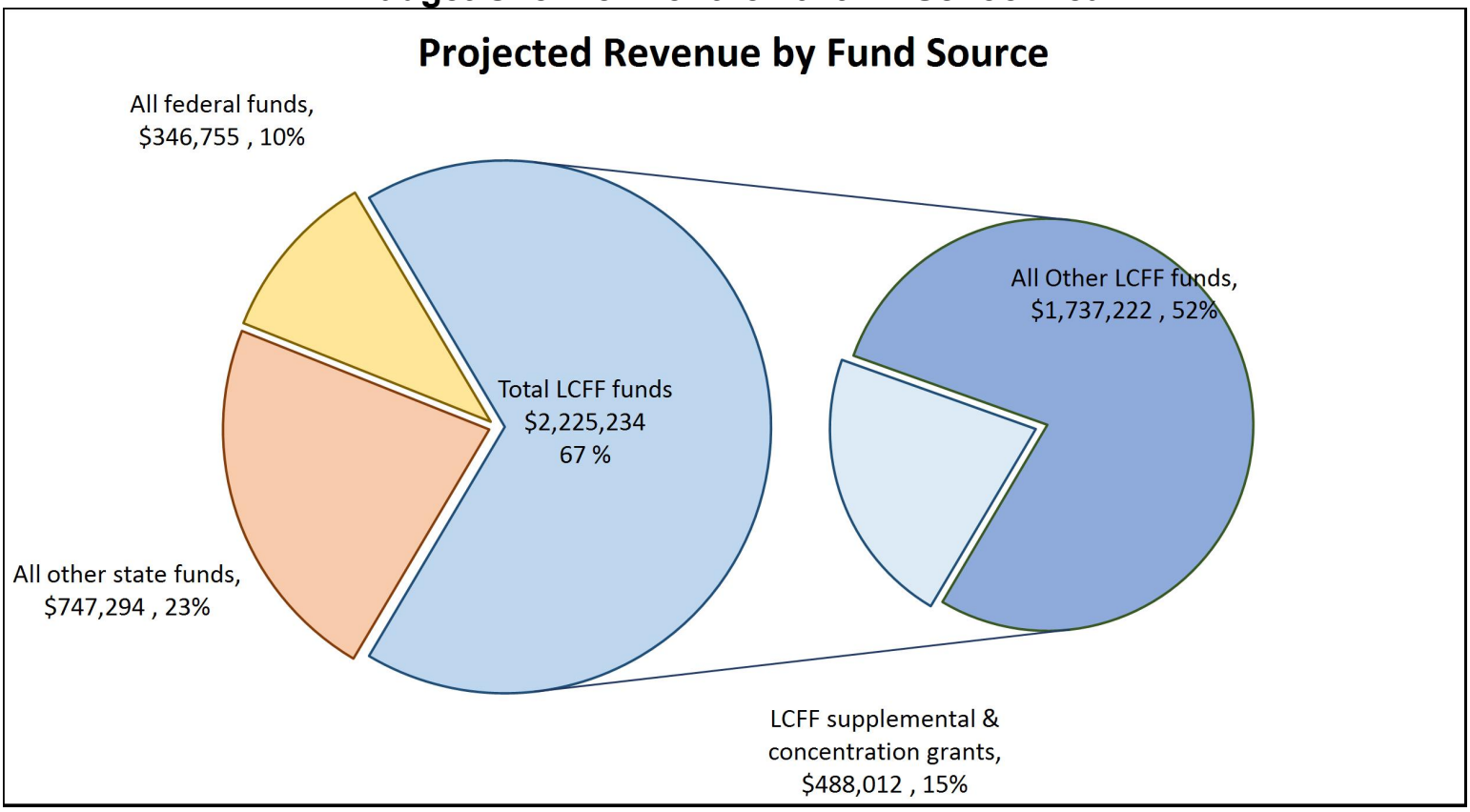
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fusion Charter
CDS Code: 50757390131185
School Year: 2026-27
LEA contact information:
David Ashby
Principal
dashby@fusioncharter.org
(209) 667-9047

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

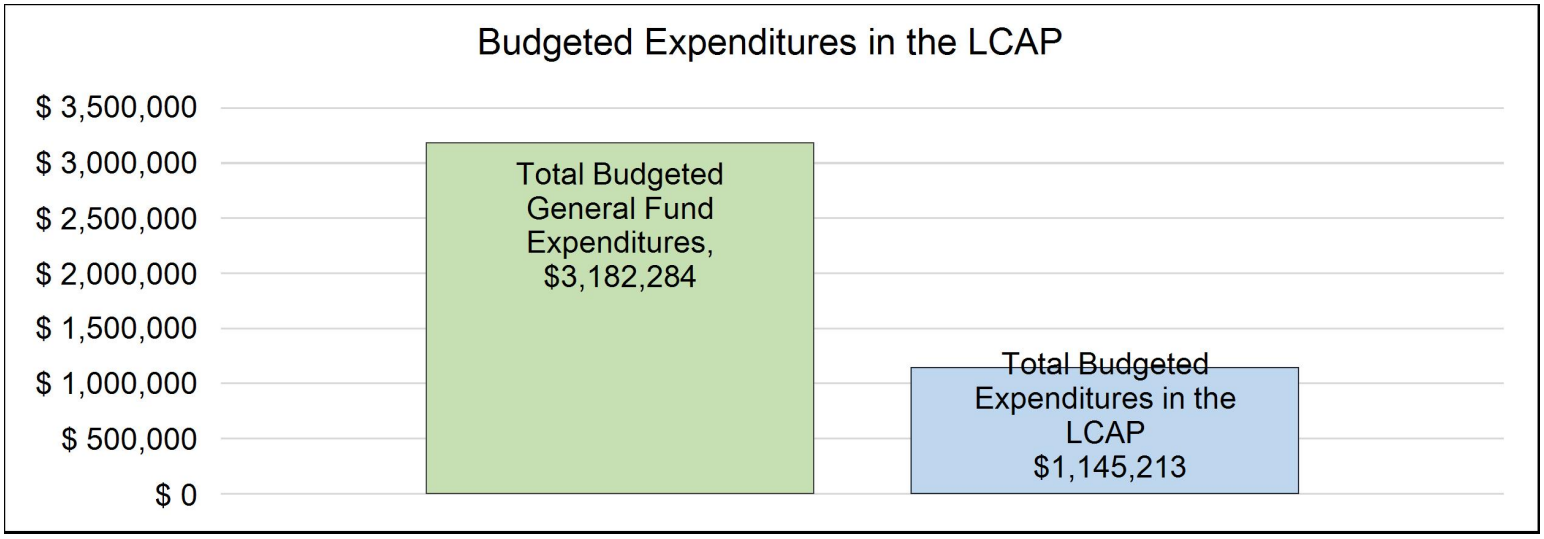


This chart shows the total general purpose revenue Fusion Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fusion Charter is $3,319,283, of which $2,225,234 is Local Control Funding Formula (LCFF), $747,294 is other state funds, $0 is local funds, and $346,755 is federal funds. Of the $2,225,234 in LCFF Funds, $488,012 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 Fusion Charter 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: Fusion Charter plans to spend $3,182,284 for the 2026-27 school year. Of that amount, $1,145,213 is tied to actions/services in the LCAP and $2,037,071 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Funds Budget Expenditures are not included in the LCAP: Salaries and Operating Expenses for the school in general, for ongoing Special Education expenses, for specific grant obligations not targeted in the LCAP, including the Arts and Music grant and the Student Support and Professional Development Block Grant, which are not specifically targeted for high needs students (including English Learners, Foster Youth and Low Income), Dual Enrollment, California Serves, and Lottery funds.

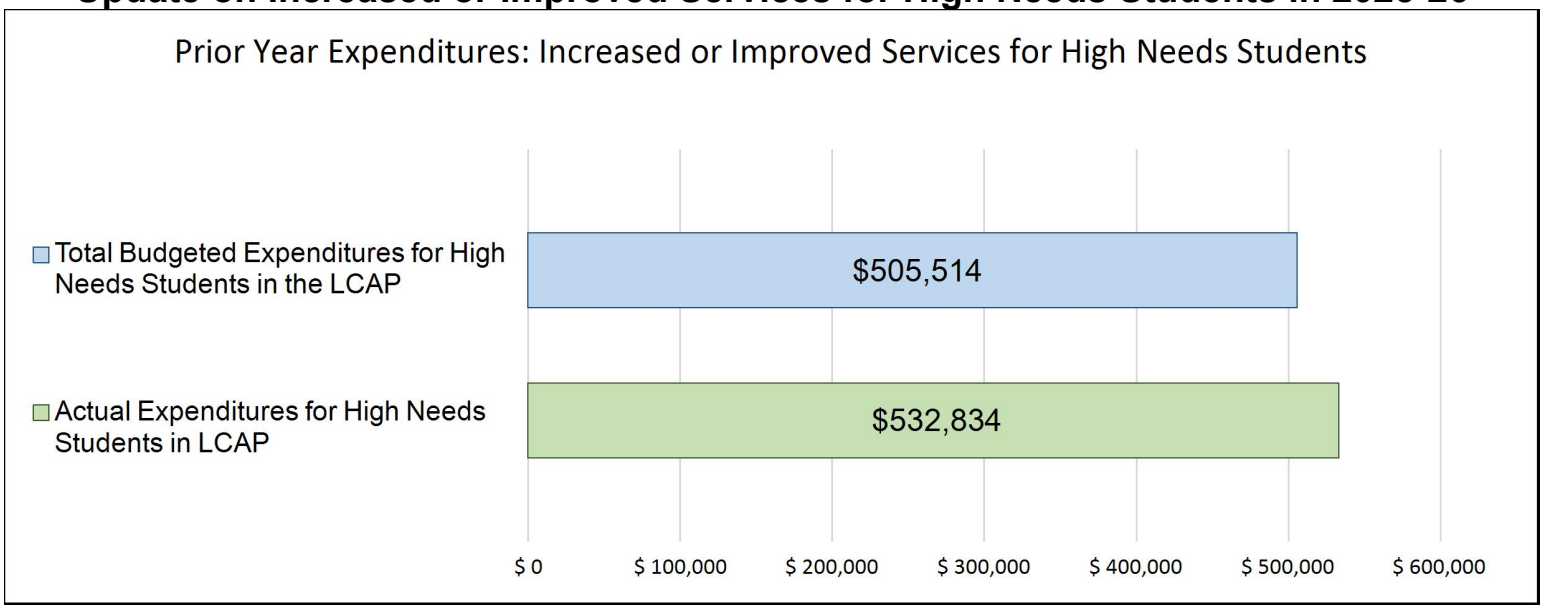
The LCAP includes the following funds:
LCFF Supplementary and Concentration Funds (Minimum of $488,012)
Federal Title and Comprehensive School Improvement Funds
Community Schools Grant Funds
Learning Recovery Emergency Block Grant Funds

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

In 2026-27, Fusion Charter is projecting it will receive $488,012 based on the enrollment of Foster Youth, English learner, and low-income students. Fusion Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Fusion Charter plans to spend $502,901 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 Fusion Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fusion Charter 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, Fusion Charter's LCAP budgeted $505,514 for planned actions to increase or improve services for high needs students. Fusion Charter actually spent $532,834 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fusion Charter	David Ashby Principal	dashby@fusioncharter.org (209) 667-9047

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.

Fusion Charter is a unique educational program of Aspiranet, a private, nonprofit family services agency, and is fully accredited by the Western Association of Schools and Colleges (WASC). The middle school and high school students who choose Fusion find an opportunity for a fresh start with access to credit recovery, support for social-emotional issues, and a flexible learning schedule.

Fusion Charter was authorized as free public independent charter school #1695 in 2014 and renewed in 2017 and 2025 by the Turlock Unified School District (TUSD) to meet the needs of vulnerable students at risk of school dropout, including students with chronic truancy, anxious or disruptive behavior on traditional campuses, and youth served by the foster care system or juvenile justice courts. Fusion offers a flex-based program with a hybrid of online independent study coursework, daily 90-minute instructional support sessions in school classrooms, and engaging student activities. Fusion entered WASC candidacy in 2016 and has earned accreditation through 2030. As of June 2026, a total of 455 students have earned Fusion high school diplomas and many others have returned to traditional district schools on track for graduation.

--Mission Statement:

Fusion Charter will use a trauma-responsive approach that puts social and emotional needs first, followed by practical, flexible, individualized learning to engage students and provide a pathway to college or career.

--Vision Statement:

We envision trauma-responsive schools in which all students are loved and respected as individuals and all graduates enter the adult community with the resources to thrive.

School Site

As of May, 2026 Fusion employs 22 dedicated staff members, eleven of whom are fluent in Spanish, with additional leadership and operational support from Aspiranet's local office in Turlock and home office in South San Francisco. Eleven staff members have worked at Fusion or Aspiranet for more than five years. Fusion staff are trained in trauma-responsive strategies and bring a broad range of skills and experience to the school. All staff are appropriately credentialed for their positions; nine have earned Master's degrees.

Fusion Charter has only one school site, operated in a six-classroom building with offices and a multipurpose room/gym owned by Aspiranet. The school is located on four acres at the southwest edge of Turlock, adjacent to Highway 99, orchards and prime farmland producing almonds, milk, chicken, walnuts and other crops. Although Stanislaus County and neighboring Merced County are ranked among the top ten agricultural counties nationwide, much of the population is in poverty; unemployment and lack of affordable housing are serious concerns. Fortunately, local avenues provide hope to our students. The Turlock Regional Industrial Park on the west side of Highway 99 provides emerging biotech and agri-business career readiness opportunities and nearby California State University Stanislaus provides students eager to volunteer on our campus and join our support staff.

