Disabilities (Math): 159.5 points below standard. Homeless (Math): 152.5 points below standard All students (Math): 103.2 points below standard	points below standard. Hispanic (Math): 120.1 points below standard. White (Math): 78 points below standard. Students with Disabilities (Math): 169.3 points below standard. Homeless (Math): 150.8 points below standard All students (Math): 100.8 points below standard		performance improved slightly from 2023-24 to 2024-25, moving from 103.2 points below standard to 100.8 points below standard.
2.3	ELPAC Scores	2022-2023 English Learner Data Number of EL Students: 325 42.3% of EL students made progress towards English language proficiency.	2023-2024 English Learner Data Number of EL Students: 261 34.1% of EL students making progress towards English language proficiency.	2024-2025 English Learner Data Number of EL Students: 278 36% of EL students making progress towards English language proficiency.	FBUSD will have more than 50% of English Learners making progress toward proficiency.	There was an increase in the number of English learner students and an increase of 1.9% of students making progress towards English proficiency for 2024-25.
2.4	EL Reclassification	Percent of EL Students Reclassified	Percent of EL Students Reclassified	Percent of EL Students Reclassified	FBUSD will increase EL	There was a decrease of 2.5% in the number of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-2023: 14.6%	2023-2024: 14.7%	2024-2025: 12.2%	reclassification by 1% per year.	students who were reclassified for 2024-2025.
2.5	Teachers are appropriately credentialed and assigned.	Teaching Assignment Monitoring Outcomes for 2022-2023: 97.1 FTE Teachers Total Clear Credential: 72% Out of Field: 6.3% Intern: 5% Ineffective: 12% Incomplete: 3.7% Unknown: 1%	Teaching Assignment Monitoring Outcomes for 2023-2024: 105.5 FTE Teachers Total Clear Credential: 68.4% Out of Field: 4.1% Intern: 4.9% Ineffective: 11.7% Incomplete: 10.5% Unknown: .3%	CDE has not released the information on teacher assignments for the 2024-2025 school year.	FBUSD will decrease the percentage of Ineffective assignments by 2% per year.	There has been a slight decrease in the percentage (.3%) of Ineffective assignments.
2.6	Every pupil in the school district has sufficient access to the standards-aligned instructional materials.	Percent of Sufficiency as verified by the Williams reporting: 2022-2023: 100% 2023-2024: 100%	Percent of Sufficiency as verified by the Williams reporting: 2024-2025: 100%	Percent of Sufficiency as verified by the Williams reporting: 2025-2026: 100%	FBUSD will maintain 100% textbook sufficiency per Williams reporting.	We have maintained 100% textbook sufficiency for our students in 2025-2026.
2.7	EL students will have designated ELD time every day as monitored by the site principal.	Confirmed each year by the school master schedule.	Confirmed for 2024-2025 by the school master schedules.	Confirmed for 2025-2026 by the school master schedules.	Designated ELD time will be reflected in master schedules.	We continue to be compliant with this requirement.
2.8	All schools will use Board approved curricular programs as monitored by the site principals.	Confirmed each year through the Williams sufficiency reporting.	Confirmed for 2024-2025 through the Williams sufficiency reporting	Confirmed for 2025-2026 through the Williams sufficiency reporting	All schools will continue to use Board approved curricular programs.	We continue to be compliant with this requirement.
2.9	All student groups (EL, SED, Foster/Homeless, Students with Disabilities, Gen Ed) will	Confirmed each year through the Williams sufficiency reporting	Confirmed for 2024-2025 through the Williams sufficiency	Confirmed for 2025-2026 through the Williams sufficiency	FBUSD will continue to offer as broad a course of study as our	We continue to be compliant with this requirement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	have access to a broad course of study as monitored by the master schedules and site principals.	and master schedule monitoring.	reporting and master schedule monitoring.	reporting and master schedule monitoring.	budget and schedule will allow.	
2.10	Percentage of 11th grade students scoring a standard met or standard exceeded on the CAASPP.	47.86% in ELA for 2022-2023 17.39% in Math for 2022-2023	41.86% in ELA for 2023-2024 18.94% in Math for 2023-2024	35.39% in ELA for 2024-2025 15.18% in Math for 2024-2025	The percentage of 11th graders meeting or exceeding the standard will increase by 2% each year in ELA and 3% in math.	There was a 3.76% decrease in 11th grade student proficiency on the CAASPP Math. and a decrease of 6.47% in proficiency on the CAASPP ELA for 11th grade students.
2.11	Number of Students Served in After School Programs	280 in Kudos TK-8 79 per day in ASSETS 9-12	2024-2025: 350 in Kudos TK-8 2024-2025: 82 per day in ASSETS 9-12	2025-2026: 413 in Kudos TK-8 2025-2026: 94 per day in ASSETS 9-12	At least 25% of students TK-8 will participate in Kudos after school programs. An average of 75 students per day will be served in ASSETS.	41% of students in TK-8 participate in Kudos After School Programs. An average of 94 students per day participate in the ASSETS 9-12 program.
2.12	FBUSD Local Assessment Results	iReady Diagnostic Reading: 35% At or above grade level Math: 22% At or above grade level	2024-2025 iReady Diagnostic Reading: 34% At or above grade level Math: 22% At or above grade level	2025-2026: iReady Diagnostic Reading: 34% At or above grade level Math: 23% At or above grade level	5% increase per year per subject.	Reading proficiency has remained the same. Math proficiency has shown slight growth.
2.13	Noyo High School Graduation Rate	2022-2023: 47.6%	2023-2024: 47.6%	2024-2025: 52.6%	5% increase per year.	There was a 5% increase in the graduation rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Special Education Annual Determination Report from CDE	Indicator 5a LRE Regular Class 80% or more. 2022-2023: 60.73% (Target of 62%). Indicator LRE Regular Class less than 40%. 2022-2023: 18.26% (Target <16.5%).	LRE Regular Class 80% or more. 2023-2024: 58.9% LRE Regular Class less than 40%. 2023-2024: 13.24%	LRE Regular Class 80% or more. 2024-2025: 60.4% LRE Regular Class less than 40%. 2024-2025: 9.8%	Meet and maintain state established targets for this report in all areas.	There was a significant decrease in the percentage of students who are in the regular education environment less than 40% of their day. There was a slight increase in the percentage of students in the general education classroom for more than 80% of their day.

Goal Analysis [2025-26]

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

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

Generally, this goal was carried out as planned, though the impact of the actions was mixed across state and local metrics. The district continued to provide reading intervention, academic support, credit recovery, Anchor Academy, instructional assistant support, bilingual instructional assistant support, counseling, expanded learning, and professional development. The district also continued to support students with disabilities through inclusive practices and standards-aligned instruction in the least restrictive environment.

State assessment results show that academic achievement remains an area of significant need. On the 2025 Dashboard, FBUSD students were 57.5 points below standard in English Language Arts and 100.8 points below standard in Mathematics. In ELA, Students with Disabilities, Homeless Students, Long-Term English Learners, English Learners, Hispanic or Latino students, and Socioeconomically Disadvantaged students were in the Red performance level. In Mathematics, Students with Disabilities, Homeless Students, English Learners, Hispanic or Latino students, and Socioeconomically Disadvantaged students were in the Red performance level. Long-Term English Learners were also a significant area of concern in Mathematics, performing in the Orange performance level and remaining substantially below standard.

Local assessment and site-level data show that many students are demonstrating growth, even when they remain below grade level or below standard. Dana Gray's i-Ready math data show growth for all students, multilingual learners, and students with disabilities. Redwood's early literacy and math data show growth across kindergarten, first grade, and second grade. Fort Bragg Middle School data show areas of growth, while also identifying continued concerns in math, particularly for multilingual learners and students with disabilities. Fort Bragg High School data show significant use of ASSETS for tutoring and assignment completion. Alternative Education data show improvement in graduation rate and credit accumulation, while literacy remains a significant barrier.

The district did not move forward with Dual Language Immersion implementation during the year. The district also did not move forward with the original Newcomer Academy model as initially planned. Since the development of that action, FBUSD has experienced a significant decrease in the number of newcomer students attending district schools. As a result, a centralized Newcomer Academy was not necessary based on current enrollment and student need. The district continues to maintain dedicated staff support at FBMS and FBHS to serve newcomer students when they enroll. This site-based model allows the district to provide English language development, orientation to school systems, academic support, and family communication while remaining responsive to changes in student enrollment.

Overall, the actions in this goal are necessary and aligned to student needs, but they have not yet resulted in the level of improvement needed on state academic indicators. The district continues to experience challenges related to substitute shortages, which limits opportunities for professional development during the school day. Staffing challenges also affected the original implementation model for newcomer support. Moving forward, the district will continue to sharpen the focus of Goal 2 actions by emphasizing math instruction and intervention, reading intervention, multilingual learner support, inclusive practices for students with disabilities, site-based data monitoring, and professional development that is directly connected to classroom 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.

We spent $38,000 above the budgeted amount to support reading and math intervention curriculum. This was due to the fact that i-Ready has been paid from other, expired one time funding sources in the past. It has been moved to this resource. Additionally, we spent less in instructional assistants for general education support. This was a planned reduction as a part of our budget management plan. We spent $89,000 less for instructional coaching this year. Much of this savings was due to the fact that we did not use a consultant to support these services this school year.

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

Our intervention programs, Alternative Education, Anchor Academy, and Credit Recovery programs are essential to support students in making progress toward standards mastery and graduation. Our instructional assistants are effective in supporting high-quality instruction in the classroom. The EL Coordinator, Bilingual Aide, and Newcomer support positions help our multilingual learners access the core program. The instructional coaches are helping our teachers to improve their pedagogical skills. The professional development program has supported educators in increasing their engagement during instruction. We continue to maintain Library Technicians at each comprehensive site. Our after-school programs are effective in supporting many students throughout the district. The continuation of full inclusion for our youngest learners has encountered some challenges. We will continue to support teachers in the implementation of inclusion but will hold off on grade-

level expansion until TK and K are fully successful. Our school counselors are effective in supporting the social and emotional needs of students.