Currently Fusion Charter is undergoing a beautiful and productive transformation as a "Community School" that supports the needs of the "whole child" by strengthening family and community. The "Hope Forward" mural in the Fusion yard, greenhouse, irrigation systems for fruit trees and garden beds in the schoolyard will welcome students and serve the school and community for years to come.

Summary of Student Demographics with Data from Aeries Analytics

Fusion has official California Department of Education (CDE) Dashboard Alternative School Status (DASS). Like other DASS high schools, Fusion serves a population of students in which more than 70% enter the school identified as needing extra support to prevent high school dropout. Fusion is the only DASS charter school serving students under the age of 18 in Stanislaus, Merced and Tuolumne Counties. Of the 282 students served this year, 219 had Turlock Unified as their district of residence (77.7%), with 63 students from outside of Turlock, mostly from Merced County (N=41, or 14.54%). Enrollment from outside the TUSD district has declined recently, with only 22.34% in the current year and 22.2% in 2024-25 from outside TUSD, compared to 18.61% in 2023-24, 26% in 2022-23, 39% in 2021-22 and 34% in 2020-21.

--Beginning, Census Day, and Peak Enrollment

Enrollment was 147 on the first day of school on August 12, 2025 and peaked at 190 in May, 2026. Fusion's Census Day enrollment was 170 on October 1, 2025, higher than 142 on October 2, 2024 and 144 on October 4, 2023. There were no pauses in high school enrollment, unlike Fall 2024, because staffing was increased to accommodate all general and special education students in Grades 9-12 who submitted applications. As a charter school, Fusion is open to all who choose to attend, based on available space.

Enrollment for grades 7 and 8 was paused in mid-Spring when grade-level capacity was reached; this year Fusion has served 39 junior high-age students, with 33 still enrolled as of May 2026.

--Cumulative Number

For the 2025-26 school year, Fusion has served 282 students, a 4.8% increase from 269 students during 2024-25, with a peak enrollment of 190 students enrolled in May. This increase is due to both district referrals and open inquiries from parents and students and is substantial compared to 231 students in 2023-24, 184 students served in 2022-23, 201 students in 2021-22, and 185 in 2020-21.

--Graduates and Non-completing Students

The number of 2026 graduates was 57 with graduation ceremonies in both January and May. This number is similar to 53 in 2025, and significantly increased from 45 in 2024 and 28 in 2023. Nine other seniors require more support, starting with enrollment in Summer School to earn credits toward graduation at the next Mid-Year Graduation in January 2027.

In 2025-26, 46 (16.3%) students left the school for reasons other than graduation, including transfer to another school or juvenile detention; 30 were referred back to local districts due to chronic low attendance and did not return to Fusion during the school year. This is a decrease from 2024-25, when 55 (20.4%) students left the school for other reasons, including transfer to another school or juvenile detention; 32 were referred back to their local districts due to chronic low attendance and did not return to Fusion during the school year.

--Student Subgroups

On May 18, 2026 Fusion's Aeries Analytics Student Information System displayed 187 students actively enrolled. Race/Ethnicity counts were as follows: 130 Hispanic (69.5% similar to 71.0% in May 2025 and 69.6% in May 2024) and 46 White (24.6%, an increase from 20.4% in 2025 and 19.3% in 2024). There were five (5) Black/African American four (4) Multi-ethnic, and two (2) American Indian students, numbers similar to past years.

The cumulative percentage of female students enrolled at Fusion in 2025-26 was 47.5% (134/282), higher than any year in the past and a gradual increase from 46.5% (125 of 269) in 2024-25, 41.1% (95 of 231) in 2023-24, which was similar to 2022-23 with 42.9% (79 of 184), but increasingly higher than in past years with 21.4% in 2017-18 (53/248), 24.9% in 2018-19 (64/257), 30.1% in 2019-20 (77/256), 35.7% in 2020-21 (66/185), and 34.3% (69/201) in 2021-22 The changes in percentages over time are related to a declining population in Turlock's Aspiranet Residential population, resulting in fewer male Foster Youth enrolled at Fusion.

Nine students in 2025-2026 were identified as Pregnant/Parenting teens, compared to ten students in 2024-25, a record number at Fusion. Fusion leadership is exploring ways to prevent dropout and benefit this population in collaboration with the Aspiranet Family Resource Center (FRC) and other services for teen parents and infants.

In addition, 24 students (8.51%) had some kind of Juvenile Justice contact in 2025-26, compared to 26 students (9.7%) in 2024-25 and (11.26%) in 2023-24. These numbers show a decline from 2022-23, when there were 30 Fusion students (16.3%) with Juvenile Justice contact and Fusion began tracking this subgroup.

--Populations Identified in Unduplicated Pupil Counts

California's Unduplicated Pupil Count (UPC) for determining supplemental state funding includes Low Income (Free/Reduced Price Meal eligibility), English Learner and Foster Youth. The Unduplicated Pupil Percentage (UPP) divides the UPC by the Census Day enrollment.

For 2025-26 the Unduplicated Pupil Count on Census Day was 150 out of 170 (88.24%), similar to the past two years, with 124 out of 142 (UPP=86.17%) in 2024-25 and 126 of 144 (UPP=87.5%) in 2023-24. These figures are slightly higher than Census Day 2022, with a UPP of 83.33% and 2021 with 78.18%. A three-year average is used to determine funding levels, with 87.72% as the official UPP for Fusion for 2025-26. The TUSD UPP has also increased over this time frame, from 62.97% in 2020 to 71.21% in 2026, showing a greater level of need in the community overall. The TUSD UPP is used to compute the "Concentration" portion of Fusion's Local Control Funding Formula (LCFF). Fusion's higher UPP shows that, while the local community has great need, Fusion has even greater need.

The total number of Low Income students was 238 (84.4%), 31 Homeless Youth (11%) 4 Foster Youth (1.4%), 32 Students with Disabilities (11.3%) Compared to the previous year cumulative enrollment of 212 (78.4%); 38 Homeless Youth (14.1%); 9 Foster Youth (3.3%) and 33 Students with Disabilities (12.3%).

There were 56 English Learners (19.9%) and 27 Redesignated English Learners (9.6%). This compares to 59 English Learners in 2025 (21.9% compared to 23.6% in 2024) and 24 Redesignated English Learners (8.9% compared to 7.5% in 2024). In 2025 a total of 47 English Learners, nearly 80% were classified as Long-Term English Learners (LTEL), having not been redesignated in seven years of schooling. No students were redesignated this school year. Two Fusion students achieved redesignation in 2024-25 based on multiple criteria. Fusion is focusing on new strategies to support these students.

Reflections: Annual Performance

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

Throughout the past twelve years since Fusion's founding by Aspiranet, including four years of impact of the pandemic on our vulnerable students, Fusion has continued our trauma-responsive mission. In 2025-26, we continued to improve in ways that support all students both academically and social-emotionally, with collaborative refinement of our processes and programs. We expanded our capacity to serve our students through seeking and gaining grants, especially the implementation of our California Community Schools Partnership Program (CCSPP).

The Fusion team made progress in the assessment and use of appropriate data to understand the needs of anxious and disengaged students. In 2025-26 more students were engaged in coursework and school activities, and attendance increased beyond the LCAP goal that we set for this three-year period. Academic goals also showed progress, although Fusion's philosophy is that

The most recent anonymous California Healthy Kids Survey (CHKS) in May 2026 indicates that Fusion students generally report feeling cared for by adults, supported, and safe at school. These findings affirm Fusion Charter's longstanding commitment to relationship-centered and trauma-informed practices. At the same time, the survey reveals ongoing challenges related to student mental health, emotional distress,

school engagement, and attendance. Many students appear to feel connected to the people at school while still struggling with motivation, focus, attendance, or a sense of purpose in their learning. The data from the CHKS suggests that Fusion's strongest asset is its relationship-centered culture.

The next phase of improvement is helping students translate those relationships into stronger engagement, resilience, attendance, and future readiness. These findings closely align with the work Fusion's Community Engagement Initiative (CEI) team has been exploring around anxiety, avoidance behaviors, emotional regulation, and chronic absenteeism.

The following reflection on the California School Dashboard and local data addresses the identified needs of our student population and highlights how we have addressed those needs within the LCAP.

--Attendance Improvement Outpaces Enrollment Gains

A review of attendance data shows that Fusion is making progress beyond expectations. In the first two years of the current LCAP, Fusion's enrollment grew by 16.52% while Average Daily Attendance (ADA) grew by 28.79%.

Fusion's enrollment has increased steadily year by year, due to both Turlock Unified School District (TUSD) referrals and open inquiries from parents and students. For the 2025-26 school year, Fusion has served 282 students, with an average daily enrollment of 172.41 and a peak enrollment of 190 students in May. The cumulative enrollment is a 4.8% increase from 269 students during 2024-25, and is substantial compared to 201 students in 2021-22.

During the same time ADA grew to 133.69 in 2025-26 from 71.93 in 2021-22.

Although these gains in enrollment and attendance are remarkable, there are still many students absent each day, with an average of 37.19 absences daily. These absent students are not receiving the full academic and social-emotional benefits of a Fusion education and are at risk of present disengagement leading to future distress.

--Daily Attendance Tracking

Daily engagement continues to be of great concern, with fewer than 80% of our student population completing school work each day either on campus or remotely. Irregular attendance is typical for alternative education programs, but far below school district standards of 95% to 98%. The average percentage of Fusion students with attendance reported each day has increased from the 2023-24 LCAP baseline of 70.96% to 75.36% in 2024-25 to 78.43% in 2025-26.

We do not expect to reach traditional school percentages, but we have seen progress. Fusion reached the original goal of 75% for this LCAP and has set a new goal for the final year of the LCAP to reach 80% attendance each and every day.

Fusion also look carefully at patterns of attendance throughout the week. In 2025-26 the highest number of students registering attendance was Wednesday, March 18 with a report of 163 attending out of 190, or 90.06%. The five lowest attendance days below 60% were all Fridays. On average the attendance percentage was 67.9% on Fridays, compared to 80.61% on the other days of the week.

Fusion staff will continue to promote five days a week attendance for the upcoming year, with an attempt to change Friday attendance patterns by increasing engaging student activities. For some students, however, the appeal of a “Friday off” is more powerful than incentives that we have offered to date.

--Fusion Primarily Serves Turlock Unified Students

Fusion works closely with TUSD to meet student goals related to graduation and the prevention of dropout, both of which are directly tied to attendance patterns.

Of the students served this year, 219 had Turlock Unified as their district of residence (77.66%), with 63 students from outside of Turlock, mostly from Merced County (N=41, or 14.54%). Enrollment from outside the TUSD district has remained steady recently, with only 22.34% in the current year and 22.2% in 2024-25 from outside TUSD, compared to the baseline 18.61% in 2023-24.

In 2025-26, 46 students left the school for reasons other than graduation, including transfer to another school or juvenile detention; 30 were referred back to local districts due to chronic low attendance and did not return to Fusion during the school year. In addition, 24 students (8.51%) had some type of Juvenile Justice contact, compared to (9.7%) in 2024-25. These numbers show a decline from 2022-23 when Fusion began tracking this subgroup of 30 students (16.3%) with Juvenile Justice contact.

By comparison, a total of 32 students (compared to 20 students in 2023-24) were referred by Fusion back to their district schools for nonattendance with a lack of progress toward graduation, and a group of 17 students were still enrolled at the end of the school year. In addition, 27 students transferred midyear to other schools, either as a planned goal, a move out of the area, a crisis CPS placement, or juvenile detention. This compares to 17 students in 2023-24.

--Fusion Promotes School Engagement

We believe that attendance growth is a significant indicator of increased school engagement. Fusion promoted five-day-a week engagement on campus in an attempt to improve student attendance. As our data continued to point to social and emotional reasons for absences, Fusion has worked to provide engaging and supportive activities on campus in a calm and peaceful environment.

Friday electives offer a broad range of appeal with drop in art workshops, gardening, Comic-Con, BBQ club, Student Leadership and CTE activities with the driving simulators, 3-D printers and V-R goggles.

Students in leadership plan regular activities to engage their peers and their family members, including the Fall Festival, Frosty Fest, Spring Mardi-Gras and Prom. An end of year waterslides trip promotes attendance in the final quarter of the year and off-campus field trips and college/career events draw in more students. In 2025-26 Fusion reached record attendance in all these activities.

--Family Participation

Fusion leadership is also committed to family partnerships to build school engagement from the first contacts with the school through graduation. Students are aware of Fusion's efforts. In the 2026 CHKS, 63% of Fusion students responded that Fusion promotes parental involvement, compared to 47% of 9th and 11th graders statewide.

Fusion strengthens the student-centered onboarding process through a welcoming and restorative approach. New students and families are provided with a personalized school tour to help them become familiar with the campus, staff, and available support, creating a sense of comfort and belonging from the very beginning. As part of the orientation process, the assistant principal and a bilingual staff member also facilitate a Restorative Talking Circle with each student and their family. This practice provides an opportunity to build trust, establish open communication, and better understand the student's strengths, goals, and support needs. The process reflects Fusion's ongoing commitment to relationship-building, family partnership, and creating a safe and supportive learning environment for every student.

Fusion also began positive home visits in 2025-26. Home visits offer a unique opportunity for school staff to build stronger, more personal connections with families, fostering a collaborative learning environment that can enhance student success. These visits provide valuable insights into students' home lives, enabling educators to tailor support and create more effective strategies that bridge the gap between school and home. This holistic approach not only boosts academic achievement but also supports the socio-emotional well-being of students. Notably, our school staff participated in comprehensive home visit training in June 2025, ensuring that our practices are both informed and effective.

--Chronic Absenteeism

Despite these increases and noteworthy progress, a high level of student absence and its root causes form Fusion's greatest area of concern. We are seeking ways to reduce the barriers to attendance that lead to students being identified as "Chronically Absent," defined by more than 10% of school days without school participation via either on-site attendance or remote logins. Fusion has identified these students as the most vulnerable as they are not being reached by traditional on-campus strategies.

Note that the California Dashboard Chronic Absenteeism reflects only junior high students and does not take into account students in Grades 9-12. For this reason, Fusion uses the cumulative Chronic Absenteeism figures published in the School Accountability Report Card (SARC), and preliminary figures from Aeries Analytics in our Student Information System.

--Fusion Met All LCAP Goals for Chronic Absenteeism in 2025-26

Fusion's LCAP goal is to reduce Chronic Absenteeism to below 70% and to increase daily attendance to 75% or more. In both 2025 and 2026, Fusion met the goal for improved daily attendance with an average of more than 75% attending, however Fusion did not meet the Chronic Absenteeism goal at any point prior to 2026. The Chronic Absenteeism rate for 2024-2025 was 77.9%, similar to 76.62% during the 2023-24 school year. By comparison, the final day of school in 2026 Aeries showed a rate of 55%, which includes only students enrolled on the final day of school and does not consider those who were no longer enrolled due to graduation, transfer or drop out. Final figures for the cumulative count of 282 students will be available in December, however, we are confident that we met the "below 70% goal" and can set a new more ambitious goal. Tentatively the CEI has set a 10% decrease as the goal for Fusion for 2026-27.

Looking at Fusion's subgroups, for Fall 2025, Aeries Analytics reported the rate at 68.8%, based on current students absent for more than 10% of school days in the first five periods of 2025-2026. Absences are highest among specific subgroups tracked by Fusion and the CDE, although some progress is being made with these populations.

... Among the 231 Low-Income students the rate was previously 80.3% and is now 71.0%.

... A subgroup of 43 students who had experienced Homelessness and Housing Instability had a Chronic Absenteeism rate of 81.6%, which is currently 70.6%.

... The 60 English Learners also had a higher rate of Chronic Absenteeism, at 80.4% which is now lower, at 60.7%.

Although these numbers are still very high, they are a significant decrease from the 2020-2021 school year high of 96% Chronic Absenteeism for all students.

--Fusion Provides Supports and Incentives

In empathy interviews and annual surveys students have acknowledged the many practical supports that Fusion provides.

... Flexibility: The school schedule maximizes support for attendance.
... Small Group Size: To minimize social anxiety and interpersonal conflicts, small numbers of students are on campus at any one time, typically no more than 30 students during any single session throughout the day.
... Counseling and Social -Emotional Support: Fusion offers daily wellbeing check ins online, drop in and scheduled counseling appointments and weekly Restorative Talking Circles in every classroom.
... Tutoring: Fusion offers additional tutoring support with Edmentum coursework off-campus.
... Access: Fusion provides a separate set of Chromebooks for home use and wireless where requested.
... Transportation: Fusion provides a van shuttle upon parent request.
... Family Involvement: Fusion welcomes family members and makes daily phone calls to inform parents/guardians when students are not on campus at appointed times.
... Targeted Interventions: Throughout the year chronically-absent students were tracked for low attendance (below 50% for a monthly learning period) and received letters offering interventions and support.

Students are also aware that incentives that are meaningful to them are based on good attendance. Regular surveys ask students about their interest in activities such as the end-of-year Waterslides trip and weekly drawings and school spirit shirts supported by Lottery funds. These activities are directly tied to increased attendance because ADA-based funding is impacted because charter schools are eligible for ADA only on official school days. Fusion receives no ADA for absences with no work completed or for extra “make-up” days of work during holidays and weekends. With increased attendance comes more funding from LCFF for activities in the LCAP and more Lottery and other funds for student incentives and support services.

--Increased Behavioral Health and Wellness Activities

In 2025-26, Fusion continued to make progress in developing its behavioral health and clinical support infrastructure in alignment with CYBHI and Aspiranet clinical standards. During Mental Health Awareness Month, Fusion families received communication promoting emotional wellness, normalizing support for stress and anxiety, and informing families about available counseling and wellness services. A licensed clinician has continued strengthening clinical supervision systems and coordination procedures, while leadership schedules were adjusted to support consistent participation in weekly supervision meetings. Fusion also reached an important milestone with the scheduling of its first two student assessments, representing the transition from planning into direct service delivery to address student needs and provide appropriate provider assignments.

Weekly supervision continues to focus on practical intervention development using psychoeducational and DBT-informed approaches, while also strengthening crisis response procedures, documentation practices, and internal escalation protocols. Planning for summer behavioral health services is underway with several potential providers identified. Additional clinical clarification is still being finalized regarding suicide risk assessment responsibilities, scope-of-practice boundaries, and provider role assignments. Fusion remains focused on ensuring strong clinical oversight, role clarity, and safe implementation procedures before expanding services further.

All staff began training in 2026 to address school avoidant behavior with school-based strategies navigate challenges that often contribute to absenteeism. The final LCAP report in 2027 will reflect on the impact of Skills Training for Emotional Problem Solving for Adolescents (STEPS-A) on Chronic Absenteeism and local measures of students' ability to manage stress and stay engaged in school. The STEPS-A curriculum directly supports improved attendance, increased classroom participation, and stronger long-term school connectedness.

--Zero Suspension and Expulsion Rate

Because alternative schools serve students with a history of school disengagement, Fusion frequently receives a low performance level on one or more state indicators on the Dashboard, resulting in a "Red" level indicator and subsequent technical assistance from the CDE to make improvements.

The one area that we are confident that Fusion's Dashboard will display a "Blue," or highly proficient, indicator is in the area of Student Suspension. It is incompatible with our school's trauma-responsive approach to use punitive measures of school discipline.

No Fusion student has committed an offense leading to mandatory suspension and expulsion in the past decade. At Fusion, we have witnessed the value of trust built over time in supporting academic outcomes. Without trust in a teacher, a student is unlikely to put in the hard work of accelerating learning, completing assignments, recovering credits and building skills for post-secondary success. It may, however, take time before the student has developed a certain level of confidence and motivation, for performance measures like standardized tests and credit completion to show an impact. It also takes time and explicit instruction for many students to learn practical strategies to recognize emotional triggers, develop coping skills, and navigate challenges that often contribute to absenteeism, and in a traditional school setting might have led to suspension.

--Improved Graduation Rate

The official 2026 graduation rate based on 4th Year Seniors is not available, however, Fusion anticipates that it will be similar to the 2025 Graduation Rate of 78.8%, an increase of 1.6% points from 77.2% in 2024, and far above the 55.3% baseline in 2023.

The LCAP addressed the graduation rate with increased attendance tracking and support for enriching opportunities to motivate students and encourage them to stay in school. The overall increase in graduation rate is an indicator that the strategies used were successful.

--Low College and Career Indicator

Fusion received a red Dashboard indicator for two years in a row, due to a zero % preparation category for College and Career Indicator (CCI), based on the definitions of readiness used in the Dashboard.

Both subgroups large enough for a Dashboard report displayed a red indicator, Hispanic (N=32) and Socioeconomically Disadvantaged (N=41) similar to the entire group of 47 students in this cohort. For 2024 Fusion had only 4.3% "Approaching Prepared" and for the previous 2023 school year, the first year that CCI levels were reported on the Dashboard, Fusion had only 6.7% Prepared and 8.9% "Approaching Prepared" based on the measures used in the Dashboard, which were limited to early college courses and tests scores on state assessments in Grade 11. A more authentic but difficult statistic to obtain would be actual postsecondary success by our graduates. While we have a number of successful graduates visit Fusion from time to time with reports of good news, we have only started to develop a consistent way of tracking graduates on a long term basis.

Local Measures of College and Career Readiness

Fusion is also at the beginning stages of developing support for the completion of early college courses, another measure of college readiness. We are proud that two students completed both college coursework and the State Seal of Civic Engagement in Spring 2026. Four students completed college coursework in Fall 2025 and Spring 2026.

During 2024-25 Fusion encouraged Dual Enrollment by juniors and seniors, however, although eleven students showed an interest, the lack of available courses online was an obstacle as students were placed on waitlists. This meant that the college readiness rate fell to zero. Similarly, during the 2023-24 school year, only three students completed the Intro to College class for Modesto Junior College dual enrollment credit. Seven other students began the process by registering at MJC or Columbia College but did not complete enrollment or dropped the courses they started. Our experience showed that more support is required to guide students through to course completion. Fusion is making progress in overcoming obstacles. In March, 2025 Fusion purchased a Toyota hybrid van to use to transport students to in-person courses and to meetings in support of increased registration and persistence in college course completion.

College and career readiness will be a major focus in the upcoming school year, with additional state funds for implementation from the College and Career Access Pathways (CCAP) Dual Enrollment partnership with Modesto Junior College. The funds will support college success for Fusion juniors and seniors. The California Serves grant will also fund civic engagement activities that contribute to the CCI.

---CAASPP Scores

California Standards (CAASPP) tests for grades 7, 8 and 11 provide standardized measures of student improvement in state academic standards.

Due to low 2024 Dashboard CAASPP scores for English Language Arts (ELA) and Math, Fusion was identified for Differentiated Assistance (DA) and in January 2025 began meeting with a team from the Stanislaus County Office of Education (SCOE) and TUSD to improve student performance. Only the Socioeconomically Disadvantaged group was large enough for separate sub-score reporting. Because Fusion is a small school, numbers of other identifiable subgroups by Race/Ethnicity and English Proficiency were either too small or too similar to the overall score when disaggregated to give useful additional information.

Fusion's Grade 11 and Grade 8 CAASPP scores in 2025 increased sufficiently for all subgroups that Fusion exited from both Differentiated Assistance and Comprehensive School Improvement status in Fall 2026. For the Spring 2025 CDE Dashboard, the increase in average scores moved Fusion from the "Red" to the "Orange" indicator due to improvement for both all students and the “Socioeconomically Disadvantaged" subgroup, which resulted in Fusion no longer being identified in “Comprehensive School Improvement” status for the California Dashboard. The increase in points was especially notable in Math scores, an area of focused tutoring for Fusion. Anecdotally we have noted that students often dislike the state tests, however, the one-on-one tutoring provided schoolwide at Fusion has been well received and students have mastered concepts and completed credits in both general math and algebra. These results are evidence that the extra tutoring sessions have improved math performance on the statewide assessments.

For Spring 2026, CAASPP results are only one measure of student performance and should be interpreted alongside attendance, course performance, intervention history, student engagement, IEP/504 information where applicable, English learner progress, and teacher observations. Because Fusion serves many students with disrupted educational pathways and attendance barriers, the most useful question is not only “How many students are proficient?” but also “What systems will move more students from minimal/developing toward grade-level skills?”

Fusion will connect CAASPP planning to attendance, STEPS, and engagement work. Academic skill gaps and chronic absenteeism reinforce each other. Students who avoid school because they feel overwhelmed academically may need both instructional scaffolds and emotional-regulation supports. This aligns well with Fusion’s STEPS/CEI direction.

--Math

For Spring 2026 CAASPP Math, Grade 8, 19 students participated. CAASPP scores for Grade 7 were based on too small of a group size for Dashboard reporting.

Breakdown by performance level:

Grade 8 Math CAASPP

Level Students
Level 4 0
Level 3 1
Level 2 3
Level 1 15

Total Participated 19

For Spring 2026 Grade 11 Math CAASPP, the participation count was:

Category Number Percent
Participated 39 students 100% of counted Grade 11 Math score reports
Met or exceeded standard 3 students 7.7%
Did not meet standard 36 students 92.3%
Performance level detail:

Grade 11 Math CAASPP
Level Students
Level 4 2
Level 3 1
Level 2 3
Level 1 33
Total Participated 39

Alternative Testing with NWEA MAP Math

Fusion Charter School continues its commitment to monitoring and supporting student academic growth through the ongoing administration of the NWEA MAP (Measures of Academic Progress) assessments. These assessments provide valuable, data-driven insights into each student's progress in core subject areas, including reading, language usage, and mathematics.

By using MAP assessments multiple times throughout the year, Fusion is able to track individual student growth over time, identify areas of strength and need, and adjust instruction accordingly. Teachers utilize this data to personalize learning plans, set meaningful academic goals, and provide targeted interventions where needed.

This ongoing assessment process reflects Fusion's dedication to ensuring that every student continues to make measurable progress, reinforcing our broader mission to provide high-quality, student-centered education that supports both academic achievement and long-term success.

The score reports below show that Fusion is serving students with a wide range of skill levels. For both Math and Reading, a large percentage of students score in the "Red" zone, indicating skills below grade level expectations, but a large percentage also score in "Blue" indicating above grade level expectations. Tutoring and both core and elective curriculum offering must take into consideration meeting the needs of all students.

...For Winter 2025 a total of 122 students in all grades completed the MAP math assessments with students scoring at all performance levels and 29% scoring at or above the 41st %ile.