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

We will focus on the new Math curriculum pilot for grades TK-8. These materials will help students access instruction, as the focus is on more hands-on activities with multilingual learner support integrated into the curriculum. We will continue to support special education students and multilingual learners to improve their outcomes. We are planning ongoing support in conjunction with the Mendocino County Office of Education for Math and Multilingual Learner support. We are ensuring students have access to educational options by continuing our independent study program and funding it from LCFF.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide Reading and Math intervention curricula in grades K-8.	FBUSD will provide intervention curricula and software to support student success in learning to read and to meet math learning objectives. This includes expenditures for LREBG.	$88,001.00	Yes
2.2	Intervention Teachers	FBUSD will add additional intervention teachers at Redwood, Dana Gray, FBHS, and FBMS to ensure students have successful outcomes in ELA and Math. The intervention programs will focus on our students with the highest identified needs.	$618,592.00	Yes
2.3	Alternative Education & Credit Recovery	The Alternative Education site will continue to provide a wider range of credit recovery opportunities to address student needs. FBHS will also offer alternatives, such as online access and Saturday classes, for credit recovery in the comprehensive setting. Edgenuity is the current credit recovery platform. Designated Credit Recovery classes will be offered at FBHS to assist students in completing graduation credit and/or improving semester grades in A-G courses.	$629,515.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Anchor Academy	FBHS will provide a school-within-a-school program to serve underperforming students in grades 10-12 by providing alternative, project based learning opportunities.	$131,586.00	Yes
2.5	Independent Study Grades 9-12	Independent Study will be provided to students in grades 9-12 as an educational option. This option will provide opportunities for credit recovery, credit acceleration, and options for students with responsibilities (family, work, etc.) that make traditional school schedules challenging.		No
2.6	Instructional Assistants - Non SpEd	FBUSD will provide more support to students with the highest level needs through the use of our instructional aides in regular classrooms.	$450,943.00	Yes
2.7	EL Coordinator & Bilingual Instructional Assistants	FBUSD will provide additional supports to our multilingual students through the use of multilingual aides and oversight/monitoring by the EL coordinator.	$558,131.00	Yes
2.8	Newcomer and Multilingual Learner Support	Multilingual learners, especially those who are new to US schools, will have access to designated staff members at FBMS and FBHS to help their transition into US schools and increase their proficiency in English and achievement in other subjects.	$245,000.00	Yes
2.9	Instructional Coaches	Support instructional coaching at all schools through peer instructional coaches.	$120,462.00	Yes
2.10	School Counselors	All schools have a full-time school counselor to support student achievement and social emotional learning. FBHS has two full-time counselors, including one bilingual counselor. The FBHS counselors will support all students, but will have a particular focus on reducing suspensions among English Learners, Hispanic students, and Students with Disabilities.	$839,785.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Professional Development (PD)	Using Learning Recovery Emergency Block Grant and California Community Schools Partnership Program funds, FBUSD will provide PD on Mathematics teaching strategies, Restorative Practices, Guided Language Acquisition and Development, and Universal Design for Learning targeted for Foster Youth, Multilingual Learners, Homeless youth, and Students from Low Income households. This PD will be available to teachers, instructional aids, and our After School Program staff.	$47,825.00	Yes
2.12	Maintain Library Technicians for comprehensive sites	FBUSD will provide Library Technicians for each comprehensive site. These technicians will provide support for students to access media and information.	$277,633.00	Yes
2.13	After School Support	FBUSD will work with a contracted provider to ensure all students will have access to after school programs. We currently have Kudos (ASES) and ASSETS programs successfully running in the district.	$1,638,262.00	Yes
2.14	Inclusive Classrooms	FBUSD will provide special education students access to inclusive classroom environments starting with the elementary school sites. FBUSD will provide ongoing professional development for general education teachers on inclusive teaching strategies and differentiated instruction to better support students with disabilities.	$3,000.00	No
2.15	Dual Immersion Program Planning	This action is suspended for the 2025-2026 school year and moving forward.	$0.00	
2.16	Transitional Kindergarten	Salaries, benefits, curriculum	$575,835.00	Yes
2.17	Co Planning to Support Students with Disabilities	Allocate regular, scheduled time for special education and general education teachers to collaborate on lesson planning and modifications. There is not a specific cost associated with this item		No

Action #	Title	Description	Total Funds	Contributing
2.18	Data Driven Instruction	Use formative assessments to monitor progress and adjust instructional strategies for students with disabilities. there is no identifiable cost associated with this item.		No
2.19	Summer Program for Students with Disabilities	Use LREBG funds to support a summer program for students with disabilities.	$83,723.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve School Culture	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

School culture is a critical foundation for student success. FBUSD's discipline, attendance, school climate, and educational partner feedback demonstrate the need to continue strengthening safe, welcoming, inclusive, and engaging school environments. Chronic absenteeism remains high across the district, and suspension rates increased in 2024-25, with several student groups performing in the Red on the 2025 Dashboard. These data show that many students need stronger connections to school, more consistent behavior supports, and increased access to social-emotional, mental health, and family engagement resources.

This goal focuses on improving the conditions that help students attend school regularly, engage in learning, build positive relationships, and feel a sense of belonging. Actions connected to this goal include family liaison support, restorative practices, PBIS, social-emotional learning, counseling and mental health supports, peer mentoring, student voice, athletics and extracurricular engagement, parent communication, safety systems, and attendance supports. By improving school culture, FBUSD aims to reduce chronic absenteeism and suspensions, strengthen relationships among students and staff, increase family engagement, and create learning environments where all students can succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Data	2021-2022: 5.2% 2022-2023: 4.3%	2023-2024: 3.5%	2024-2025: 5.9%	FBUSD will continue to decrease the suspension rate by at least .5% per year.	Increased by 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Chronic Absenteeism Data	2021-2022: 36.7% 2022-2023: 39.3%	2023-2024: 29.3%	2024-2025: 29.6%	Chronic absenteeism will decrease by at least 5% per year.	Increased by .3%
3.3	Parent Participation	Parents have participated in parent nights and events at each school site throughout the year. These have included parent conferences, site council meetings, English Learner Advisory Committee meetings, parent information and education nights, a literacy night, a band concert, a drama performance, Children's Day, and Day of the Dead among other opportunities.	Parents have participated in parent nights and events at each school site throughout the year. These have included parent conferences, site council meetings, English Learner Advisory Committee meetings, parent information and education nights, a literacy night, a band concert, drama performances, Children's Day, Day of the Dead, and a District Wellness Fair among other opportunities.	Parents have participated in parent nights and events at each school site throughout the year. These included parent conferences, site council meetings, English Learner Advisory Committee meetings, parent information and education forums, a literacy night, a band concert, drama performances, Children's Day, Day of the Dead, Spring Carnival, and a District Wellness Fair among other opportunities.	Parent participation will continue to increase with a wide variety of offerings provided throughout the year.	We have increased our offerings and parent attendance at events throughout the year.
3.4	FBHS Graduation Rate	Fort Bragg High School 4-Year Cohort Graduation Rate 2022-2023: 89.6%	2023-2024: 89.8%	2024-2025: 92.2%	Increase graduation rates by at least 1% per year.	Increased Fort Bragg High School 4-Year Cohort Graduation Rate by 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	FBUSD Graduation Rate	FBUSD 4-Year Cohort Graduation Rate 2022-2023: 82.7%	2023-2024: 82%	2024-2025: 87.1%	Increase graduation rates by at least 1% per year.	Increased 5.1%
3.6	High School & Middle School Dropout Rates	2022-2023: 6 dropouts in the district (3 FBHS, 3 Noyo HS)	2023-2024: 4 dropouts in the district (1 FBHS, 2 Noyo HS, 1 Lighthouse CDS)	2024-2025: 8 dropouts in the district (3 FBHS, 3 Noyo HS, 2 Lighthouse CDS)	Decrease by 1 dropout per year on average.	Increased by 4
3.7	Expulsion Rates	2022-2023: 3 2023-2024: 4	2024-2025: 1	2025-2026: 1	Continue to expel students only for mandatory expulsion offenses.	We have only expelled students for mandatory offenses.
3.8	School facilities are maintained and are in good repair	FIT report for each school 2023-2024: Redwood - Good Dana Gray - Good FBMS - Good FBHS - Good Alt. Ed - Poor	FIT report for each school 2024-2025: Redwood - Poor (Issued already addressed) Dana Gray - Good FBMS - Good FBHS - Good Alt. Ed - Poor	FIT report for each school 2025-2026: Redwood - Good Dana Gray - Good/Fair FBMS - Good FBHS - Exemplary Alt. Ed - Fair	Maintain all school sites in good repair.	School facility maintenance generally improved at all sites. The Alternative Education campus moved from Poor to Fair, with the anticipated new campus under construction and planned to open for the 2026-27.
3.9	Student/Staff/Parent School Culture Surveys	The Administrative Council developed and administered a student/staff/parent school culture survey this year. Results will be reviewed and analyzed annually.	Surveys were administered to students, staff, and parents.	Surveys were administered to students, staff, and parents.	Administer surveys to parents, students, and staff on an annual basis.	Completed for 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Alternative Education Attendance Percentages	For 2023-24, the Alternative Education attendance percentages were as follows: Noyo High School: 66% Lighthouse CDS: 58% Shelter Cove CDS: 61%	For 2024-25, the Alternative Education attendance percentages were as follows: Noyo High School: 59% Lighthouse CDS: 62% Shelter Cove CDS: 73%	For 2025-26, the Alternative Education attendance percentages were as follows: Noyo High School: 61% Lighthouse CDS: 62% Shelter Cove CDS: 75%	Improve attendance by at least 3% per year at each of our Alternative Education schools.	We nearly met the goal for Noyo HS and Shelter Cove CDS. We maintained attendance percentages at Lighthouse CDS.
3.11	District Level Attendance Rates	For 2022-2023, the districtwide attendance rate was 90.43%.	For 2023-2024, the districtwide attendance Rate: 91.2%	For 2024-2025, the districtwide attendance Rate: 92.05%	Increase the attendance rate to at least 93%.	The attendance rate increased by 1.62%.
3.12	Family Liaison Parent contacts	Average of 250 contacts with 141 different families per liaison	Our family liaisons made 1,558 contacts with parents, students, and families for the 2024-2025 School year.	Our family liaisons made 3,806 contacts with parents, students, and families for the 2025-2026 School year.	Increase to 350 parent/family contacts per year.	We have exceeded our goal for 2025-2026.

Goal Analysis [2025-26]

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

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

Implementation of Goal 3 actions expanded significantly, especially in family engagement, Community Schools, mental health supports, attendance outreach, and safety systems. However, outcome data remain mixed because chronic absenteeism remains high and suspension rates increased in 2024-25. We have implemented programs to support our students, staff, and families. Our programs have provided access to mental health support and social supports with an equity focus. The FBUSD Board of Trustees and administration have taken part in professional development to support governing and leading through an equity lens. The FBUSD Board of Trustees has adopted an Equity Policy to guide the work within the district. Through the California Community Schools Partnership Program, FBUSD has been able to expand our Family Liaison program to ensure any family in the district has access to guidance and support in navigating district processes and community support. The district athletic programs provide enrichment for our students and an opportunity for community involvement

and pride. Our educational program offers a good variety of options for elective classes to engage our students. Our transportation program has continued providing in town bussing options. Our student attendance supports have increased with the addition of an Attendance Liaison. Parent engagement opportunities have increased throughout the school year with offerings at both the district and site level. School safety planning has occurred with the support of the City of Fort Bragg and other regional partners. Our School Resource Officer program has increased the safety of our campuses. Our special education students have had greater access to a general education environment with significant improvements in full inclusion of students with disabilities at Pre-K and TK. The FBMS Assistant Principal has helped to maintain a safe and orderly environment as well as increase educational outcomes for students.

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.