...For Winter 2026 a total of 101 students in all grades completed the MAP Math assessments with students scoring at all performance levels and 29% scoring at or above the 41st %ile and 57% scoring at the 20st%ile or below.

...For Spring 2026 a smaller group of 53 students in all grades completed the MAP Math assessments with students scoring at all performance levels and 34% scoring at or above the 41st %ile and 45% scoring at the 20st%ile or below.

There are only 34 students with Winter to Spring Growth Scores, but the group of 9th graders had growth far beyond expectation. Past experience with repeated testing has shown fluctuations in individual scores that reflect more than academic skill levels. For 2026-27 Fusion is developing better ways to use longitudinal NWEA Math scores to identify academic needs and nonacademic supports for those students who are enrolled for a period of several years.

---English Language Arts

To be prepared for the adult world after graduation from high school, students need a broad range of literacy skills. As a DASS school, Fusion has the challenge of remediating and accelerating learning for students with below-standard scores on the Smarter Balanced Assessment Consortium (SBAC) tests which reflect years of school disengagement and chronic absenteeism that has resulted in learning loss.

For 2026 English (ELA) CAASPP reports were reviewed and 8 of 67 reports reached Level 3 "Proficient" compared to 9 at Level 3 in 2025. Most student score reports are at Level 1 "Minimal" or Level 2 "Developing", meaning the majority of tested students are not yet meeting grade-level standards on CAASPP. Subgroup information is not yet available for 2026.

The CAASPP Summative ELA scores for 2025 for Grade 8 included 16 students. Five nearly met the standard (31%), and 11 (69%) did not meet the standard. This is improved performance compared to Summative ELA scores for 2024 for Grade 8, which included 20 students. One student met the standard (5%), and one nearly met the standard (5%), while 18 (90%) did not meet the standard.

2025 CAASPP Grade 11 included 46 students. Four students (9%) met the standard, 13 (28%) nearly met the standard, and 29 (63% did not meet the standard.) This is an overall improvement from 2024 Grade 11 performance, which included 53 students. Five students (9%) met the standard, six (11%) nearly met the standard, and 42 (79% did not meet the standard.)

Alternative Testing with NWEA MAP Reading

Testing with NWEA covers additional grade levels and show a broader range of

For Winter 2025 a total of 121 students in all grades completed the MAP reading assessments with students scoring at all performance levels and 32% scoring at or above the 41st %ile. Plans for 2025-26 are to continue to improve reading and writing skills for all students through targeted tutoring and increased classroom use of Newsela passages and prompts.

For Winter 2026 a total of 101 students in all grades completed the MAP reading assessments with students scoring at all performance levels and 38% scoring at or above the 41st %ile and 38% scoring at the 20st%ile or below.

For Spring 2026 a small group of 53 students in all grades completed the MAP reading assessments with students scoring at all performance levels and 39% scoring at or above the 41st %ile and 38% scoring at the 20st%ile or below.

Many of the younger students have below grade level skills. Among the 38 students with significant growth scores several are identified as Students with Disabilities. Further analysis of these students' growth and the interventions that they participated in is needed in Fall 2026 to continue their progress.

---Recommended Next Steps for 2026-27

...Create a short CAASPP data review protocol for staff: What does the data say? What skill need is showing up? What will we do in the next 4-6 weeks?
...Identify students in Level 1 for ELA, math, and science and cross-check with attendance, grades, credits, IEP/504/EL status, and intervention history.
...Launch small, focused skill groups for the highest-need math standards and for ELA constructed response/writing skills.
...Build a simple progress-monitoring tracker that shows movement by skill, not just annual test level.
...Use Grade 11 ELA/math results in individual student planning meetings connected to graduation, college, career, and confidence-building.
...For Grade 8 students, use the results as part of high-school transition planning so incoming high school supports are proactive rather than reactive.

English Language Proficiency

The 2025 Summative ELPAC test was administered to 37 English Learners. Four students achieved Level 4 "Well-Developed" Proficiency and five scored a Level 1 "Beginning to Develop"

2026 ELPAC
Level Number of Students
Level 4-- 4
Level 3-- 11
Level 2-- 17
Level 1-- 5
Total Participated 37

For the 2026 ELPAC student reports, in a comparison of the Oral and Written Language Subtests, only one student scored at the lowest Level 1 "Beginning to Develop" in Oral Proficiency, while 16 students scored at the lowest Level 19 students scored at a Level 1 on the Written Language tests.

In a comparison of the Oral and Written Language Subtests, 9 students scored at a Level 4 on the Oral Proficiency Language tests while only one student scored at the highest Level 4 on the Written Language tests.

ELPAC Performance Area Well Developed Moderately Developed Somewhat Developed Beginning to Develop Total
Oral Language 9 14 13 1 37
Written Language 1 6 14 16 37

For a simpler comparison:

Area	Stronger Range: Moderately/Well Developed	Lower Range: Beginning/Somewhat Developed
Oral Language	23 of 37 students, 62.2%	14 of 37 students, 37.8%
Written Language	7 of 37 students, 18.9%	30 of 37 students, 81.1%

Oral Language is clearly stronger than Written Language, with most students requiring remediation to address gaps and additional support to reach proficiency. Fusion has added an English Literacy Goal to the LCAP for 2024-27 to address English writing skills for all subgroups, not only English Learners, but with a priority for English Learners.

---Planning Implications for Fusion Charter for 2026-27 Based on an Overview of Academic Assessment Data

1. Treat Level 1 movement as a primary growth target. A realistic first goal is not only increasing proficiency, but also moving students out of Level 1. For many Fusion students, growth from Level 1 to Level 2 may represent meaningful academic recovery and improved access to grade-level instruction.

2. Make math intervention more explicit and more frequent. The math data points to broad foundational gaps. Students likely need diagnostic grouping by skill, short daily or weekly routines, and targeted practice around number sense, equations, functions, proportional reasoning, and problem-solving explanations.

3. Strengthen writing across the curriculum. ELA performance areas and essay results point to writing as a leverage point. Short constructed responses, evidence sentences, claim-evidence-reasoning frames, and vocabulary routines can support ELA, science, history, and career-readiness writing.

4. Use Grade 11 results as a college/career readiness conversation. Grade 11 CAASPP results can be framed not as judgment, but as feedback connected to postsecondary readiness. Students should know what their results mean and what specific skills they can still build before graduation.

Reflections: Technical Assistance

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

During the course of the first two years of the current LCAP, Fusion has focused on building attendance as a way to increase access to academic interventions and social-emotional support.

Here the highlights:

1. Fusion successfully increased the 2024 and 2025 Dashboard Graduation Rate Indicator without specific technical assistance, after an unusually low graduation rate in 2023 that was likely connected with Pandemic related credit deficiency.

2. Throughout the 2024-25 school year, Fusion received technical assistance due to 2024 Dashboard Math, English Language Arts (ELA) and College/Career Indicators (CCI) with low scores, also known as "Red" Indicators due to their assigned color on Dashboard graphs. In consultation with Stanislaus County Office of Education (SCOE) and TUSD personnel in a series of meetings, Fusion identified the overall impact of low attendance on student academic performance, with a year long emphasis on identifying absences immediately. A system was put in place for the Fusion office staff to telephone parents of students absent within the first 15 minutes of scheduled class times.

3. In Spring 2025 SCOE personnel conducted "empathy interviews" with students and parents to determine reasons for low attendance and found that motivational issues were at the heart of low attendance and disengagement with school activities, including standardized assessments.

4. Fusion leadership also met with an NWEA assessment representative to explore ways to use MAP growth data to track and support student Math and Reading progress. Staff received Newsela training to support specific ELA skills. Math tutors received specific training in providing one-on-one support.

5. The 2025 Math and English Language test scores increased for all subgroups and Fusion exited from CDE Dashboard Assistance in 2026.

6. Fusion continues to participate voluntarily in technical assistance from Community Schools (CCSPP) and the Community Engagement Initiative (CEI), with the following priorities for 2026-27:

...Community School implementation
...Counseling services
...Relationship-centered practices
...Foster Youth and McKinney-Vento supports for Students with Housing Instability and Homelessness
...Family engagement efforts
...STEPS implementation

Fusion's objectives in seeking technical assistance will focus on:

-- Student voice and leadership
--Attendance improvement
--School engagement
--Future readiness and optimism
--Mental health literacy
--Family education around anxiety and avoidance

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.

Fusion Charter is a single school LEA eligible for comprehensive support and improvement in 2024-25 and 2025-26.

Support for Identified Schools

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

Please note that Fusion has exited from Comprehensive School Improvement as of the 2025-26 school year due to progress in increased 2025 Dashboard Performance and is no longer eligible for Assistance.

In February 2024, Fusion was notified that our school had received Comprehensive School Improvement (CSI) funding due to low performance on two measures on the 2022-23 California Dashboard: Graduation Rate and College and Career Indicator (CCI). The purpose of CSI funding is to identify the root causes of these low performance indicators and to implement and evaluate strategies to improve outcomes for all our students.

The two indicators with low scores were Graduation Rate and College and Career Indicator. The Graduation Rate has since improved in 2024, but the College and Career Indicator remained low on the 2024 Dashboard. The 2024 Dashboard also included Academic Performance indicators which were low and resulted in additional Red indicators.

The Graduation Rate on the Dashboard fell from 83.3% in 2022 to 55.3% in 2023, resulting in a Red Indicator for all subgroups and the entire cohort of 47 students. It should be noted that these deep declines followed an abnormally high graduation rate in 2022 that resulted from AB 104, a pandemic-influenced legislation that enabled seniors throughout the state to graduate with a reduced number of credits in that year only. In 2024 the Graduation Rate returned to a more typical 77.2% for the cohort of 57 students, and rose two indicator levels to Yellow.

The 2023 College and Career Indicator displayed a "Very Low" rating with 6.7% of Fusion graduates Prepared for College and Career, based on the metrics used in the Dashboard. Only 8.9% were identified as Approaching Prepared and 84.4% were in the Unprepared category. The 2024 Dashboard assigned a Red indicator to the CCI with an even lower measure of only 4.3% of the cohort of 47 students "Approaching Prepared."

The 2024 Dashboard also assigned Red indicators to academic performance on the CAASPP ELA and Math assessments for both the entire cohort of 50 students (only 49 had valid ELA scores while 50 students had math scores) and the subgroup of Socioeconomically Disadvantaged Students (44 students). Fusion accepted federal funding and technical assistance from the Stanislaus County Office of Education (SCOE) to identify and implement strategies to increase all Red indicators.

CSI Funding Plan for 2024-25

Fusion Charter designated $174,382 in federal CSI funds to collaborate with our educational partners, including school staff, students, parents and community members to locally develop and implement a plan that meets the needs of our students. These activities, included in the 2024-25 LCAP Goal #4, are for supplementary activities in the following areas:

—Building capacity
—Collaborating with educational partners
—Conducting needs assessments and root cause analysis
—Selecting and implementing evidence-based interventions/strategies/activities
—Using data and outcomes to monitor and evaluate improvement efforts
—Reviewing/identifying and addressing, through implementation of the CSI plan, any resource inequities in Fusion's budget.

Fusion presented a plan to the Board of Directors on June 28, 2024. Fusion's vision of a caring school includes seeking out any obstacles to school attendance and eventual graduation as we plan funding to increase our College and Career Indicator and Graduation Rate through September 30, 2025. Fusion has used multiple data points to analyze the root causes of low 2023 Graduation Rates and to examine and select evidence-based actions and culturally-appropriate, trauma-informed services to reduce dropout and improve the College and Career Dashboard Indicator, Fusion has also used a range of date to identify the causes of low math and ELA scores on state tests. Our 2024-2025 LCAP goals included specific actions and metrics that address interventions that will guide the alignment of the CSI plans. We used the results of an anonymous electronic needs assessment in partnership with Seity Health and identified through follow up phone surveys specific activities that support students' access to opportunities and support for graduation outcomes.

The needs assessment conducted by Seity Health established that Fusion's Educational Partners have confidence that Fusion will continue to improve support for student needs. Students (80.8%) and Families (91.7%) agreed or strongly agreed that Fusion is preparing students well for life after graduation, but that more can be done to meet needs. Students (39.7%) and Families (76.2%) answered "Yes" to questions about the need for an internship/apprenticeship program and a mentoring program (Students 57.5% and Families 72.6%). In 2025 parents continue to voice strong confidence in the direction of Fusion's programming and plans for the future.

During the 2024-25 school year Fusion teams attended Dashboard workshops at SCOE in December and February to improve understanding of ways to set goals to meet Dashboard criteria in the future and Fusion entered into Differentiated Assistance activities with SCOE and TUSD support.

Classroom teachers and school support staff have begun to collaborate to develop and evaluate a schoolwide set of portfolio expectations for all students as part of Fusion's Advisory classes at each grade level. The Advisory classes for Grades 9 through 12 develop workforce

readiness skills, life skills such as budgeting, health and wellness, and give students access to post-secondary training and career opportunities with living wages. A proposed "Citizenship" class for Grades 7 and 8 would provide age-appropriate career exploration, communication, citizenship and life skills.

Under the ESSA, CSI implementation plans are required to be evidence-based. The only study from the “What Works” database with the required “Moderate Evidence” of success in improving college and career readiness is in Dual Enrollment programs. In 2024 Fusion received an award from the CDE College and Career Access Pathways grant and will coordinate the use of CSI funds with additional support from the CCAP for a dual enrollment partnership with Modesto Junior College (MJC). We will seek out local community-based educational partners and support from the Stanislaus County Office of Education and visit model DASS schools, with the intent of replicating the success of other programs in improving Dashboard indicators and expanding student opportunities.

CSI Funding Plan for 2025-26

As we implement the second year of CSI plans throughout the next 15 months, the amount of funding is substantially larger at $472,119. We will continually evaluate our progress and outcomes so that interventions, strategies, and activities supplement our current curriculum and school program and align to the goals, actions, and services identified in Fusion’s LCAP under Goal #4, such as:

—Coverage for all full time teachers for planning and evaluation sessions
—Increased Guidance Counselor collaboration and professional development specific to the College and Career Indicator
—Tutors for intensive Writing and Math skills for workplace readiness
—CSUS Interns to work on specific college and career programs and mentor students
—Classified staff support for attendance tracking and graduation status of students
—Summer School support
—Career Exploration with expanded hands-on simulations and activities in Year 2
—Increased support for dual enrollment in early college coursework, especially in career-related fields of interest to students (Welding, Electrical, Health, Early Childhood, Culinary)
—Increase the use of NWEA MAP growth data in Math and ELA to support intervention
—Implement data collection for impact of motivation and wellness on CCI, Math and ELA Dashboard Performance Indicators

Based on feedback from students in the first year of CSI implementation, Fusion will replace the role of a dedicated Certificated Teacher (40%) for college and career focus coursework and student portfolios with expanded college and career collaboration with community resources and implementation of strategies by all Fusion faculty. The college and career activities will be integrated into lessons each day, and not compartmentalized or limited to only one staff member at a time.

Based on feedback from students, parents and teachers, Fusion will increase the scope of hands-on simulations in high-interest career fields as a motivator for attendance in Fusion electives on campus and persistence in early college dual enrollment. Faculty members with subject matter and assessment expertise will act as resources to the entire faculty and build capacity for these programs after the conclusion of the CSI funding.

The Student Support Advocate will build connections with community partners for apprenticeships using alternate sources of funding for Community Schools.

Evidence-based practices to increase math and ELA skills include additional one on one tutoring and hands-on application of learning. Based on feedback from SCOE Differentiated Assistance Team Members, Fusion will increase the use of assessment data for academic skills and plan for intervention. Fusion will improve the use of data from CAASPP testing, NWEA MAP Growth, and Newsela Reading Comprehension to identify students for support and to track outcomes.

Monitoring and Evaluating Effectiveness

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

Please note that Fusion has exited from Comprehensive School Improvement as of the 2025-26 school year due to increased 2025 Dashboard Performance and is no longer eligible for Assistance.

Fusion will complete the Comprehensive School Improvement (CSI) in September of 2026. Fusion successfully used federal CSI funding to increase the Dashboard Graduation Rate Indicator and Math and English Language test scores. We continue to implement “evidence-based” interventions to improve student outcomes for the Dashboard College and Career Indicator, focusing on building life skills that support engagement in school and postsecondary college and career participation.

Fall 2026 Final evaluation of previous CSI strategies and outcomes from the Year 2 (2025-26) Plan:

--The entire Fusion team will work together to establish monthly check points to monitor and evaluate progress in meeting the needs of all students, especially students at high risk of dropout who were initially referred to Fusion due to chronic absenteeism and credit deficiency.

--Action plans and support services will be adjusted as a result of monitoring outcomes. While funds cannot be expended to hire additional permanent staff, we will partner with California State University Stanislaus to develop interventions with interns to analyze and mitigate the impact of these two measures of low performance for the students who seek alternatives to dropout at Fusion and to fulfill our mission to launch our students ready for college and/or career.

--In addition to Graduation Rates and formal College and Career Indicator Measures, we will use local data tracking participation, staff and community evaluations, and student and parent survey data to gauge the effectiveness of our interventions.

--To monitor improvement in Math and ELA, Fusion will expand the use of growth scores on NWEA Map assessments and will increase tutoring and access to reading comprehension and writing activities using Newsela current events reading passages. Staff professional development will focus on these activities but will also encourage individual teacher exploration of other tools such as Edpuzzle learning platform to engage students and build reading and critical thinking skills.

--Fusion will track the effectiveness for numerically significant population subgroups: Low-Income and Hispanic, and also for subgroups of any size which are underrepresented in CCI, Math and ELA measures at the district and state level, including Homeless, Foster Youth, and

Long-term English Learners. Fusion faculty will meet monthly with consultants to monitor progress for these groups on measures of academic skills, participation, and wellness to evaluate individual growth and program effectiveness, making adjustments as needed.

Fall 2026 Professional development and initial evaluation of root-cause interventions

Skills Training for Emotional Problem Solving for Adolescents (STEPS-A) will be a key focus of the August 10, 2026 staff in-service training, with a strong emphasis on improving student attendance through proactive, skills-based support. STEPS-A equips staff with practical strategies to help students recognize emotional triggers, develop coping skills, and navigate challenges that often contribute to absenteeism. By strengthening students' ability to manage stress and stay engaged in school, the curriculum directly supports improved attendance, increased classroom participation, and stronger long-term school connectedness.

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
School staff, including teachers, principal, assistant principal, counselor, campus supervisor, office personnel, and paraeducators	Ongoing: Daily morning updates with opportunities for response Weekly leadership and staff meetings Talking Circles School Site Council Meetings with discussion of LCAP Goals and Title I budgets Team participation in workshops and conferences
Aspiranet leadership, including Board of Directors	New: Two Aspiranet members of the Community Engagement Initiative (CEI) in 2025-26, representing the Residential and Family Resource Divisions New Board Member with prior partnership with Fusion Ongoing: Weekly strategic planning and budgeting Participation in Aspiranet leadership training LCAP Goals presented at every board meeting Crisis follow up with all school personnel after threats to school safety
Parents and family members	New: Increasing numbers of family members at Fusion events. A record 42 participants attended the May 22, 2026 School Site Council on the date of the LCAP hearing, held in conjunction with Fusion's Art Show. Ongoing: 2024-25--Individual tours and Orientation Circles with all 130 new students and their families who enrolled after the beginning of the 2024-25 school year. Seity Health Needs Assessment Survey in Spring 2024

Educational Partner(s)	Process for Engagement
	Quarterly parent newsletters in both English and Spanish with additional mailings to Grades 8 and 12. Parent events in August, October, January, February, March, and May included Round Up, Back to School Night and annual awards nights for family members. Parents were also invited to the Fall Festival, three Family Film Nights, and three Lunch and Learn Career events. Fusion conducts regular phone surveys of all parents. In June through August 2024 103 parents responded out of 149 (64.8%). In April through June 9, 2025 to date 90 of 159 parents have responded.
Students in Grades 7 through 12 and recent graduates	New: Two student members of the Community Engagement Initiative (CEI) in 2025-26. Two 2026 graduates earned the official State Seal of Civic Engagement on their diplomas, based on community service, including at a local nonprofit for children and youth. Ongoing: Weekly Student Council Meetings School Site Council Meetings with discussion of LCAP Goals and Title I budgets Weekly Talking Circles in Classrooms and individual teacher check ins Seity Health Needs Assessment Survey (Friday wellbeing check in “mini” surveys beginning in April. Some students have begun responding to a daily Wellness Check that Seity developed.) Spring California Healthy Kids Survey (CHKS) for students, staff and parents Senior Graduation Surveys
Community members, including Fusion Community Engagement Initiative Team, Turlock Nonprofit Collaborative members, Law Enforcement (Animal Services), Seity Health, Local Educational Personnel, including Turlock Unified School District, Stanislaus County Office of Education, CSU Stanislaus Interns and Faculty	New: Fusion’s Community Schools Implementation (CCSPP) Implementation is completing the first year of the five-year grant period. The CCSPP engages the community in partnerships to provide an integrated focus on academics, health and social services, youth and community development, and community engagement. CCSPP priorities are integrated with schoolwide student behavioral health and wellness activities supported by mental health and Medi-Cal funds.

Educational Partner(s)	Process for Engagement
	The Community Engagement Initiative (CEI) is also completing the first year with the support of a collaborative community team to improve student attendance by teaching students strategies when they face challenges at school, at work, and in the community. CEI funds are already providing incentives that have increased school attendance this year. Fusion will continue to participate in 2026-27. Ongoing: Throughout the 2023-24 and 2024-25 school years presented overviews of Talking Circles to area schools, SELPA, and Turlock Collaborative members. Continual information sharing and feedback about our program as we conducted tours, reciprocal visits and walkthroughs with law enforcement and local nonprofits for job training, domestic violence prevention, substance abuse prevention, and grief counseling. Community events: an October Fall festival organized by the Fusion Student Council for more than 100, including neighborhood children and family members of staff and students, Spring Family Film Night, and participation as a recipient of Love Turlock Day in April 2024 AND 2025 with volunteers from the community. Made presentations to the TUSD Board in March and April, 2025. Thirty-two staff and students attended the Board Meeting on April 1, 2025 followed by a dinner at Red Robin. Participated in root cause analysis of low Dashboard indictors with SCOE and TUSD personnel in January, March and May 2025.

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

While developing the Local Control Accountability Plan (LCAP) and the merged single School Plan for Student Achievement (SPSA) and Western Association of Schools and Colleges (WASC) Schoolwide Action Plan and in preparation for Charter renewal in 2025, Fusion personnel took many opportunities to speak directly with educational partners about the needs of students, from the time of enrollment through graduation. Information went out to parents and other educational partners repeatedly in advance of interactions that led to feedback. Highlights, summaries and graphic representations of Fusion's LCAP goals were presented throughout the year at meetings with students, School Site Council, staff and Aspiranet Board of Directors meetings in August, December, February, May and June.

Feedback from all educational partners continues to point to the importance of preparation for life skills and career readiness, with exposure to both college and vocational pathways.

Comprehensive Needs Assessment and Follow Up

In a major comprehensive effort in Spring 2024, Fusion partnered with Seity Health to conduct a thorough needs assessment and analysis required by the Community Schools implementation grant application, which launched on February 29, 2024 with a parent dinner and assistance with the survey. Confidential results from the following groups (Student Survey: 85 responses; Family Survey: 88 responses; Community Survey: 15 responses; Staff Survey: 12 responses) informed the four LCAP goals and accompanying actions. Additional parent and guardian feedback was obtained in person at new student orientation, attendance conferences and other parent meetings, and via phone surveys. All communication was provided in Spanish and English, with translation as needed for full communication. Given the low written proficiency scores but high oral proficiency of most of our English Learners, we wanted to make sure that communication was two-way with avenues for clarification and rapport. All parents and students were invited to speak with the school counselor if students were distressed or in need of support. Group and individual messages to students were sent via Edmentum and text, along with both identifiable and anonymous student online surveys for various purposes.

Parent Feedback

Phone survey results from August 2024 and April through June 2025 confirmed strong parent satisfaction with the school and encouragement to continue the programs that we already have in place in 2024-25. Parent feedback about satisfaction with the school program and student current needs related to communication, transportation, internet access and school activities influenced the LCAP goals and actions. In multiple surveys conducted in 2023-2025, Fusion received very high ratings beyond 90% for communication, a welcome environment and an overall effective program. This feedback led us to continue with many of our current strategies and actions in providing basic resources, such as computer devices and WiFi access for home use, and increasing access to math tutoring, academic and career support and counseling. Based on Dashboard information and feedback from all participants, we increased LCAP support for College and Career and actions to improve student safety and access to opportunities on campus and in the community, including a plan to provide students with apprenticeships, internships and mentoring opportunities which do not currently exist at Fusion for all students. Fusion initiated both Family Film nights and Lunch and Learn career information sessions in 2024-25, with positive family feedback.

Schoolwide parent messages went out from the principal and staff via ParentSquare with 76 posts and 1,162 individual messages during the 2024-25 school year, following 148 posts and 1 alert, in addition to 1,262 individual messages in a 12-month period ending in June 2024. Fusion staff also increased the use of direct phone calls to parents to track student attendance and direct text messages to students cell phone numbers.

In 2025-26 Fusion will focus on personal phone calls and home visits to give Fusion personnel an opportunity to build rapport with families and to promote school and community support for students in need of improved school attendance. Students and their family members will also receive information about transportation options, check for adequate internet access for chromebooks issued by the school, and receive invitations to extracurricular activities that increase connectedness to school. We will collect data about improved school attendance and increased parental involvement in school activities following the visits.

Student Feedback

The 81 responses for the Spring 2026 Student Surveys indicated reported that getting a job and a work permit is still Fusion students' priority (75.3%), followed by a strong interest in community participation, specifically community service (37%) and community college attendance (33.3%).

Recent surveys continue to confirm the needs analysis based on Seity Student Surveys, which revealed that 84.9% of Fusion students responded positively to the statement “I feel like Fusion listens to my opinions and interests.” Based on this strong vote of confidence from students, Fusion will continue to assess student interests and expand upon engaging student events in the upcoming LCAP years, with potential activities such as:

—Field trips to museums, arts performances, and local colleges (MJC, Columbia, CSU Stanislaus and local vocational schools)
—Incentives for Friday attendance and test participation, including Yosemite in the fall and a Water Park trip in May, and all year activities such as art workshops, Comic Con, Student Council, gardening and the BBQ Club
—Student Council events for Hispanic Heritage Month, October Fall Festival, December party with gifts, Valentine’s, St Patrick’s Day (2024), Mardi Gras (2025 and 2026) Spring Water games (2024), and Prom (2024 and 2026).