We spent less on our family liaison program this year. One position was a vacancy that was not filled. We spent $28,000 less on library updates this year. We moved these expenses to expiring one time funding sources. We did not spend LCFF funds to support Link Crew, WEB, and POD Squad activities. We had one time funding to support these initiatives this year. We spent $80,000 less than budgeted for equity focused education. We had one time funds that helped to cover some of these costs. We did not spend any LCFF on parent education events as we had access to Community Schools funds to support these activities. We did not spend additional funds on the visitor check in system this year. We are still waiting for invoicing from the City of Fort Bragg for our School Resource Officer position.

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

Overall, the actions in this goal have helped the district make progress toward greatly improved campus culture, community connection, and parent involvement. While there is still work to be done in this area, the progress has been significant.

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.

FBUSD will expand our staff training and support for Restorative Practices in the coming year. We are working with the City of Fort Bragg to hire a new School Resource Officer. The status of the SRO position is unknown for 2026-2027.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Liaisons	Family liaisons will be provided at all school sites. Two of the site liaisons will be bilingual. Bilingual is preferred in the remainder of the positions. These positions will serve to connect families with the highest needs to our school and community services.	$348,358.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Library Updates	To promote and encourage reading across all grade levels, and to provide a more equitable representation of material for all student groups. FBUSD has made progress in this area, but additional growth is needed to bring libraries up to modern standards.	$20,000.00	Yes
3.3	Restorative Practices (including students with special needs)	FBUSD will provide professional development and resources necessary to fully implement Restorative Practices at all school sites. There is no particular costs identified for this yet.	$35,000.00	Yes
3.4	Positive Behavioral Interventions & Supports (PBIS)	FBUSD will continue to provide resources necessary to fully implement PBIS at all TK-8 school sites.	$500.00	Yes
3.5	Social-Emotional Learning (SEL) (including students with special needs)	SEL curriculum, training, and materials will be provided to staff to support full implementation of this program. Other SEL resources will be supported to address the needs of our students at all schools. LREBG funds will be used to support this action.	$146,000.00	Yes
3.6	Link Crew, WEB (Where Everyone Belongs), & POD (Positive, Open-Minded, Determined) Squad	Link Crew, WEB and POD Squad are peer mentor groups that partner older students with the youngest students on campus. FBUSD will continue to support these programs.	$3,250.00	Yes
3.7	Student Mental Health Supports	Student mental health is a topic of concern among students, staff, and parents. FBUSD will continue to provide additional counseling support to our students. This is an expense in the LREBG funding source.	$150,000.00	Yes
3.8	FBUSD Athletics Programs	Participation in athletics and extracurricular activities is a proven strategy to increase student engagement and success. The costs to support, participate, and attend athletic and extracurricular events can be cost prohibitive for many of our families. All home events (not including play-off	$324,804.00	Yes

Action #	Title	Description	Total Funds	Contributing
		games and fundraising tournaments) will be free to all FBUSD families to promote parent participation and involvement.		
3.9	Athletic Director	FBUSD is committed to engaging students in activities that promote positive mental health and overall healthy choices. The middle school and high school athletic director provides greater support for student athletes to engage in physical activities and maintain strong academic standing.	$96,183.00	Yes
3.10	Anonymous Reporting App with crisis resources	FBUSD will provide an anonymous reporting app with additional crisis resources for our students to use.	$1,500.00	Yes
3.11	Equity Focused Education	FBUSD will engage the staff in professional development focused on equitable campuses providing culturally competent experiences for all student groups, with a particular focus our lowest performing student groups.		Yes
3.12	Supplemental/elective offerings	Elective offerings at HS and MS; other supplemental programs District-wide	$599,552.00	Yes
3.13	Contribution to transportation	Contribution from district funds to support student transportation.	$1,119,147.00	Yes
3.14	Student Attendance Review	FBUSD will use site level Student Attendance Review Teams (SART) and district level School Attendance Review Board (SARB) to provide support to families at risk of chronic absenteeism. Our unduplicated student populations will be specifically targeted by these teams.		Yes
3.15	Parent Communication	FBUSD will provide Parent Square or a similar tool to facilitate communication between parents and school personnel.	$13,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.16	Parent Education Events	FBUSD will provide at least three parent education events throughout the school year. The meetings will provide parent support on topics such as drug use prevention, mental health, and health and nutrition. The events will be offered in English and Spanish. Childcare and food will be provided to increase parent participation.	$500.00	Yes
3.17	Visitor Check in system	School site offices will use software to check campus visitors in and out. This will increase campus security.	$17,000.00	No
3.18	School Safety Training and Drills	School safety training will be offered on an annual basis. Drills will be conducted as practicable with law enforcement support when appropriate. there has been no specific cost identified with this item.		No
3.19	Student and Community Equity Committee	A Student and Community Equity Committee will be formed. It will meet at least quarterly. There is no specific cost yet associated with this item.		Yes
3.20	School Resource Officer	FBUSD will partner with the Fort Bragg Police Department to have a school resource officer to support positive interactions on campus.	$125,500.00	No
3.21	Special Education Students	Provide every FBUSD student eligible for special education support and services with an educational program in their least restrictive environment to the maximum extent possible, which includes standards-aligned instruction enabling students to meet or exceed state standards.		No
3.22	Middle School Assistant Principal	Employ a middle school assistant principal to support the needs of students in the areas of behavior, attendance, and academics. This position will have a primary focus on our unduplicated students.	$167,106.00	Yes
3.23	Attendance Liaison	Employ an attendance liaison to support positive student attendance and to address chronic absenteeism.	$92,548.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.24	Support and Supervision for Foster Youth, Homeless Youth, and Attendance programs	Provide funding to support and supervise the district level attendance program (including SARB), Foster Youth services, and Homeless Youth services.	$56,796.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Alternative Education programs will increase student achievement by improving student engagement, daily contact, and meaningful participation in learning, with the goal of increasing attendance, credit completion, and progress toward graduation.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on feedback from parents, students, and community as well as attendance data, chronic absenteeism is a large concern among our students in alternative education. By focusing on this goal with equity multiplier funds, our alternative education program can support student success in goal achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Noyo High School Graduation Rate	2022-2023: 47.6%	2023-2024: 47%	2024-2025: 52.6%	Increase graduation rates by 5% per year.	Noyo High School has increased the graduation rate by 5% over the baseline.
4.2	Attendance Rates for Alt Ed Schools	2022-2023 Noyo HS57% Lighthouse CDS 60% Shelter Cove CDS 63% 2023-2024 Noyo HS 66% Lighthouse CDS 58% Shelter Cove CDS 61%	2024-2025 Noyo HS 59% Lighthouse CDS 62% Shelter Cove CDS 73%	2025-2026 Noyo HS: 61% Lighthouse CDS 62% Shelter Cove CDS 75%	Increase attendance rates by at least 3% each year.	Noyo HS and Shelter Cove CDS increased Attendance by 2%. Lighthouse CDS has maintained a consistent attendance rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Chronic Absenteeism Rates for Alt Ed Schools	2022-2023 Noyo HS 91% Lighthouse CDS 94% Shelter Cove CDS 86% 2023-2024 Noyo HS 92% Lighthouse CDS 95% Shelter Cove CDS 91%	2024-2025 Noyo HS 90% Lighthouse CDS 89% Shelter Cove CDS 73%	2025-2026 Noyo HS 97% Lighthouse CDS 93% Shelter Cove CDS 73%	Decrease Chronic Absenteeism rate by at least 5% each year.	Based on 2025-26 year-to-date data, Noyo HS and Lighthouse CDS increased their chronic absenteeism rates and did not meet the annual reduction target. Shelter Cove CDS maintained the same chronic absenteeism rate as the prior year.

Goal Analysis [2025-26]

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

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

The actions in this goal brought focus on increasing engagement at school. This was accomplished through art, use of the Maker Space, and Leaving to Learn (internship) opportunities. Shelter Cove implemented a high number of Leaving to Learn opportunities. In the higher grades, transportation was often a limiting factor.

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.

The actuals for Leaving to Learn were higher than budgeted. We employed a part time staff member to support this goal this year. This increased the expenditures in the category.

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

Overall, our attendance has held steady. However, the engagement among students is at the highest levels reported in the district. Students are engaging in the programs and making progress toward graduation.

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.

We will use the equity multiplier funds to support a classroom aid on the campus. We will also use the funds to ensure opportunities to increase engagement through attendance incentives and opportunities for engagement for students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increase Communication with Parents	Alternative Education staff will contact parents to invite them to the mentorship meetings, project meetings and end-of-trimester exhibitions. Conferences will be held that will include staff and parents. Staff will utilize Parent Square to increase communication with parents as well as personal calls, emails, and home visits, as appropriate.	$0.00	No
4.2	Leaving to Learn (Student Internships)	Staff will continue to improve and expand the mentorship/internship program with various community businesses through Big Picture Learning. While at school, students will be involved in projects tied to their interests. Big Picture schools find that when students want to be at school to explore their interests and their attendance has increased. Students will be able to get hands-on training and a real world education. Because Shelter Cove students are too young for official internships, the will have the opportunity to be exposed to mentors onsite and also will engage in group service learning opportunities.	$16,666.00	Yes
4.3	Attendance Incentives	Recognition and incentives for regular attendance and improved attendance	$23,000.00	Yes
4.4	Provide Art as an engagement strategy	Art instruction will be provided to students to increase their engagement in school activities.	$23,290.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Instructional Assistant Position	An Instructional Assistant position will be funded to ensure students have the support needed to access academic content and remain engaged in the instructional program. This position will also support student access to Leaving to Learn opportunities.	$61,861.00	Yes
4.6	Professional Development for Staff	Staff will participate in professional development activities to ensure they have the skills and strategies needed to support high levels of student engagement. Staff will participate in PD offered by Big Picture Learning and/or other providers focused on the site's vision for student success.	$15,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$5,904,598	$688,537

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
31.823%	0.000%	$0.00	31.823%

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
1.1	**Action:** Digital portfolios **Need:** College and Career Readiness Activities **Scope:** LEA-wide	This action was specifically designed to address persistent opportunity and college-readiness gaps experienced by unduplicated students, particularly low-income students, English learners, and foster youth. These students may have less access outside of school to early career exploration, college-planning resources, and professional networks. Beginning in the elementary grades and continuing through high school, students will create and annually update portfolios containing career exploration, pathway plans, goals, and	Number of items in the portfolios, number of students with complete portfolios

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
		other college and career artifacts. This systematic approach demystifies postsecondary options, builds self-efficacy, and helps staff identify students who need additional guidance. Because approximately 80% of FBUSD students are socioeconomically disadvantaged and these supports benefit students across grade spans, the action is provided LEA-wide while being principally directed toward unduplicated students.	
1.2	**Action:** AVID 3-12 **Need:** Students need support to navigate school and see the opportunities for college and career outcomes. **Scope:** Schoolwide	This action is principally directed toward low-income students, English learners, and foster youth, who may have less access to college-going knowledge, academic organization strategies, rigorous-course preparation, and adults familiar with postsecondary systems. AVID classes and schoolwide strategies provide explicit instruction in organization, inquiry, collaboration, reading, writing, self-advocacy, and college planning, along with college visits and other experiences that make postsecondary pathways more visible and attainable. The action is provided schoolwide in grades 3-12 because consistent instructional routines and a shared college-going culture are most effective when implemented across classrooms, while recruitment, monitoring, and individualized support will emphasize unduplicated students.	Number of students enrolled in AVID
1.3	**Action:** Career & College Specialist **Need:** Students need support in deciding on possible career pathways. They also need support to complete college exploration and applications.	his action addresses the need of low-income students, English learners, and foster youth for individualized help navigating career exploration, financial aid, college applications, enrollment requirements, and other postsecondary processes. These students may not have access outside of school to the time, information, transportation, or professional networks needed to complete complex college and career transitions. The	Number of student and family contacts