The 2024-27 LCAP Goals are flexible enough to accommodate new actions that come from statewide opportunities. For example, the Arts and Music expenditure plan was developed in collaboration with students and families at the beginning of the 2024-25 school year, and builds on 2023-24 activities such as the painting of the “Hope Forward” mural and Friday art workshops. In Spring 2025, seniors visited the Santa Cruz Museum of Art and History for an exhibit on the architecture of roller coasters, followed by a visit to the famous Boardwalk. For 2025-26 Arts and Music funding supported several theatre and ballet trips to the Gallo Center in Modesto and the Sierra Repertory Theater in Columbia.

Staff Feedback

Staff members participated in ongoing strategic planning on Friday afternoons throughout the year. The Fusion Leadership Team met weekly to prepare for the meetings. All drafts were provided to the entire Fusion staff and then provided to all other educational partners via email and the newly revised school website. Feedback from this shared planning time has led the staff to undertake a project to revise our Fusion Advisory course to reflect the life skills needed for career and college readiness.

The staff have also refined our school wide goals in response to statewide expectations and both local and statewide opportunities. In 2024 changes to our Mission and Vision statements were reviewed by the Fusion Site Council made up of parents, students, and school staff, and approved by the Aspiranet Board of Directors. They reflect the input of staff, students and parents about what is important in the “whole-child approach” that Fusion continues to expand as we undertake full implementation as a community school. The mission and vision have guided the actions in the LCAP to focus on practical, flexible, individualized learning to engage students and provide a pathway to college or career.

Fusion also included a new English Literacy Action Item on the LCAP due to increased state attention to the Long-Term English Learner (LTEL) subgroup of students who have not redesignated as English Proficient after six years in the public school system. These LTEL English Learners need basic skills to pass the written ELPAC and succeed in college or career responsibilities that require literacy.

Feedback also came through continued participation in state and federal conferences as our team presented our Model Innovative Program for identifying and serving youth with housing instability. Planned expenditures for Foster and Homeless Youth were reviewed by the Fusion Guidance Counselor/Foster and Homeless Youth Liaison and Fusion Registrar/Data Specialist to meet the current needs of our increasing number of students identified as Homeless and/or Pregnant/Parenting. All plans were presented to the Aspiranet Board of Directors at quarterly meetings and feedback sought in public hearings as required.

New Community Feedback:

Feedback from the Community Engagement Initiative (CEI) centered on refining our Problem of Practice and clarifying a more focused approach to addressing chronic absenteeism at Fusion Charter. After thoughtful discussion and reflection, our CEI team refined our Problem of Practice to the following:

Despite Fusion Charter's strong commitment to relationships and a trauma-informed, non-punitive approach, the school lacks consistent and intentional systems for engaging students, families, and community partners around mental health and anxiety in ways that are proactive, psychoeducational, and embedded into daily practice. This gap may contribute to chronic absenteeism, particularly when students experience anxiety or emotional overwhelm that is not yet consistently recognized, normalized, or supported across classrooms and staff.

We made this refinement intentionally. As a team, we recognized that while Fusion provides many tangible supports, those efforts are not always paired with a shared understanding across adults and students. In other words, we provide meaningful supports in many ways, but we have not yet fully established a common language, skill set, and instructional approach related to anxiety, emotional regulation, and trauma responses.

Student voice and participation in CEI discussions helped shape our understanding by highlighting how anxiety and emotional stress can create barriers to attendance when systems do not consistently support understanding, safety, and connection. These insights reinforced that absenteeism is not always solely about motivation or compliance, but may also involve students needing additional support in developing skills related to managing stress, regulating emotions, and navigating discomfort or challenge.

As a school, we have implemented multiple strategies to improve attendance. While many efforts have had positive impacts, our team recognized an opportunity to strengthen student and staff capacity around emotional awareness and coping skills. Some students may benefit from additional support in learning how to cope with manageable stress, regulate emotions, and persist through challenges. When these skills are still developing, avoidance can become a common response, which may affect attendance, engagement, and academic progress.
This CEI work provides an opportunity to deepen our understanding and strengthen our approach.

Our emerging direction is to center psychoeducation through a skills-based framework called STEPS (Skills Training for Emotional Problem Solving). This means intentionally teaching, modeling, reinforcing, and implementing skills related to anxiety, emotional regulation, and trauma responses. It also means building staff capacity so that these concepts are applied consistently across classrooms, counseling spaces, and student support systems. Teachers, paraeducators, counselors, and support staff will all play important roles in this work.

Going forward, our CEI focus will be on developing a clear implementation plan aligned with our trauma-informed values and thoughtfully integrating these practices in ways that strengthen attendance, belonging, and student confidence. This work has the potential to strengthen Fusion's existing approach by addressing root causes of disengagement and helping students and families better understand how stress, avoidance, and emotional overwhelm can influence school experiences and relationships.

Ongoing Community Feedback:

Other LCAP actions developed for the upcoming year have developed out of collaboration with TUSD, based on community needs. For example, during the 2023-24 school year, at the request of the TUSD student services office, Fusion increased the number of spaces for junior high students to 24 and served a cumulative count of 32, with a waitlist throughout the spring semester. This led to decisions that have informed the LCAP about how we can best structure our schedule and programs to serve an optimal number of students enrolled in our school. Our recent growth in numbers comes from a high degree of community satisfaction with the school and the activities that we provide. Long range planning that includes the LCAP balances enrollment growth with the challenges inherent in providing enough basic resources, such as transportation services, computer devices and WiFi access for home use. Personnel resources such as math tutoring and counseling are also stretched thinner as Fusion serves a greater number of students with significant academic and emotional needs. As we move forward from the pandemic and recent experiences of trauma, we have observed that students are enrolling with more prominent social emotional needs and increased anxiety. TUSD is referring students for aggression and other behavioral issues. We must respond with flexibility to meet changing needs and then continuously evaluate whether or not our strategies are effectively serving our students.

Fusion's revised vision moves beyond Fusion's impact as a single school to the many schools throughout the state now actively seeking information about how to reach all students with restorative practices such as our weekly circles. It also highlights respect for individuals, which is greatly valued by our students and their families, and Fusion's emphasis on graduation and productive entry into the local community. In June 2025 staff members received training in conducting home visits from the Parent Teacher Home Visit organization from Sacramento. They will begin voluntary visits to students and families in August, 2025.

Aspiranet Leadership and Board of Directors Feedback:

Fusion continues to work closely with our founding nonprofit agency Aspiranet on long-term strategic plans that reflect our shared Mission and Vision. Each of Fusion's LCAP goals and actions reflects and supports Aspiranet's overall plan to support students and families in our community and to provide them with the skills and resources to thrive.

Fusion leadership participated in Aspiranet planning sessions in March 2026 and will continue to collaborate with other Aspiranet divisions for the benefit of children and families throughout the state. Fusion works closely with the Residential and Family Resource Divisions as members of our Community Engagement Initiative team; we are developing closer relationships with Transitional Age and Behavioral Health as we jointly support the most vulnerable youth in our community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Proficient English Literacy Skills for All Students	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Due to low scores on the CAASPP ELA Writing and Research and the ELPAC in 2024, and the increasing numbers of EL students, this new goal for 2024-25 was developed to improve literacy, specifically writing skills, with a focus on intensive tutoring for English Learners and other students with low ELA scores on standardized tests and performance assessments in core and supplementary curriculum. A frequent recommendation on score reports was to use informational texts to improve ELA skills.

Broad feedback from our educational partners and test results showing that students scored below standards on English Language arts, plus English Learner scores that indicated Oral proficiency for many but Written proficiency for very few. In addition, feedback from parents and teachers called for improved writing skills for workplace and college readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Scores	CAASPP 2023 ELA 10.42% Met or Exceeded Standards N = 5 /48 Tested/ 52 Enrolled Female 14.29% Met or Exceeded Standards N	CAASPP 2025 ELA was administered in March-May 2025. Preliminary results are below for the entire group:	CAASPP 2026 ELA was administered in April-May 2026. Subgroups scores are not yet available on the Dashboard.	Participation at 95% or higher 5% annual reduction in "Standard Not Met" to higher Levels in Writing/Research for all subgroups,	Participation targets were not reached in 2026. In 2025 Met 95% participation target. 2025 Exceeded 5% annual

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		= 3/ 21 Tested / 23 Enrolled Male 7.41% Met or Exceeded Standards N = 2/ 27 Tested/27 Enrolled Socioeconomically Disadvantaged 13.16% Met or Exceeded N = 5/38Tested/ 41 Enrolled Hispanic/Latino 12.12% Met or Exceeded N = 4/33 Tested/ 35 Enrolled White *% Met or Exceeded N = */9 Tested/ 11 Enrolled Students with Disabilities *% Met or Exceeded N = */5Tested /5 Enrolled * CAASPP 2023 ELA numbers were insufficient to generate reports. Percent tested = 92.31% (Source: DataQuest) N=48/52 All Grades Grade 11 Participation N=34/38 ELA Standard Exceeded (Level 4) = 0%	2025 Participation at 95% or higher: Grade 11: 46/48 Grade 8: 16/16 Grade 7: 5/6 (group size too small) 2025 Grade 11: 4 students (9%) met the standard, 13 (28%) nearly met the standard, and 29 (63%) did not meet the standard 2025 Grade 8: 5 nearly met the standard (31%), and 11 (69%) did not meet the standard. CAASPP 2024 ELA 9.09% Met or Exceeded Standards N = 7/ 80 Tested/ 85 Enrolled 2024 Disaggregated Results: Female 6.67% Met or Exceeded Standards N = 2/	Spring 2025 ELA CAASPP Dashboard based on 36 students. The Dashboard increased from the Red indicator in 2024 to the Orange indicator in 2025. 2025 Disaggregated Results: (SARC) No additional CAASPP scores for 2025. Participation for All Students: 62/72 62 86.11% Standard met by 6.56% Female N=31/39 (79.49%) Standard Met 3.33% Male N=31/33 (93.94%) Standard Met 9.68% Hispanic or Latino N= 47/53 (88.68%) Met 6.52%	including English Learners	reduction in Standard Not Met..

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA Standard Met (Level 3) = 14.71% (Reading 5.88%; Writing, 0%; Listening 2.94 %; Research/Inquiry 0%) Standard Nearly Met (Level 2) = 11.76% (Reading 41.18%; Writing, 23.53%; Listening 55.88%; Research/Inquiry 70.59%) Standard Not Met (Level 1) = 73.53% (Reading 52.94%; Writing, 76.47%; Listening 41.18%; Research/Inquiry 29.41%) Grades 8 Participation N= 10/10 (100%) CAASPP 2023 ELA numbers were insufficient to generate reports.	32 Tested / 35 Enrolled Male 10.64% Met or Exceeded Standards N = 5/ 48 Tested/50 Enrolled Socioeconomically Disadvantaged 6.35% Met or Exceeded N = 4/66 Tested/ 71 Enrolled Hispanic/Latino 7.02% Met or Exceeded N = 4/60 Tested/ 63 Enrolled White 8.33% Met or Exceeded N = 1/12 Tested/ 13 Enrolled Long Term English Learners 0% Met or Exceeded N = 0/17 Tested / 17 Enrolled Homeless 0% Met or Exceeded N = 0/11 Tested /13 Enrolled Students with Disabilities 0% Met or Exceeded N = 0/12 Tested /12 Enrolled	White N=8/11 (72.73%) Met NA English Learners N=13/15 (86.67%) Met 0.00% Socioeconomically Disadvantaged N= 50/58 (86.21%) Standard Met 6.12%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 Percent tested = 94.12% (Source: DataQuest) N=80/85 All Grades Grade Level Results 2024 Grade 11 Participation N=53/57 ELA Standard Exceeded (Level 4) = 0% ELA Standard Met (Level 3) = 9.8% (Writing/Research, 0%; Reading/Listening 5.88%) Standard Nearly Met (Level 2) = 11.76% (Writing/Research, 15.69%; Reading/Listening 31.37%) Standard Not Met (Level 1) = 78.43% (Writing/Research, 84.31%; Reading/Listening 62.75%)			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 Grade 8 Participation N= 20/21 ELA Standard Met (Level 3) = 5% (Writing/Research, 0%; Reading/Listening 0%) Standard Nearly Met (Level 2) = 5% (Writing/Research, 10%; Reading/Listening 10.53%) Standard Not Met (Level 1) = 90% (Writing/Research, 90%; Reading/Listening 89.47%)			
1.2	NWEA Reading Scores--Growth	NWEA MAP Fall 2023 Participation N=63/118 Below 21%ile = 57% 21%ile to 40%ile = 24% Equal or Above 41%ile = 19% Winter 2024 Participation N=79 Below 21%ile = 44% 21%ile to 40%ile = 28% Equal or Above 41%ile = 28%	NWEA MAP Fall 2024 Participation N=78 Below 21%ile = 49% 21%ile to 40%ile = 24% Equal or Above 41%ile = 27% Winter 2025 Participation N=121/155 (based on 2/3/25	NWEA MAP Spring 2026 Participation N=53 Below 21%ile = 38% 21%ile to 40%ile = 23% Equal or Above 41%ile = 39% NWEA MAP Winter 2026 Participation N=101	Participation at 100% in first quarter of the school year or upon enrollment 80% or higher with multiple data points for Growth Scores for all students enrolled one year or more	Participation targets were not reached in 2025 or 2026. In 2026, the percent of students scoring at 41%ile or above was consistently above the baseline. Spring growth scores reflect