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	Career & College Specialist provides direct assistance to students and families, coordinates age-appropriate events from elementary through high school, and maintains an accessible College and Career Center. The position is provided LEA-wide so that preparation begins early and remains coherent across transitions, with outreach and follow-up prioritized for unduplicated students.	
1.4	**Action:** Dual Enrollment **Need:** Students need access to a wide range of courses as well as support to complete college courses. Students also need ways to make college more affordable. **Scope:** Schoolwide	This action is specifically designed to reduce financial, geographic, and access barriers that disproportionately affect low-income students, English learners, and foster youth in a rural community. Dual enrollment allows students to earn high school and college credit at little or no cost while receiving support within a familiar school environment. Early success in college coursework builds academic confidence, reduces the time and expense required to complete a degree, and strengthens college readiness. The action is offered schoolwide at the comprehensive high school because a viable course schedule and inclusive college-going culture require broad availability; however, counseling, recruitment, and support are principally directed toward unduplicated students who have historically been underrepresented in advanced coursework.	Number of courses completed, percentage of students participating in Dual Enrollment
1.5	**Action:** Graduation Data Support **Need:** Students need monitoring and support to ensure they are on track for graduation. **Scope:**	This action addresses the greater risk that low-income students, English learners, and foster youth may experience interrupted enrollment, credit deficiencies, attendance challenges, or limited access to timely academic guidance. A graduation-monitoring system will allow staff to identify missing credits and unmet requirements early, examine progress in real time, and coordinate targeted counseling, intervention, credit recovery, and family outreach before a student	Graduation rates

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
	Schoolwide	falls irreversibly off track. The action is provided schoolwide because accurate, consistent monitoring must include all students to prevent gaps in identification, while alerts and case-management responses will prioritize unduplicated students. This design supports the district's need to improve graduation and college/career outcomes for student groups facing persistent barriers.	
1.6	**Action:** College and Career Readiness Curriculum **Need:** Incoming 9th graders need support to ensure they have adequate study skills to be successful in high school. **Scope:** Schoolwide	This action is principally directed toward low-income students, English learners, and foster youth entering high school, who may have had less access to explicit instruction in study habits, goal setting, self-advocacy, career exploration, and the unwritten expectations of high school and college. Embedding the Wingspans curriculum in Freshman Seminar gives every ninth-grade student structured time to identify strengths and interests, develop success strategies, and connect current coursework to postsecondary goals. The action is provided schoolwide because universal implementation avoids stigmatizing students and establishes common readiness expectations, while differentiated instruction and follow-up support will respond to the needs of unduplicated students.	Number of students participating
1.7	**Action:** Family Liaison **Need:** Students and families need support in navigating the school district and community resources to ensure student success. **Scope:**	This action addresses barriers frequently experienced by low-income families, families of English learners, and foster families, including language access, unfamiliarity with school systems, difficulty locating community resources, and limited capacity to participate during traditional school hours. Family Liaisons provide culturally and linguistically responsive navigation, connect families with health, wellness, academic, and basic-needs resources, and strengthen two-way communication between home and school.	The number of contacts the Family Liaisons have with parents throughout the year.

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	Because students and families move between sites and need consistent access to support, the service is provided LEA-wide, with proactive outreach principally directed toward unduplicated students and families. Improved family access and trust are expected to strengthen attendance, engagement, and academic success.	
1.8	**Action:** Big Picture Learning **Need:** Students in Alternative Education need a different approach to instruction and learning to be successful. **Scope:** Schoolwide	This action responds to the needs of low-income students, English learners, and foster youth enrolled in Alternative Education, many of whom have experienced disengagement, interrupted schooling, credit deficiencies, or limited connection between coursework and future goals. Big Picture Learning uses interest-based projects, personalized learning plans, exhibitions, mentorships, and authentic community experiences to make learning relevant and rebuild students' sense of agency. The action is provided schoolwide within Alternative Education because the model depends on a coherent instructional design and shared staff practices. It is principally directed toward the high concentration of unduplicated students served by these programs and is intended to improve engagement, attendance, credit completion, and graduation.	Student attendance rates, graduation rates
1.9	**Action:** Career Technical Education (CTE) **Need:** Students need access to career exploration and support through Career and Technical Education opportunities. **Scope:**	This action is designed to expand equitable access to sequenced, high-quality career pathways for low-income students, English learners, and foster youth, who may have fewer opportunities for career exposure, specialized equipment, industry connections, or work-based learning outside of school. CTE courses connect rigorous academics with hands-on applications and locally relevant, high-wage career options. Middle school gateway experiences and supported high school pathways allow students to explore	Number of pathways offered, number of students participating.

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
	Schoolwide	interests early and complete a coherent sequence. The action is provided schoolwide because viable pathways require inclusive enrollment, staffing, facilities, and master scheduling; recruitment, advising, and barrier removal will specifically emphasize participation and completion by unduplicated students.	
1.10	**Action:** Dual Enrollment- Alt Ed **Need:** Students participating in Alternative Education programs have traditionally not had access to dual enrollment courses. Unduplicated pupils targeted by this action include our socioeconomically disadvantaged, foster, homeless, and English learner populations. **Scope:** Schoolwide	This action addresses a specific access gap for Alternative Education students, including high concentrations of low-income students and students who may be foster youth, experiencing homelessness, or English learners. These students have historically had fewer opportunities to enroll in college courses because of scheduling, transportation, prior academic experiences, and assumptions about readiness. Establishing dual enrollment within the Alternative Education setting brings college coursework and support directly to students, allows them to earn transferable credit at little or no cost, and builds confidence in postsecondary success. The action is schoolwide because the small program requires a shared schedule and staffing model, while being principally directed toward its unduplicated student population.	Number of courses offered, number of students participating.
2.1	**Action:** Provide Reading and Math intervention curricula in grades K-8. **Need:** Our intervention programs need curricula to be successful in supporting students. **Scope:**	This action is specifically designed to address persistent achievement gaps affecting low-income students and English learners, who were among the student groups performing at the Red level in districtwide 2023 Dashboard academic indicators. Students with fewer opportunities for supplemental learning outside school may require explicit, systematic, evidence-based intervention matched to diagnosed skill gaps. Providing common reading and mathematics intervention curricula in grades K-8 gives staff sequenced materials,	CAASPP Scores, Interim Assessment Scores

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
	Schoolwide	progress-monitoring tools, and consistent instructional routines for Tier 2 and Tier 3 support. The curricula are implemented schoolwide so students can enter and exit intervention fluidly based on evidence, while placement and intensity are principally directed toward unduplicated students demonstrating need.	
2.2	**Action:** Intervention Teachers **Need:** Students have significant needs in phonics, reading, number sense, and calculation. **Scope:** LEA-wide	This action addresses persistent gaps in foundational literacy, reading comprehension, number sense, and calculation experienced by low-income students and English learners. Districtwide 2023 Dashboard results placed English learners in Red for both English Language Arts and Mathematics and socioeconomically disadvantaged students in Red for Mathematics. Intervention teachers use diagnostic and interim data to deliver supplemental small-group instruction, increase instructional time, and adjust support as students progress. The action is provided LEA-wide to establish equitable access and consistent intervention practices across schools, while student selection, scheduling, and intensity are principally based on the needs of unduplicated students who are not yet meeting standards.	Interim assessment results, CAASPP results
2.3	**Action:** Alternative Education & Credit Recovery **Need:** Some of our high school students find themselves behind in credits due to various circumstances. **Scope:**	This action is principally directed toward low-income students, English learners, and foster youth who are behind in credits because of interrupted enrollment, attendance barriers, family responsibilities, mobility, or prior academic difficulty. Without flexible ways to recover credits, these students face a heightened risk of not graduating and of leaving school without a viable postsecondary pathway. Alternative Education and credit-recovery options provide flexible pacing, targeted instruction, personalized graduation	Number of students served, graduation rate

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
	Schoolwide	planning, and opportunities to complete deficient credits. The action is provided schoolwide at the high school level so access is timely and non-stigmatizing, with progress monitoring and outreach prioritized for unduplicated students.	
2.4	**Action:** Anchor Academy **Need:** Some students need a more focused program with fewer daily transitions to be successful. **Scope:** Schoolwide	This action addresses the needs of low-income students, English learners, and foster youth who may struggle in a traditional high school schedule because of repeated transitions, attendance challenges, weak school connection, or the need for more individualized academic and social-emotional support. Anchor Academy provides a smaller, relationship-centered setting, fewer daily transitions, project-based learning, and closer monitoring of attendance, coursework, and graduation progress. The action is provided schoolwide as an available high school program because an integrated cohort and staffing structure are necessary for effective implementation, while enrollment and support are principally directed toward unduplicated students whose data show that the traditional setting has not adequately met their needs.	Enrollment in Anchor Academy, Graduation Rates
2.6	**Action:** Instructional Assistants - Non SpEd **Need:** Students with high needs that are not identified for support in other programs need additional support in the regular classroom environment. **Scope:** LEA-wide	This action is specifically designed to provide additional in-class academic access for low-income students and English learners who demonstrate high needs but may not qualify for services through another categorical program. These students may need more frequent checks for understanding, language scaffolds, guided practice, and small-group reteaching to engage successfully with grade-level content. Instructional assistants allow teachers to increase differentiation and targeted instructional time without removing students unnecessarily from the core classroom. The action is provided LEA-wide	Interim assessment scores, CAASPP scores

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
		because unduplicated students are enrolled throughout the district and benefit from consistent access to support, while staffing assignments and student assistance are based on site and student performance data.	
2.7	**Action:** EL Coordinator & Bilingual Instructional Assistants **Need:** Our multilingual learners have needs in English language development and translation. **Scope:** LEA-wide	This action is principally directed toward English learners, whose 2023 Dashboard performance was Red in districtwide English Language Arts and Mathematics and whose English Learner Progress Indicator was Orange. English learners need coherent designated and integrated English language development, access to grade-level content, primary-language clarification, and meaningful communication between school and home. The EL Coordinator strengthens program quality, supports teachers, monitors progress and reclassification, and coordinates services, while bilingual instructional assistants provide direct linguistic and academic access in classrooms. The action is provided LEA-wide because English learners attend multiple schools and require a consistent TK-12 program, with staffing and support concentrated according to student need.	EL Student Progress
2.9	**Action:** Instructional Coaches **Need:** Teachers need support to ensure they can meet the diverse needs of students, particularly from our most in need populations. **Scope:** LEA-wide	This action addresses the need for consistent, high-quality instruction for low-income students and English learners, whose 2023 Dashboard results revealed persistent gaps in English Language Arts and Mathematics. Teachers need job-embedded support to analyze disaggregated data, plan standards-aligned lessons, differentiate instruction, use language-development strategies, and implement effective interventions. Instructional coaches provide modeling, observation, feedback, collaborative planning, and support for common instructional practices. The action is provided LEA-wide because unduplicated students are served in	CAASPP results, Interim assessments, teacher surveys