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Spring 2024 Participation N=50 Below 21%ile = 58% 21%ile to 40%ile = 20% Equal or Above 41%ile = 22% Growth N=50, 18th %ile	enrollment number) Below 21%ile = 46% 21%ile to 40%ile = 22% Equal or Above 41%ile = 32% Spring 2025 Participation N=24 (data incomplete as testing is ongoing) Below 21%ile = 63% 21%ile to 40%ile = 25% Equal or Above 41%ile = 12% Growth Fall to Spring N=13, 30th %ile	Below 21%ile = 38% 21%ile to 40%ile = 24% Equal or Above 41%ile = 38% NWEA MAP Fall 2025 Participation N=110/170 (64.7%) Census enrollment Below 21%ile = 35% 21%ile to 40%ile = 17% Equal or Above 41%ile = 48% Winter 2025 Participation N= 98/161, (59.6%) based on 2/6/26 enrollment number Below 21%ile = 40% 21%ile to 40%ile = 26% Equal or Above 41%ile = 34% Growth Fall to Winter N=68, 39th %ile		incomplete data as graduating students were not available and testing continued into summer school with a subgroup of students with lower performance levels in general/

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	ELPAC Scores	ELPAC Spring 2024 Participation 42/42 (100%) Level 4 Overall = 3 (7.14%) Oral = 9 Written =1 Level 3 Overall = 9 (21.43%) Oral =17 Written =1 Level 2 Overall = 19 (44.19%) Oral = 14 Written =12 Level 1 Overall = 10 (23.81%) Oral = 1 Written = 25	ELPAC Spring 2024 Participation 41/41 (100%) Level 4 Overall = 3 (7.32%) Oral = 10 Written =1 Level 3 Overall = 10 (24.39%) Oral =19 Written =4 Level 2 Overall = 23 (56.10%) Oral = 10 Written =16 Level 1 Overall = 5 (12.20%) Oral = 2 Written = 20	There were no Level 4 scores for 2025. Testing for 2026 resulted in four Level 4 scores and 11 Level 3 scores. There were 17 Level 2 scores and five Level 1 scores. In total 37/41 participated (90%).	Participation at 95% or higher Increasing the number of students with Written Proficiency by 10% per year	Met participation target and increase in Written Proficiency in 2025.
1.4	Reclassification of Fluent English Proficient	In 2023 One student was reclassified Fluent English Proficient based on 2021 and 2022 ELPAC scores and credit completion in English coursework.	In 2024-25 Two students reclassified Fluent English Proficient based on ELPAC scores and credit completion in English coursework.	No students are eligible for reclassified Fluent English Proficient based on ELPAC scores and credit completion in English coursework.	Reclassification within two years for students scoring Level 4 Overall	There were no reclassifications in 2025-26.
1.5	Dashboard ELPAC Growth	2023 English Learners N = 29 on the ELPAC 48.3% making progress towards English language proficiency, an increase of 34.5% over 2022	2024 Dashboard English Learners N = 39 on the ELPAC (38 Long Term English Learners) 35.9% making progress towards English proficiency, a decrease of 12.9% from 2023	2025 Dashboard English Learners N = 36 on the ELPAC (All were Long Term English Learners) 36.1% making progress towards English proficiency, an increase of 0.2 points from 2024	Maintain or increase Dashboard measures of progress on the ELPAC	The desired outcome was reached on the 2025 Dashboard
1.6	English Graduation Requirements	At the end of May 2024, 17 of 118 students	As of 2/10/2025, 49 of 71 (69%)	Some progress was made in	Increase the percentage of	Target met. Note that students on

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(14.4%) in Grades 9-12 were on track for on-time graduation based on 10 English Credits completed per school year. Eight Grade 12 students had insufficient English Credits to graduate on time for 2024.	students enrolled for two or more semesters were on track in English credits. Many of these students graduated with the Class of 2025. Three Grade 12 students had insufficient English Credits to graduate on time for 2025. As of 6/10/2025, 37 of 138 (26.8%) in Grades 9-12 were on track for on-time graduation based on 10 English Credits completed per school year. 17 of 48 (35.4%) students enrolled for two or more semesters were on track in English credits.	keeping students on track in English graduation credits. As of 2/19/2026, 47 of 91 (51.6%) students enrolled for two or more semesters were credit deficient in English credits. For all students, 62/139 (44.6%) were on track. Including the 32 who graduated early, 55% were on track in English credits. During Summer School in June 2026, 24 students completed 76.5 English credits that were previously deficient.	students on track in English Credits 50% after two semesters at Fusion.	track to graduate midyear either graduate or return to their district school, making this metric fluctuate depending upon the time of year that it is measured.

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.

This goal was partially implemented in 2024-25 and 2025-26. Staff continued in professional development, including attending Dashboard workshops and participating in school-site Differentiated Assistance with SCOE support. The addition of a credentialed English teacher to the Fusion staff permitted submission of Edmentum English coursework to the a-g course list.

Action 1.1 This Action became more specific in 25-26. In 25-26 Fusion increased training for teachers in NWEA map administration; testing overseen by new administrator with experience in NWEA MAP.

Action 1.2 Classroom use of Newsela was increased and new staff were trained with Certified Educator Status. In-Lieu and CCSPP funds were also used for UPP/English Learner support. One new teacher and several tutors became Newsela Certified in preparation for increased attention to English Literacy and is ready to train paras and interns. Leadership met with NWEA technical support to prepare for MAP Growth Professional Development and purchased a multi-year license for the NWEA MAP in FY23.

Action 1.3 Summer School for credit recovery was fully implemented in June 2024, June 2025,and June 2026.

Action 1.4 The Fusion schedules were reorganized so that each teacher has one of four dedicated planning periods each day and staff development each Friday. Faculty made progress toward revising the Advisory course but have not yet completed a writing rubric. Fusion established a planning period for each teacher in January 2025 and continued through the 25-25 school year. A regular substitute was not available to cover class sessions for common planning time. An extra year was added for the completion of this action.

Action 1.5 Strategies for Long-Term English Learners New for 25-26 Extra support for English Learners. Increased outreach to parents to encourage students to participate in tutoring. Implement and Evaluate Strategies for Long-Term English Learners to gain basic skills to pass the written ELPAC and succeed in college or career responsibilities that require literacy.

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.

Expenditures of planned FY26 LCFF Supplementary and Concentration funds were within or above the planned amounts for all except Action1.2, due to the availability of staffing. Other expenditures increased due to the increase in attendance and ADA funds available.

Fusion had only one part-time CSUS intern in 2025-26 and was not able to expand tutoring for all students, concentrating on graduating seniors. An extra year was added for the completion of this action.

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

Effective:

Action 1.2 Tutoring-- One new teacher earned Newsela certification and three tutors earned certification.
Action 1.3 Summer school.

Fusion Summer School was successful, with 43 of the 51 originally enrolled students actively earning credits In total 43 students earned 318.5 credits out of 452.5 assigned. (Two have dropped and six students enrolled but did not earn credits.)
The Summer staff increased internal communication with detailed documentation of texts and calls to students and families about the need for Summer School and the supports available, such as a van shuttle and one on one tutoring. Fusion students were marked "present" for 265 class sessions from 6/3-6/18, with 303 contact notes documented. Final results will be available in early July.

Developing:

Action 1.1 NWEA Map Growth Collaborative Planning. The Read Naturally Live program was piloted in Spring 2026 and a license for the 2026-27 school year was purchased.
Action 1.4 Writing Rubric for Advisory Course. Emphasizing additional templates for guided notes and STEPS-A homework for 2026-27.

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.

Action 1.1 Fusion hired an experienced teacher/administrator for 2025-26 with extensive experience with NWEA MAP in order to coordinate assessment results in reading growth with Newsela reading and writing skills.

For 2026-27 this individual will add training in Read Naturally Live for Students with Disabilities, English Learners and other students struggling with reading and will set goals using the NWEA Map. Includes training for Actions 1.2 and 1.5. 2025-26.

Action 1.2 Fusion assigned tutors to complete Newsela certification in June. Anticipating the closing of the CSI funds in September, a new hire was funded from LCFF to cover the entire year, focusing on English learners.

Action 1.3 Fusion added van shuttle transportation for Summer School in 2026 with limited response but will promote this option more in the future, especially for students with extreme credit deficiency or multiple risk factors (such as English Learner, Homeless, Parenting). Funds from LCFF were added to the personnel expenses to cover the additional costs due to increased time for the certificated teacher. Additional paraeducator costs are covered by other LCAP Actions.

Action 1.4 The plan for Fusion was changed to add a substitute teacher hours to support common planning for the Advisory course for grades 9-12 and explore a Citizenship course for grades 7 and 8. Teachers now have dedicated planning periods to facilitate this change. In 2026 a printer and additional ink were purchased to provide

Action 1.5 added to support Long-Term English Learners. Low scores on the CAASPP ELA Writing and Research and the ELPAC in 2024 and 2025, and the large numbers of Long Term English Learners with Credit Deficiency in English Requirements prompted continued attention to this with a focus on tutoring. For 2026-27 added LCFF funds for an additional tutor after the completion of the CSI funds in September. Training in Newsela and Read Naturally are already included in Action 1.1.

Revised Action Items to include CSI funding requirements.

Actions 1.2, 1.4, and 1.5 also include Comprehensive School Improvement Funds through September 30, 2026.

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	NWEA Map Growth Planning	Score Analysis and goal setting for growth targets for all students in Grades 7-10 to reach recommended MAP scores	$23,566.40	Yes
1.2	Tutoring Targeted to English Proficiency	Train Paraeducators and CSUS Interns to work with English Learners and other unduplicated pupils to develop literacy skills by obtaining Newsela Certified Educator Status and working one on one with students.	$50,965.20	Yes
1.3	Summer School for Credit Recovery	Month long session to recover credits on finish incomplete courses in English that would prevent a timely graduation	$11,062.50	Yes
1.4	Writing Rubric for Advisory Course	Substitute teacher to cover classes so that Fusion teachers have common planning time to develop a practical writing skills rubric to Advisory course	$0.00	No
1.5	Strategies for Long-Term English Learners	Implement and Evaluate Strategies for Long-Term English Learners to gain basic skills to pass the written ELPAC and succeed in college or career responsibilities that require literacy.	$54,660.84	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Reading Support for Students with Disabilities	Individual reading support for IEP Goals using Read Naturally Live software, with support staff trained by the Assistant Principal.	$47,239.92	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Applied Math Skills for College and Career Readiness	Broad Goal

State Priorities addressed by this goal.

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.

Continuing goal from the previous LCAP. Students have made progress in earning math credits toward graduation but many continue to struggle with many gaps in math. Other students have proficiency in math skills but emotional factors such as anxiety or motivation have been obstacles to progress in math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Math credits recovered in Summer School	Summer 2024 36 Fusion Students enrolled Math Deficiency = 93 credits 64 credits were completed (68.8%) by 16 students (13 completed all their missing math credits) Zero credits by 8 students	Summer 2025 54 Fusion Students enrolled and 25 were assigned 109 math credits with 19 students completing 58 credits, a credit recovery of 53.2% by 76% of students who were assigned. This compares to 87.76% of students overall who completed	Summer 2026--49 Fusion Students enrolled and 29 were assigned 104.5 math credits with 21 students completing 56.5 credits, a credit recovery of 54.1% by 72.4% of students who were assigned. This compares to 87.76% of students overall who completed	80% of Summer students completing math credits; 50% of credits recovered.	Fusion students recovered more than 50% of math credits assigned. Fewer than 80% enrolled completed credits in math compared to Fusion students completion level overall.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			328.5 of 452.5 total credits, for an overall completion rate of 70.4% in Summer School.	328.5 of 452.5 total credits, for an overall completion rate of 70.4% in Summer School.		
2.2	Math scores (Grade 9 Growth)	Fall 2023 (August/September) Grade 9 Participation= 7/15 (46.7%) Below 21%ile = 57% Equal or Above 41%ile = 29% RIT and Annual Growth Scores not available due to small sample size	Fall 2024 (August to November) Grade 9 Participation= 12/13 (92.3%) Below 21%ile = 50% 21%ile to 40%ile = 25% 41%ile to 60%ile = 17% 80%ile and above = 8% Winter 2025 (January-February) Grade 9 Participation = 27/36 (75%) Below 21%ile = 52% 21%ile to 40%ile = 15% 41%ile to 60%ile = 7% 61%ile to 80%ile = 4% 80%ile and above = 22%	Some progress was made on the desired outcome. Fall 2025 (August to November) Grade 9 Participation=15/23 (65.2%) Below 21%ile = 60% 21%ile to 40%ile = 13% 41%ile to 60%ile = 13% 61%ile to 80%ile = 0% 80%ile and above = 14% Winter 2026 (January-February) Grade 9 Participation = 14/28 (50%) Below 21%ile = 29% 21%ile to 40%ile = 21%	Growth in individual math scores by at least one grade level per year for 80% of students	Met Participation target at beginning of the year, most students added mid-year with only a 75% testing participation in Winter