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
		every school and sustained improvement requires coherent practices across grade spans; coaching priorities will be based on student-group data and classrooms serving the greatest needs.	
2.10	**Action:** School Counselors **Need:** Students need access to social emotional support as well as academic counseling. **Scope:** LEA-wide	This action is specifically designed to address academic, social-emotional, attendance, and transition barriers that disproportionately affect low-income students, English learners, and foster youth. These students may have less access to private counseling, college planning, mental-health resources, and adults who can coordinate school and community supports. Counselors provide academic planning, responsive services, referrals, transition support, and early intervention when attendance or performance declines. The action is provided LEA-wide so students have access at every grade span and experience continuity across school transitions, while caseload review, outreach, and individualized services prioritize unduplicated students.	Surveys, graduation rates
2.11	**Action:** Professional Development (PD) **Need:** Our teachers need access to quality professional development to continuously improve their instructional skills in support of our most in need learners. **Scope:** LEA-wide	This action is principally directed toward improving instruction and support for low-income students, English learners, and foster youth, whose needs include differentiated instruction, language development, culturally responsive practices, inclusive classrooms, and trauma-informed support. Persistent 2023 Dashboard gaps in academic achievement and engagement show that isolated training is insufficient; staff need sustained learning tied to student data and district priorities. Professional development will build common, evidence-based practices in literacy, mathematics, multilingual learner support, UDL, restorative practices, and other identified areas. It is provided LEA-wide because unduplicated students learn in every classroom and equitable	Surveys, CAASPP scores

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
		outcomes require consistent adult capacity across schools.	
2.12	**Action:** Maintain Library Technicians for comprehensive sites **Need:** Students need access to libraries and support in accessing information. **Scope:** LEA-wide	This action addresses unequal access to books, research assistance, digital information, and quiet academic spaces experienced by many low-income students and English learners. Students who lack robust home libraries, reliable technology, or adult assistance with research depend more heavily on school libraries to develop literacy, complete assignments, and explore interests. Library technicians keep comprehensive-site libraries accessible, help students locate culturally and linguistically relevant materials, and teach students to navigate print and digital resources. The action is provided LEA-wide because access should be consistent across grade spans, while collection development, outreach, and instructional assistance are responsive to the needs of unduplicated students.	Surveys
2.13	**Action:** After School Support **Need:** Students need to have access to after school support for academics and enrichment. **Scope:** LEA-wide	This action is specifically designed to address gaps in supervised learning time, enrichment, meals, and academic assistance experienced by low-income students, English learners, and foster youth. These students may have limited access to fee-based activities, tutoring, transportation, technology, or safe after-school settings. KUDOS and ASSETS extend the learning day through homework assistance, academic intervention, enrichment, relationships with caring adults, and structured activities. The action is provided LEA-wide so students across grade spans can access coherent support, with recruitment, fee-free participation, language access, and program design principally directed toward unduplicated students.	Program attendance, surveys

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
2.16	**Action:** Transitional Kindergarten **Need:** Students need increased time in school to ensure academic achievement **Scope:** Schoolwide	This action addresses readiness gaps that can emerge before kindergarten for low-income students, English learners, and foster youth, who may have had less consistent access to high-quality preschool, early literacy and numeracy experiences, or stable learning environments. Transitional Kindergarten provides an additional year of developmentally appropriate instruction, language-rich learning, relationship building, and early identification of academic or social-emotional needs. The action is provided schoolwide because inclusive early-learning classrooms support peer interaction and prevent stigmatization, while outreach, family connection, and differentiated supports are principally directed toward unduplicated students.	Enrollment, attendance rates
3.1	**Action:** Family Liaisons **Need:** Our most vulnerable families need support to access school and community services. The Family Liaisons will also provide support for our homeless youth to ensure they have adequate resources to support school attendance. **Scope:** LEA-wide	This action is specifically designed to address barriers experienced by low-income families, families of English learners, foster families, and families experiencing homelessness, including language access, transportation, unfamiliarity with school systems, and difficulty connecting with health, housing, food, and other supports. Family Liaisons provide proactive, culturally responsive outreach; connect families to school and community resources; and help resolve barriers affecting attendance and learning. The action is provided LEA-wide because vulnerable families are served at every school and benefit from a consistent, trusted point of contact, while caseloads and outreach are principally directed toward unduplicated students and families with identified needs.	Surveys, number of families served
3.2	**Action:** Library Updates	This action addresses the need of low-income students, English learners, and foster youth to see their cultures, identities, languages, and	Amount spent, number of books or other materials purchased.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: All of our students should see themselves represented in the materials in the library. **Scope:** LEA-wide	experiences represented in accessible school materials. Students with limited access to books outside school depend more heavily on school collections for literacy development, belonging, and exposure to diverse perspectives. Updating libraries with current, culturally responsive, multilingual, and high-interest materials removes access barriers and supports both academic engagement and an inclusive climate. The action is provided LEA-wide because representation and access are districtwide responsibilities, while purchasing priorities will be informed by enrollment data, student voice, circulation patterns, and the needs of unduplicated students.	
3.3	**Action:** Restorative Practices (including students with special needs) **Need:** Traditional school discipline is not effective in supporting our most vulnerable populations. **Scope:** LEA-wide	This action is designed to address discipline and belonging disparities that can disproportionately affect low-income students, English learners, and foster youth. Traditional punitive responses may not address underlying needs, repair harm, or preserve a student's connection to school. Restorative practices provide structured opportunities for voice, accountability, relationship repair, and reintegration while helping staff respond consistently and respectfully. The action is provided LEA-wide because students move across settings and equitable implementation requires common expectations and trained adults throughout the district. Implementation will be principally responsive to unduplicated students and other groups experiencing elevated suspension, conflict, or disconnection.	Surveys
3.4	**Action:** Positive Behavioral Interventions & Supports (PBIS) **Need:**	This action addresses the need for predictable, preventive, and instructionally focused behavior support for low-income students, English learners, and foster youth. Students affected by stress, mobility, language barriers, or inconsistent prior	Surveys

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
	Traditional approaches to discipline do not actively support pro-social behaviors. **Scope:** Schoolwide	school experiences may be more vulnerable to exclusionary discipline when expectations are implicit or responses vary by classroom. PBIS explicitly teaches expectations, acknowledges positive behavior, uses data for early intervention, and organizes tiered support before concerns escalate. The action is provided schoolwide because consistency across adults and settings is essential to effectiveness, while data review and intensified supports will be principally directed toward unduplicated students showing greater need.	
3.5	**Action:** Social-Emotional Learning (SEL) (including students with special needs) **Need:** Our most vulnerable learners need support in social emotional learning to ensure they have the tools necessary to overcome their challenges. **Scope:** LEA-wide	This action is principally directed toward low-income students, English learners, and foster youth, who may experience stressors related to poverty, mobility, language acquisition, trauma, or disrupted relationships that interfere with learning and school connection. A coherent SEL curriculum explicitly teaches self-awareness, self-management, relationship skills, responsible decision-making, and help-seeking. Integrating these skills into daily instruction strengthens students' capacity to engage academically and navigate challenges. The action is provided LEA-wide because a common language and consistent adult practices are needed across grade spans, while differentiation and tiered follow-up will focus on unduplicated students and students with identified social-emotional needs.	Surveys
3.6	**Action:** Link Crew, WEB (Where Everyone Belongs), & POD (Positive, Open-Minded, Determined) Squad **Need:**	This action addresses transition and belonging needs that can be especially significant for low-income students, English learners, and foster youth, who may enter a new school with fewer established peer networks or less familiarity with campus expectations. Trained peer leaders provide orientation, mentoring, check-ins, and	Surveys

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
	Students need to feel accepted at school, particularly when transitioning between sites. **Scope:** LEA-wide	relationship-building activities that help younger or newly enrolled students identify supportive peers and adults. The action is provided LEA-wide across transition points because a welcoming culture benefits entire cohorts and avoids identifying students publicly, while recruitment, matching, and follow-up will intentionally ensure that unduplicated students receive support.	
3.7	**Action:** Student Mental Health Supports **Need:** Student need support to deal with the mental health issues they are facing. **Scope:** LEA-wide	This action is specifically designed to reduce barriers to mental-health care for low-income students, English learners, and foster youth, who may face limited provider availability, cost, transportation, stigma, or difficulty navigating community systems. School-based supports provide timely assessment, brief intervention, counseling, crisis response, referral, and coordination with families and outside providers. Locating services at school increases access and helps address concerns before they result in chronic absence, discipline, or academic failure. The action is provided LEA-wide because needs occur at every grade span, with outreach, language access, and service prioritization principally directed toward unduplicated students.	Number of students served, surveys
3.8	**Action:** FBUSD Athletics Programs **Need:** The costs to support, participate, and attend athletic and extracurricular events can be cost prohibitive for many of our families **Scope:** LEA-wide	This action addresses financial barriers that can prevent low-income students and families from participating in or attending athletics and extracurricular events. Participation in school activities builds relationships, belonging, physical wellness, and connection to caring adults, all of which can support attendance and persistence. Providing free admission to regular home events and maintaining accessible programs reduces the extent to which family income determines participation in school life. The action is provided LEA-wide because inclusive events strengthen the	Attendance at events, surveys

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
		broader school community, while the elimination of costs is principally intended to increase access for low-income students and other unduplicated students whose families face participation barriers.	
3.9	**Action:** Athletic Director **Need:** Students need access to athletics as a part of a well rounded education. **Scope:** Schoolwide	This action supports equitable access to organized athletics for low-income students, English learners, and foster youth, who may need additional help understanding eligibility, completing participation requirements, accessing equipment, or balancing academics with activities. Athletic directors coordinate programs, monitor academic eligibility, connect students to available supports, and create consistent pathways into participation. The action is provided schoolwide at the middle and high schools because safe, coherent athletic programs require centralized coordination and serve the full campus, while outreach and barrier removal are principally directed toward unduplicated students who might otherwise be excluded from participation.	Participation numbers, surveys
3.10	**Action:** Anonymous Reporting App with crisis resources **Need:** Our students need access to a way to anonymously report concerns. **Scope:** LEA-wide	This action addresses the need of low-income students, English learners, and foster youth for a safe, accessible way to report bullying, threats, mental-health concerns, or other risks when they may be reluctant or unable to approach an adult directly. A confidential reporting tool available beyond the school day provides an additional pathway to crisis information and timely adult response. The action is provided LEA-wide because safety concerns cross sites and require a consistent response protocol, while multilingual access, awareness efforts, and follow-up are designed to ensure unduplicated students can use the resource effectively.	App usage

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
3.11	**Action:** Equity Focused Education **Need:** All students, especially our marginalized youth, need to experience culturally proficient school settings. **Scope:** LEA-wide	This action is principally directed toward improving the school experiences of low-income students, English learners, foster youth, and other historically marginalized students. These students may encounter implicit bias, cultural mismatch, lower expectations, or practices that do not adequately reflect their identities and strengths. Training, equity audits, data inquiry, and leadership development build staff capacity to recognize disparities, use culturally responsive practices, and change systems that produce inequitable access or outcomes. The action is provided LEA-wide because equity depends on coherent policies and adult practices across every campus, with learning priorities informed by disaggregated achievement, attendance, discipline, and engagement data.	Surveys, equity audits
3.12	**Action:** Supplemental/elective offerings **Need:** Students need access to a broad course of study **Scope:** LEA-wide	This action addresses opportunity gaps for low-income students, English learners, and foster youth who may have limited access outside school to arts, technology, enrichment, advanced learning, and career-connected experiences. Supplemental and elective courses allow students to discover strengths, build relationships, connect learning to interests, and access a broad course of study. The action is provided LEA-wide because viable electives depend on inclusive scheduling and enrollment and because a diverse program benefits school climate. Course planning, outreach, and removal of prerequisites or participation barriers will be principally directed toward ensuring equitable access for unduplicated students.	Master schedules, surveys
3.13	**Action:** Contribution to transportation	This action is specifically designed to address transportation barriers that disproportionately affect low-income students, English learners, and	Attendance rates, bus ridership

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Our students need access to transportation to ensure regular school attendance. **Scope:** LEA-wide	foster youth in a rural district. Lack of reliable transportation can contribute directly to absence, tardiness, missed interventions, and inability to participate in enrichment or college and career opportunities. District transportation provides a dependable route to school and supports access to educational programs. The action is provided LEA-wide because efficient routes must serve geographically dispersed students across schools, while route planning, communication, and problem solving are principally responsive to unduplicated students whose attendance and participation would otherwise be limited.	
3.14	**Action:** Student Attendance Review **Need:** Students and families need support to encourage school attendance **Scope:** LEA-wide	This action addresses persistent chronic absenteeism among unduplicated students. In the 2023 Dashboard, districtwide Chronic Absenteeism was Red, with socioeconomically disadvantaged students also Red; attendance barriers may include transportation, housing instability, health, family responsibilities, language access, and weak school connection. Site SARTs and the district SARB use early identification, family-centered problem solving, coordinated services, and progressive follow-up to address root causes before absence becomes entrenched. The action is provided LEA-wide because consistent thresholds and coordination are necessary across schools, while referrals and individualized plans principally target low-income students, English learners, foster youth, and students experiencing homelessness.	Chronic absenteeism rates, attendance rates
3.15	**Action:** Parent Communication **Need:**	This action is designed to address communication barriers affecting low-income families, families of English learners, and foster families, including limited time, changing contact information, language differences, and difficulty navigating	Usage statistics, surveys

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
	Parents and educators need an easy to use platform to facilitate communication. **Scope:** LEA-wide	multiple school communication systems. A single, accessible platform supports timely two-way communication, translation, attendance notices, academic updates, emergency information, and opportunities for participation. The action is provided LEA-wide so families receive consistent communication as students move across schools and so staff can coordinate outreach. Translation, mobile access, training, and direct follow-up are principally intended to improve meaningful access for unduplicated students and families.	
3.16	**Action:** Parent Education Events **Need:** Parents need support to effectively parent and engage their students. **Scope:** LEA-wide	This action addresses the need of low-income families, families of English learners, and foster families for accessible information on student mental health, substance-use prevention, health and nutrition, technology, and other issues affecting school success. Cost, childcare, work schedules, language, and transportation can limit participation in traditional events. Providing sessions in English and Spanish, along with food and childcare, directly reduces these barriers and connects families with experts and school staff. The action is provided LEA-wide to create a consistent and inclusive family-learning program, while topic selection and outreach will be principally informed by the needs and input of unduplicated families.	Attendance at events, surveys
3.19	**Action:** Student and Community Equity Committee **Need:** Marginalized students need access to a forum to share their needs and challenges in a safe and supportive environment.	This action is principally directed toward low-income students, English learners, foster youth, and other marginalized students whose perspectives may be underrepresented in formal decision-making. Limited access to meetings, language barriers, prior negative experiences, or unequal power relationships can reduce meaningful participation. The committee creates a recurring, supported forum for students and	Surveys

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	community members to identify barriers, review disaggregated information, and recommend changes to programs, climate, and engagement practices. The action is provided LEA-wide because recommendations may affect policy and practice across all schools, while membership, interpretation, and outreach will intentionally center unduplicated students and families.	
3.22	**Action:** Middle School Assistant Principal **Need:** Our unduplicated students need additional guidance and support during middle school. **Scope:** Schoolwide	This action is specifically designed to address the concentrated academic, attendance, behavior, and transition needs of unduplicated students at Fort Bragg Middle School. The 2023 Dashboard placed the school in Red for Mathematics and Chronic Absenteeism; English learners, Hispanic students, socioeconomically disadvantaged students, and other groups were Red in key indicators. The assistant principal provides timely progress monitoring, family outreach, tiered interventions, restorative responses, and coordination among teachers, counselors, and support staff. The position is schoolwide because consistent systems and supervision affect the entire campus, while time and intervention resources are principally directed toward low-income students, English learners, and foster youth with identified needs.	Attendance Rates, Suspensions.
3.23	**Action:** Attendance Liaison **Need:** Chronic Absenteeism affects the outcomes for students in target student groups. **Scope:** LEA-wide	This action responds directly to persistent chronic absenteeism among low-income students, English learners, and foster youth. The district's 2023 Dashboard Chronic Absenteeism indicator was Red, and socioeconomically disadvantaged students were also Red. An Attendance Liaison provides consistent early outreach, identifies barriers with students and families, coordinates transportation and community supports, monitors attendance plans, and reconnects students before patterns worsen. The action is provided LEA-wide	Student attendance rates, chronic absenteeism rates.

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
		because attendance data and family needs cross school boundaries and require coordinated follow-up, while the liaison's caseload and intensity of service are principally directed toward unduplicated students with emerging or chronic attendance concerns.	
3.24	**Action:** Support and Supervision for Foster Youth, Homeless Youth, and Attendance programs **Need:** Students throughout the district have a need for additional attendance support. Out Foster Youth and Homeless Youth need support for attendance and to access services within the district to ensure success in their academic pursuits. **Scope:** LEA-wide	This action is designed to address the unique needs of foster youth, students experiencing homelessness, and other unduplicated students affected by mobility, unstable housing, interrupted enrollment, transportation barriers, and fragmented services. Districtwide 2023 Dashboard data placed students experiencing homelessness in Red for English Language Arts and Mathematics, while chronic absenteeism was Red overall. Dedicated coordination ensures timely identification, enrollment, records transfer, access to legally required services, attendance intervention, and communication among schools, caregivers, agencies, and community partners. The action is provided LEA-wide because these students may move between sites and need consistent protections and case management across the district.	Chronic absenteeism rates, suspension rates, academic achievement.
4.2	**Action:** Leaving to Learn (Student Internships) **Need:** Students in the target student groups need additional support to ensure a successful transition to adult life. **Scope:** Schoolwide	This schoolwide Equity Multiplier action is specifically designed for students in Alternative Education, where low-income students and other unduplicated students are highly represented and often experience chronic absenteeism, credit deficiencies, and disconnection from traditional instruction. Leaving to Learn links student interests to internships, mentorships, service learning, and authentic projects with community partners. These experiences make coursework relevant, build professional networks that students may not otherwise access, and strengthen confidence in	Graduation rates, attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the transition to employment, training, or college. The action is provided schoolwide because the Big Picture Learning model depends on integrated schedules, staff coordination, and community partnerships across the program.	
4.3	**Action:** Attendance Incentives **Need:** Students in the target student groups need additional incentives to regularly attend school. **Scope:** Schoolwide	This schoolwide Equity Multiplier action addresses exceptionally high chronic absenteeism in the district's Alternative Education programs. Students served by these programs, including many low-income students and other unduplicated students, may have experienced repeated school failure, weak connection to school, transportation barriers, or competing responsibilities. Recognition and incentives provide immediate, positive reinforcement for regular and improved attendance while staff continue to address underlying barriers through individualized support. The action is provided schoolwide because a visible, consistent culture of attendance and recognition is necessary across the small programs, while incentives and monitoring are directed toward students with the greatest attendance needs.	Graduation rates, attendance rates
4.5	**Action:** Instructional Assistant Position **Need:** Students in Alternative Education programs need additional adult support to ensure success. **Scope:** Schoolwide	This schoolwide Equity Multiplier action addresses the need for intensive adult support among Alternative Education students, including high concentrations of low-income students and other unduplicated students who may have credit gaps, interrupted schooling, attendance challenges, or difficulty accessing grade-level content independently. The instructional assistant provides small-group and individual academic support, helps students remain engaged in projects and coursework, and expands safe access to Leaving to Learn opportunities. The action is provided schoolwide because the small-campus model requires flexible support across classrooms and	Graduation rates, attendance rates

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
		experiences, while the position's time is principally directed toward students demonstrating the greatest academic and engagement needs.	
4.6	**Action:** Professional Development for Staff **Need:** Students need educators with a variety of skills to ensure maximum engagement and flexibility. **Scope:** Schoolwide	This schoolwide Equity Multiplier action is specifically designed to improve instruction and engagement for Alternative Education students, including high concentrations of low-income students and other unduplicated students whose prior experiences indicate that traditional approaches have not adequately met their needs. Professional development in Big Picture Learning, project-based and interest-driven instruction, mentoring, trauma-informed practice, and flexible engagement strategies equips staff to personalize learning and rebuild student connection. The action is provided schoolwide because the program model requires shared practices and coordinated implementation across all staff, and the resulting improvements are principally intended to address the attendance, credit-completion, and graduation needs of the target student population.	Sign in sheets, reports from PD

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.8	**Action:** Newcomer and Multilingual Learner Support **Need:**	This limited action is specifically directed toward newcomer and multilingual learners, whose academic and language-development needs differ from those of students with longer exposure to	English Learner progress, surveys, interviews

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Our multilingual learners are not performing at the same achievement level as other students. This is evident in ELA, Math, and Science. **Scope:** Limited to Unduplicated Student Group(s)	U.S. schools. Districtwide 2023 Dashboard data placed English learners in Red for English Language Arts and Mathematics and Orange for English Learner Progress. Newcomers may also need intensive language development, orientation to school systems, interrupted-formal-education support, and assistance accessing grade-level courses. Dedicated middle and high school support provides targeted English instruction, academic scaffolding, progress monitoring, and coordinated family communication. Effectiveness will be assessed through language growth, course access and completion, and student and family feedback.	

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.

Our actions in the LCAP are primarily and principally directed at our unduplicated students. These various student groups make up a vast majority of the student population. As a result most of the actions are taken on a schoolwide or district wide basis and are intended to have a broad impact on the system. As a result of these factors, we believe that these proposed actions will increase and/or improve services for our unduplicated student groups. We also do not have actions that are targeted at only one unduplicated group of students.
Method for Percentage for Increased and Improved Services
The district estimated the amount of personnel time, equipment, and resources needed to accomplish the action. The dollar equivalent of these items was then compared to the entire amount for increased and improved services to calculate a percentage.

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 FBUSD schools have a high concentration (above 55%) of foster youth, English learners, and/or low income students. The concentration grant add-on funding will be used to support counselors at all sites (6.0 FTE), adding intervention teachers at our elementary schools (3.0 FTE), and adding family liaisons (2.0 FTE) to support parent and student connections to schools.

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		All FBUSD Schools have a student concentration greater than 55%. 1580 students; 141.82 FTE; 11.4 students to 1 classified staff
Staff-to-student ratio of certificated staff providing direct services to students		All FBUSD Schools have a student concentration greater than 55%. 1580 students; 106.1 FTE; 14.89 students to 1 certificated staff

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$18,554,396	$5,904,598	31.823%	0.000%	31.823%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,298,226.00	$2,811,646.00	$275,341.00	$433,393.00	$10,818,606.00	$7,878,354.00	$2,940,252.00

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	Digital portfolios	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								1%
1	1.2	AVID 3-12	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FBMS, FBHS, Dana Gray Gr. 3-12	Ongoing	$111,592.00	$35,500.00	$147,092.00				$147,092.00	
1	1.3	Career & College Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$105,799.00	$0.00	$76,384.00	$29,415.00			$105,799.00	
1	1.4	Dual Enrollment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fort Bragg High School, Noyo High School, Lighthouse CDS Grades 9-12	Ongoing	$118,596.00	$0.00	$118,596.00				$118,596.00	
1	1.5	Graduation Data Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FBHS, Noyo HS, Lighthouse CDS 9-12	Ongoing								1%
1	1.6	College and Career Readiness Curriculum	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fort Bragg High School 9th Grade	Ongoing	$126,142.00	$0.00	$126,142.00				$126,142.00	

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	1.7	Family Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Big Picture Learning	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Noyo High School and Lighthouse CDS Grades 9-12	Ongoing	$0.00	$8,334.00	$0.00	$8,334.00		$0.00	$8,334.00	
1	1.9	Career Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FBMS, FBHS, Noyo HS, Lighthouse CDS, Shelter Cove CDS 8-12	Ongoing	$467,031.00	$35,258.00	$427,601.00	$74,688.00			$502,289.00	
1	1.10	Dual Enrollment- Alt Ed	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Noyo Continuation High School, Lighthouse Community Day School	2025-2026 and ongoing								0.25
1	1.11	Instructional Technology	All	No				2025-2026 and ongoing	$45,000.00	$0.00		$45,000.00			$45,000.00	
2	2.1	Provide Reading and Math intervention curricula in grades K-8.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Redwood, Dana Gray, FBMS K-8	2024-2025 School Year and ongoing for materials maintenance	$0.00	$88,001.00	$5,000.00	$83,001.00			$88,001.00	
2	2.2	Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$614,592.00	$4,000.00	$275,585.00			$343,007.00	$618,592.00	
2	2.3	Alternative Education & Credit Recovery	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FBHS and Alt Ed Gr 9-12	Ongoing	$629,515.00	$0.00	$629,515.00				$629,515.00	
2	2.4	Anchor Academy	Low Income	Yes	Schoolwide	Low Income	Specific Schools: FBHS	Ongoing	$128,586.00	$3,000.00	$64,908.00			$66,678.00	$131,586.00	

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
							Gr 10-12									
2	**2.5**	Independent Study Grades 9-12	All	No			Specific Schools: Fort Bragg High School 9-12	2026-2027 School Year								
2	**2.6**	Instructional Assistants - Non SpEd	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$450,943.00	$0.00	$450,943.00				$450,943.00	
2	**2.7**	EL Coordinator & Bilingual Instructional Assistants	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$553,131.00	$5,000.00	$558,131.00			$0.00	$558,131.00	
2	**2.8**	Newcomer and Multilingual Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: FBHS, FBMS 6-12	Ongoing	$245,000.00	$0.00	$245,000.00				$245,000.00	
2	**2.9**	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$120,462.00	$0.00	$120,462.00				$120,462.00	
2	**2.10**	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$838,785.00	$1,000.00	$564,444.00		$275,341.00		$839,785.00	
2	**2.11**	Professional Development (PD)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Current year	$34,825.00	$13,000.00	$3,000.00	$44,825.00			$47,825.00	
2	**2.12**	Maintain Library Technicians for comprehensive sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$277,633.00	$0.00	$79,484.00	$198,149.00			$277,633.00	
2	**2.13**	After School Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,638,262.00		$1,638,262.00			$1,638,262.00	
2	**2.14**	Inclusive Classrooms	Students with Disabilities	No			All Schools	Begin in 2024-2025	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	**2.15**	Dual Immersion Program Planning						2024-2025 Plan, 2025-2026 Pilot Implementation	$0.00	$0.00	$0.00				$0.00	
2	**2.16**	Transitional Kindergarten	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Redwood		$566,034.00	$9,801.00	$566,034.00	$9,801.00			$575,835.00	

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
			Low Income			Low Income	Elementary TK									
2	2.17	Co Planning to Support Students with Disabilities	Students with Disabilities	No			Specific Schools: Redwood Elementary, Dana Gray Elementary	Ongoing								
2	2.18	Data Driven Instruction	Students with Disabilities	No			All Schools	Ongoing								
2	2.19	Summer Program for Students with Disabilities	Students with Disabilities	No			All Schools	Starting in 2026-2027	$83,723.00	$0.00		$83,723.00			$83,723.00	
3	3.1	Family Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$347,358.00	$1,000.00	$170,958.00	$177,400.00			$348,358.00	
3	3.2	Library Updates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.3	Restorative Practices (including students with special needs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$25,000.00	$5,000.00	$30,000.00			$35,000.00	
3	3.4	Positive Behavioral Interventions & Supports (PBIS)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Gr TK-8	Ongoing	$0.00	$500.00	$500.00				$500.00	
3	3.5	Social-Emotional Learning (SEL) (including students with special needs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$146,000.00		$146,000.00			$146,000.00	
3	3.6	Link Crew, WEB (Where Everyone Belongs), & POD (Positive, Open-Minded, Determined) Squad	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,250.00	$3,250.00				$3,250.00	
3	3.7	Student Mental Health Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Two years funding expanded NPA services	$0.00	$150,000.00		$150,000.00			$150,000.00	
3	3.8	FBUSD Athletics Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$204,754.00	$120,050.00	$324,804.00				$324,804.00	

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
3	3.9	Athletic Director	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FBMS & FBHS 6-12	Ongoing	$96,183.00	$0.00	$96,183.00				$96,183.00	
3	3.10	Anonymous Reporting App with crisis resources	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Beginning for the 2024-2025 school year and ongoing	$0.00	$1,500.00	$1,500.00			$0.00	$1,500.00	
3	3.11	Equity Focused Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Starting 2024-2025 and ongoing								0.5
3	3.12	Supplemental/elective offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$599,552.00	$0.00	$575,844.00			$23,708.00	$599,552.00	
3	3.13	Contribution to transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$724,807.00	$394,340.00	$1,119,147.00				$1,119,147.00	
3	3.14	Student Attendance Review	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Monthly throughout the 2023-2024 school year								2%
3	3.15	Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$0.00	$13,500.00	$13,500.00				$13,500.00	
3	3.16	Parent Education Events	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$500.00		$500.00			$500.00	
3	3.17	Visitor Check in system	All	No			All Schools	2024-2025 and ongoing	$0.00	$17,000.00	$17,000.00				$17,000.00	
3	3.18	School Safety Training and Drills	All	No				Ongoing								
3	3.19	Student and Community Equity Committee	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fall 2024 and Ongoing								0.125
3	3.20	School Resource Officer	All	No			All Schools	Fall 2024 and Ongoing	$0.00	$125,500.00	$125,500.00				$125,500.00	
3	3.21	Special Education Students	Students with Disabilities	No			All Schools	2024-2025 and ongoing								
3	3.22	Middle School Assistant Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Fort Bragg Middle	Ongoing	$167,106.00	$0.00	$167,106.00				$167,106.00	

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
						Low Income	School									
3	3.23	Attendance Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 and throughout the CCSPP grant	$92,548.00	$0.00		$92,548.00			$92,548.00	
3	3.24	Support and Supervision for Foster Youth, Homeless Youth, and Attendance programs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		Ongoing	$56,796.00	$0.00	$56,796.00				$56,796.00	
4	4.1	Increase Communication with Parents	All	No			Specific Schools: Shelter Cove CDS, Lighthouse CDS, Noyo Continuation HS	Starting Fall 2024 and ongoing	$0.00	$0.00	$0.00	$0.00			$0.00	
4	4.2	Leaving to Learn (Student Internships)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shelter Cove CDS, Lighthouse CDS, Noyo Continuation HS	Ongoing	$0.00	$16,666.00	$16,666.00	$0.00			$16,666.00	
4	4.3	Attendance Incentives	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shelter Cove CDS, Lighthouse CDS, Noyo Continuation HS	Starting Fall 2024	$0.00	$23,000.00	$23,000.00				$23,000.00	
4	4.4	Provide Art as an engagement strategy	All	No			Specific Schools: Shelter Cove CDS, Lighthouse CDS, Noyo Continuation HS	Ongoing	$0.00	$23,290.00	$23,290.00	$0.00			$23,290.00	
4	4.5	Instructional Assistant Position	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shelter Cove CDS, Lighthouse CDS, Noyo	Starting in 2026-2027	$61,861.00	$0.00	$61,861.00				$61,861.00	

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
							Continuation HS									
4	**4.6**	Professional Development for Staff	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shelter Cove CDS, Lighthouse CDS, Noyo Continuation HS	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$18,554,396	$5,904,598	31.823%	0.000%	31.823%	$7,129,436.00	4.875%	43.300 %	**Total:**	$7,129,436.00
								LEA-wide Total:	$4,419,232.00
								Limited Total:	$245,000.00
								Schoolwide Total:	$2,465,204.00

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	**1.1**	Digital portfolios	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		1%
1	**1.2**	AVID 3-12	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FBMS, FBHS, Dana Gray Gr. 3-12	$147,092.00	
1	**1.3**	Career & College Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,384.00	
1	**1.4**	Dual Enrollment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fort Bragg High School, Noyo High School, Lighthouse CDS Grades 9-12	$118,596.00	
1	**1.5**	Graduation Data Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FBHS, Noyo HS, Lighthouse CDS 9-12		1%

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	1.6	College and Career Readiness Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fort Bragg High School 9th Grade	$126,142.00	
1	1.7	Family Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	1.8	Big Picture Learning	Yes	Schoolwide	Low Income	Specific Schools: Noyo High School and Lighthouse CDS Grades 9-12	$0.00	
1	1.9	Career Technical Education (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FBMS, FBHS, Noyo HS, Lighthouse CDS, Shelter Cove CDS 8-12	$427,601.00	
1	1.10	Dual Enrollment- Alt Ed	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Noyo Continuation High School, Lighthouse Community Day School		0.25
2	2.1	Provide Reading and Math intervention curricula in grades K-8.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Redwood, Dana Gray, FBMS K-8	$5,000.00	
2	2.2	Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275,585.00	
2	2.3	Alternative Education & Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FBHS and Alt Ed Gr 9-12	$629,515.00	
2	2.4	Anchor Academy	Yes	Schoolwide	Low Income	Specific Schools: FBHS Gr 10-12	$64,908.00	
2	2.6	Instructional Assistants - Non SpEd	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,943.00	

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 (%)
2	2.7	EL Coordinator & Bilingual Instructional Assistants	Yes	LEA-wide	English Learners	All Schools	$558,131.00	
2	2.8	Newcomer and Multilingual Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: FBHS, FBMS 6-12	$245,000.00	
2	2.9	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,462.00	
2	2.10	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$564,444.00	
2	2.11	Professional Development (PD)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
2	2.12	Maintain Library Technicians for comprehensive sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$79,484.00	
2	2.13	After School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.16	Transitional Kindergarten	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Redwood Elementary TK	$566,034.00	
3	3.1	Family Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$170,958.00	
3	3.2	Library Updates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	3.3	Restorative Practices (including students with special needs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.4	Positive Behavioral Interventions & Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Gr TK-8	$500.00	
3	3.5	Social-Emotional Learning (SEL) (including students with special needs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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	3.6	Link Crew, WEB (Where Everyone Belongs), & POD (Positive, Open-Minded, Determined) Squad	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,250.00	
3	3.7	Student Mental Health Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools		
3	3.8	FBUSD Athletics Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$324,804.00	
3	3.9	Athletic Director	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FBMS & FBHS 6-12	$96,183.00	
3	3.10	Anonymous Reporting App with crisis resources	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,500.00	
3	3.11	Equity Focused Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.5
3	3.12	Supplemental/elective offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$575,844.00	
3	3.13	Contribution to transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,119,147.00	
3	3.14	Student Attendance Review	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		2%
3	3.15	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,500.00	
3	3.16	Parent Education Events	Yes	LEA-wide	English Learners Low Income	All Schools		
3	3.19	Student and Community Equity Committee	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.125
3	3.22	Middle School Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fort Bragg Middle School	$167,106.00	
3	3.23	Attendance Liaison	Yes	LEA-wide	English Learners Foster Youth	All Schools		

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 (%)
					Low Income			
3	3.24	Support and Supervision for Foster Youth, Homeless Youth, and Attendance programs	Yes	LEA-wide	Foster Youth Low Income		$56,796.00	
4	4.2	Leaving to Learn (Student Internships)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shelter Cove CDS, Lighthouse CDS, Noyo Continuation HS	$16,666.00	
4	4.3	Attendance Incentives	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shelter Cove CDS, Lighthouse CDS, Noyo Continuation HS	$23,000.00	
4	4.5	Instructional Assistant Position	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shelter Cove CDS, Lighthouse CDS, Noyo Continuation HS	$61,861.00	
4	4.6	Professional Development for Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shelter Cove CDS, Lighthouse CDS, Noyo Continuation HS	$15,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,004,640.00	$10,161,786.56

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**	Digital portfolios	Yes		
1	**1.2**	AVID 6-12	Yes	$219,637.00	178583
1	**1.3**	Career & College Specialist	Yes	$106,018.00	101403
1	**1.4**	Dual Enrollment	Yes	$201,096.00	111350
1	**1.5**	Graduation Data Support	Yes		
1	**1.6**	College and Career Readiness Curriculum	Yes	$59,724.00	123232
1	**1.7**	Family Liaison	Yes	$0.00	0
1	**1.8**	Big Picture Learning	Yes	$25,000.00	3000
1	**1.9**	Career Technical Education (CTE)	Yes	$392,399.00	436038
1	**1.10**	Dual Enrollment- Alt Ed	Yes		
1	**1.11**	Instructional Technology	No	$45,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Provide Reading and Math intervention curricula in grades K-8.	Yes	$15,000.00	53225
2	2.2	Intervention Teachers	Yes	$664,378.00	659767
2	2.3	Alternative Education & Credit Recovery	Yes	$646,801.00	658153
2	2.4	Anchor Academy	Yes	$187,208.00	140367
2	2.6	Instructional Assistants - Non SpEd	Yes	$603,206.00	463836
2	2.7	EL Coordinator & Bilingual Instructional Assistants	Yes	$602,126.00	562866
2	2.8	Newcomer and Multilingual Learner Support	Yes	$227,284.00	237162
2	2.9	Instructional Coaches	Yes	$110,965.00	21282
2	2.10	School Counselors	Yes	$765,866.00	825361
2	2.11	Professional Development (PD)	Yes	$189,474.00	117534
2	2.12	Maintain Library Technicians for comprehensive sites	Yes	$310,820.00	268313
2	2.13	After School Support	Yes	$1,638,262.00	1634035
2	2.14	Inclusive Classrooms	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.15	Dual Immersion Program Planning	Yes	$3,600.00	0.00
2	2.16	Transitional Kindergarten	Yes	$488,836.00	530618
2	2.17	Co Planning to Support Students with Disabilities	No		
2	2.18	Data Driven Instruction	No		
3	3.1	Family Liaisons	Yes	$474,294.00	336628
3	3.2	Library Updates	Yes	$30,000.00	1948.73
3	3.3	Restorative Practices (including students with special needs)	Yes		5205
3	3.4	Positive Behavioral Interventions & Supports (PBIS)	Yes	$700.00	0.00
3	3.5	Social-Emotional Learning (SEL) (including students with special needs)	Yes	$95,000.00	97000
3	3.6	Link Crew, WEB (Where Everyone Belongs), & POD (Positive, Open-Minded, Determined) Squad	Yes	$26,361.00	0.00
3	3.7	Student Mental Health Supports	Yes	$180,000.00	180000
3	3.8	FBUSD Athletics Programs	Yes	$313,388.00	295274
3	3.9	Athletic Director	Yes	$103,682.00	92193
3	3.10	Anonymous Reporting App with crisis resources	Yes	$1,275.00	1360

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	3.11	Equity Focused Education	Yes	$111,787.00	31825
3	3.12	Supplemental/elective offerings	Yes	$677,673.00	541869
3	3.13	Contribution to transportation	Yes	$1,007,995.00	989693
3	3.14	Student Attendance Review	Yes		
3	3.15	Parent Communication	Yes	$12,500.00	12230.83
3	3.16	Parent Education Events	Yes	$5,000.00	0.00
3	3.17	Visitor Check in system	No	$17,000.00	0.00
3	3.18	School Safety Training and Drills	No		
3	3.19	Student and Community Equity Committee	Yes		
3	3.20	School Resource Officer	No	$125,500.00	
3	3.21	Special Education Students	No	$53,205.00	55622.00
3	3.22	Middle School Assistant Principal	Yes	$155,439.00	171597.00
3	3.23	Attendance Liaison	No	$84,851.00	88725.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Increase Communication with Parents	No	$0.00	0.00
4	**4.2**	Leaving to Learn (Student Internships)	No	$0.00	49456.00
4	**4.3**	Attendance Incentives	No	$3,000.00	57779.00
4	**4.4**	Provide Art as an engagement strategy	No	$23,290.00	27256.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$5,730,209.00	$7,451,053.00	$6,906,938.00	$544,115.00	4.000%	4.000%	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	1.1	Digital portfolios	Yes			1%	1%
1	1.2	AVID 6-12	Yes	$219,637.00	175589.00		
1	1.3	Career & College Specialist	Yes	$80,042.00	73254.00		
1	1.4	Dual Enrollment	Yes	$201,096.00	111350.00		
1	1.5	Graduation Data Support	Yes			1%	1%
1	1.6	College and Career Readiness Curriculum	Yes	$59,724.00	123232.00		
1	1.7	Family Liaison	Yes	$0.00			
1	1.8	Big Picture Learning	Yes	$0.00	3000.00		
1	1.9	Career Technical Education (CTE)	Yes	$316,634.00	352272.00		
1	1.10	Dual Enrollment- Alt Ed	Yes				
2	2.1	Provide Reading and Math intervention curricula in grades K-8.	Yes	$4,500.00	0.00		
2	2.2	Intervention Teachers	Yes	$338,184.00	315468.00		
2	2.3	Alternative Education & Credit Recovery	Yes	$646,801.00	658153.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Anchor Academy	Yes				
2	2.6	Instructional Assistants - Non SpEd	Yes	$603,206.00	463835.00		
2	2.7	EL Coordinator & Bilingual Instructional Assistants	Yes	$602,126.00	530739.00		
2	2.8	Newcomer and Multilingual Learner Support	Yes	$227,284.00	237162.00		
2	2.9	Instructional Coaches	Yes	$109,411.00	21282.00		
2	2.10	School Counselors	Yes	$765,866.00	815670.00		
2	2.11	Professional Development (PD)	Yes	$1,700.00	2725.00		
2	2.12	Maintain Library Technicians for comprehensive sites	Yes	$310,820.00	268133.00		
2	2.13	After School Support	Yes				
2	2.15	Dual Immersion Program Planning	Yes	$3,600.00	0.00		
2	2.16	Transitional Kindergarten	Yes	$473,336.00	526683.00		
3	3.1	Family Liaisons	Yes	$188,073.00	162600.00		
3	3.2	Library Updates	Yes	$30,000.00	1949.00		
3	3.3	Restorative Practices (including students with special needs)	Yes		5205.00		
3	3.4	Positive Behavioral Interventions & Supports (PBIS)	Yes	$700.00	0.00		
3	3.5	Social-Emotional Learning (SEL) (including students with special needs)	Yes				
3	3.6	Link Crew, WEB (Where Everyone Belongs), & POD	Yes	$26,361.00	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		(Positive, Open-Minded, Determined) Squad					
3	**3.7**	Student Mental Health Supports	Yes				
3	**3.8**	FBUSD Athletics Programs	Yes	$313,388.00	290446.00		
3	**3.9**	Athletic Director	Yes	$103,682.00	92193.00		
3	**3.10**	Anonymous Reporting App with crisis resources	Yes	$1,275.00	1360.00		
3	**3.11**	Equity Focused Education	Yes				
3	**3.12**	Supplemental/elective offerings	Yes	$647,673.00	501366.00		
3	**3.13**	Contribution to transportation	Yes	$1,007,995.00	989444.00		
3	**3.14**	Student Attendance Review	Yes			2%	2.0%
3	**3.15**	Parent Communication	Yes	$12,500.00	12231.00		
3	**3.16**	Parent Education Events	Yes				
3	**3.19**	Student and Community Equity Committee	Yes				
3	**3.22**	Middle School Assistant Principal	Yes	$155,439.00	171597.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$18,146,705.00	$5,730,209.00	0%	31.577%	$6,906,938.00	4.000%	42.062%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
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