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Growth scores not yet available due to small sample size from Fall to Spring	41%ile to 60%ile = 14% 61%ile to 80%ile = 7% 80%ile and above = 29% Growth scores not yet available due to small sample size from Fall to Spring		
2.3	Algebra preparation	Summer 2024 no student completed an Algebra class although 9 students in Grades 11 and 12 were deficient in Algebra and 14 students in Grades 11 and 12 were deficient in both Algebra and other Math credits.	As of 2/10/2025 32 of 45 (71.1%) students enrolled at least one year completed all 10 required math credits before junior year. After graduation and the removal of graduates from the database, 20 of 39 (51.3%) of students in Grades 10-12 who were enrolled at least one year had completed all basic math requirements and were eligible for the next level of math.	Progress was made on the desired outcome. As of 2/10/2026 48 of 63 (76.2%) students in Grades 11 and 12 completed all 10 required math credits before the midpoint of the junior year.	Completion of 10 required math credits prior to the junior year for students enrolled at least one year at Fusion	Prior to the start of Summer School 2025, 46.6% of all students in Grades 10-12, not including 2025 graduates, had completed all ten basic math credits and 51.1% had completed Algebra. Percentages are similar for students enrolled one year or more. After June 30, Summer School results will be available to revise these figures.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Summer School 2025 is underway during June 2025. For all Grade 10-12 students enrolled as of 6/10/2025, 47of 88 (53.4%) had not completed prior to the end of Grade 10 all ten basic math credits required for graduation and 43 of 88 (48.9%) had not yet completed all Algebra credits. For all Grade 10 students 21 of 37 students (56.8%) still needed basic math credits and 21 of 37 (56.8%) still needed Algebra credits. For all Grade 11 students enrolled in June, 22 of 44 (50%) still needed basic math and 18 of 44 (40.9%) still needed Algebra. For all Grade 12 students enrolled in June, 4 of 7			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(57.1%) still needed basic math and 4 of 7 (57.1%) still needed Algebra.			
2.4	Math Scores CAASPP (All Grades)	Spring 2024 Math CAASSP for Grade 8 Participation N = 20/21 students (95.2%) Valid Scores N = 15 Nearly met the standard 7% Did not meet the standard 93% Spring 2024 Math CAASPP for Grade 11, Participation N = 51/56 students (91.1%) Met the standard N = 1 (2%) Nearly met the standard N = 1 (2%) Did not meet the standard N = 49 (96%) Source: https://caaspp-elpac.ets.org	Preliminary 2025 Results: The Grade 7 group size was too small for reporting. Spring 2025 Math CAASPP for Grade 8 Participation N = 16/16 students (100%) Nearly met the standard N = 1 (6%) Did not meet the standard N = 15 (94%) Spring 2025 Math CAASPP for Grade 11 Participation N = 44/46 students (95.7%) Met the standard N = 5 (12%) Nearly met the standard N = 4(10%)	Participation targets were not reached in 2025. Spring 2025 Math CAASPP Dashboard based on 35 students. The Dashboard increased from the Red indicator in 2024 to the Orange indicator in 2025. 2025 Disaggregated Results: (SARC) No additional CAASPP scores for 2025. Participation for All Students: 64/75 (85.33%) Standard met by 7.94% Female N=31/39 (79.49%) Standard Met 13.33%	Participation at 95% Decrease in percentage of students not meeting the standard by 3 or more percentage points annually	Grade 8 participation met. 2025 Math scores similar to 2024. Grade 11 participation met. 2025 Math scores are a substantial increase over 2024 scores.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Did not meet the standard N = 35 (78%)	Male N=33/36 (91.67%) Standard Met 3.03% Hispanic or Latino N= 48/54 (88.89%) Met 8.51% White N=9/13 (69.23%) Met NA English Learners N=13/15 (86.67%) Met 7.69% Socioeconomically Disadvantaged N= 51/60 (85.00%) Standard Met 8.00%		
2.5	Math Scores NWEA (All Grades)	Fall 2023 (August/September) Participation = 72/144 using Census Day (50%) Below 21%ile = 69% 21%ile to 40%ile = 10% 41%ile to 60%ile = 10% 61%ile to 80%ile = 7% 80%ile and above = 4% 41% ile+ = 21% Winter 2024 (December through February) Participation = 61/147 Rostered on 2/28/24 (41.5%) Below 21%ile = 56% 21%ile to 40%ile = 18% 41%ile to 60%ile = 18%	Fall 2024 (August to November) Participation = 89/142 using Census Day enrollment (62.7%) Below 21%ile = 52% 21%ile to 40%ile = 21% 41%ile to 60%ile = 6% 61%ile to 80%ile = 2% 80%ile and above = 19% 41% ile+ = 27%	Participation targets were not reached in 2025 or 2026. NWEA MAP Spring 2026 Participation N=53 Below 21%ile = 45% 21%ile to 40%ile = 21% Equal or Above 41%ile = 34% NWEA MAP Winter 2026 Participation N=101 Below 21%ile = 57%	Participation at 80% of Census Day enrollment in Fall and 80% of Rostered Students in Winter Increase in the percent of students at 41%ile+ by 3 or more points each year Track individual growth for students enrolled one year or more, compare to projected growth	In 2026, the percent of students scoring at 41%ile or above increased consistently from 29% to 34%. Made progress toward meeting 80% participation rates, with increases from 50% at the 2023 baseline to 78.2% for the Winter 2025 assessment. Average individual growth over one year was

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		61%ile to 80%ile = 3% 80%ile and above = 5% 41% ile+ = 26%	Winter 2025 (January-February) Participation = 122/156 Rostered (78.2%) Below 21%ile = 52% 21%ile to 40%ile = 16% 41%ile to 60%ile = 5% 61%ile to 80%ile = 3% 80%ile and above = 21% 41% ile+ = 29% Average Growth for N = 27 Students assessed in both Winter 2024 and Winter 2025 = 60%ile (compared to projected growth)	21%ile to 40%ile = 14% Equal or Above 41%ile = 29% Average Growth for N = 28 Students assessed in both Winter 2025 and Winter 2026 = 39%ile (compared to projected growth)		substantially higher than projected performance based on 2023-2024 scores.

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.

This goal was fully implemented in 2024-25. The one-on-one tutoring provided schoolwide at Fusion has been well received and students have mastered concepts and completed credits in both general math and algebra. These results are evidence that the extra tutoring sessions have improved math performance on the statewide assessments. Summer School for credit recovery was fully implemented in June 2024, 2025 and 2026.

With the addition of Dashboard Math performance to Comprehensive School Improvement status, two more metrics were added. Staff continued in professional development, including attending Dashboard workshops and participating in school-site Differentiated Assistance with SCOE support. The addition of a credentialed English teacher to the Fusion staff permitted submission of Edmentum English coursework to the a-g course list.

Action 2.1 Tutors hired and trained throughout the year as staffing needs fluctuated. Teams of math tutors rotate through classrooms and provide remote support to students working off campus

Action 2.2 Most 9th grade students are testing at least once per year, but not within two weeks of enrollment.

Action 2.3 Activity projector was purchased late in the year due to the process of procuring multiple quotes. For Fall 2026 a paraeducator will be assigned to work with the math tools with students, take attendance and provide documentation to leadership to analyze the correlation with tutoring interventions and NWEA Growth goals.

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.

In FY26 Fusion exceeded expenditures for math tutoring with the use of Comprehensive School Improvement funds. Additional funding is being directed to this goal in 2025-26 due to a second year of CSI with a focus on Math and ELA. For FY27 plans increase the LCFF funds for all Actions in Goal 2 to continue the progress made in math.

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

All math actions were Effective. Both remote and on campus tutoring was provided to all students, with careful tracking of graduation credits for students in Grades 11 and 12. Students were invited to participate in tutoring by a team of tutors who circulated through the classrooms in a "push-in" model and worked one on one with students.

Tutoring and Summer School both were seen as supports that led to an increase in performance in math assessments and to the timely earning of math credits for graduation. Several students acknowledged the role of the math tutors in supporting their completion of graduation credits.

Participation in assessments continues to be just below targets.

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 found that ninth grade students enrolling mid-year were not always assessed within two weeks of their orientation because a test window for NWEA was not always active at the time. For the 2026-267school year Fusion will explore the use of a shorter NWEA placement assessment upon enrollment in order to place the student in the most appropriate math course and provide necessary interventions. Most

students are testing at least once per year, but not within two weeks of enrollment. The goal for FY27 will be for each student to test at least twice each year for growth scores.

Action 2.2 in Year 3 assigns the senior Math tutor to getting students started and on track with math credits in 2026-27.

A new action resulted from the addition of the Math 2024 Dashboard to the Comprehensive School Improvement plan. Fusion identified the importance of attendance tracking to make sure that students attend their tutoring sessions and will continue tracking both attendance and regular assessment of math .
skills through use of NWEA MAP scores and growth. IN FY26 Fusion hired an experience teacher/administrator with extensive NWEA and CAASPP experience who will work with staff on Professional Development in the analysis and application of test results.

FY27 Action 2.4 provides an additional tool for both remote and on campus use with a Newsela account that students are already familiar with. Participation will be supported by Action 2.3.

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	Math tutors for intensive tutoring	Fusion will continue with classified math tutors for 24-25, for both on campus and remote learning. All math tutors to be trained by a math teacher in the use of Edmentum to fill in gaps in learning.	$46,320.30	Yes
2.2	Testing and Placement of All Grade 9 Students	All Grade 9 students to be assessed with the NWEA Map within two weeks of enrollment and assigned to an appropriate math course with support to complete at least 5 math credits in Grade 9	$44,643.69	Yes
2.3	Analysis of NWEA MAP Growth in Math	Analyze MAP Growth with Attendance and Tutoring Tracking for participation data, including use of activities and tools for math engagement by tutors.	$11,783.20	Yes
2.4	Newsela STEM Math and Science Library	The addition of video support for math and science content for independent use to supplement the Edmentum curriculum.	$5,148.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Program Alignment with Trauma-Responsive Mission/Vision	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Continuing goal from previous LCAP with revised actions based on identified student needs

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Adequate materials and highly effective teachers	Total of 170 Chromebooks less than 18 months old for use at home with 70 devices with the capacity for built in wifi through T-Mobile. All classrooms outfitted with large screen panel purchased in August 2023. Edmentum Curriculum and Newsela Current Events supplemented by teacher-created	Newsela certification for one new teacher. Purchased 30 Chromebooks for classroom use and 60 refurbished chromebooks for home use. Purchased Edpuzzle to supplement Edmentum and Newsela. All	Progress was made on the desired outcome. During June 2026 all Summer School tutors completed Newsela certification, under the supervision of the lead teacher/instructional coach.	Chromebook replacement schedule on target, teacher and staff evaluation forms aligned with school Mission. All staff trained in trauma-informed strategies and student mental health first aid.	On target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		materials. All teachers trained in trauma-informed strategies and student mental health first aid.	teachers and support staff trained in trauma-informed strategies. All staff hired in 2024 trained in student mental health first aid.	40 Chromebooks purchased in Fall 2025 and 25 more in March. For students without internet access at home, Fusion purchased 40 additional wifi enabled devices in June 2026. Fusion teachers continued to use Edpuzzle to supplement Edmentum and Newsela. All staff trained in trauma-informed strategies during Friday PD sessions. New staff are scheduled to complete CDE mental health first aid		
3.2	Parent and Community Engagement	2023-24 Four parent events in person, three bilingual phone surveys, two community events and one bilingual comprehensive needs assessment in Spanish and English with 95.2% of parents agreeing that	2024-25 Parent events in person included Round Up, Back to School Night and January Awards, Fall Festival, 3 lunch and learn, 3 Family Film nights. June-	On track with all desired outcomes. 2025-26 Parent events in person included Round Up, Back to School Night and January Awards (N= 125),	Maintain parent satisfaction ratings and improve upon parent engagement events, translate handbook revision into Spanish.	All targets met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		there is good communication between Fusion and parents/families.	August 2024 and April-June 2025 95% + parents feel welcome, Handbook in Spanish completed Fall 2024	Fall Festival (N= 234), Family Film nights with record numbers at all events. Record number of 42 participants at 5/22/26 LCAP Hearing at the School Site Council held with first Annual Art Show. Excellent participation at Graduation with some student having more than 30 guests at their individual graduation stage appointments on May 27.	Hold at least two annual community events with records of numbers attended.	
3.3	Student Engagement/Attendance /Wellness	2024 Chronic Absenteeism--76.62%, similar to 2023. Overall ADA increased by more than 15% from Spring 2023 P2 of 90.28 to Spring 2024 P2 of 104.17. The daily attendance percentage for 2023-24 was 70.96%. Introduced Seity Wellness app. to staff and students.	2024 final cumulative absenteeism = 80.85, 2025=77.5%. Average Daily attendance exceeded 75%. ADA increased from P2 2024= 104.17 to P2 2025= 117.81 Seity Health app was used by	Progress was made on the desired outcome. Absenteeism was reduced to approximately 55% at the end of Sprng 2026 from the 24-25 final cumulative absenteeism = 77.9%. For Fall 2025, Aeries Analytics	Reduce Chronic Absenteeism to below 70% and daily attendance to 75% or more. Engage 50% of students in daily wellness check ins and direct students to sources of support.	Chronic Absenteeism and Daily attendance targets were met and new targets have been established. ADA increased by 14.78% in one year, from April 2025 to April 2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		42.42% of students reported trouble staying focused.	students and staff inconsistently	reports 68.8%. Average Daily attendance for Fall 2025 exceeded 76%, meeting both desired outcomes. ADA increased from Spring P2 24-25 = 117.81 to Fall P1 25-26= 129.30 and then to P-2 133.69. 25-26 P-Annual was 135.22 Seity Health app was used by students and staff inconsistently, with 92 students having checked in at least once. Fridays had both the highest rate of responses and slightly higher wellbeing averages among the students who checked in. After Spring Break, from 4/13/26 to 5/29/26 there were 546 Seity Check Ins with an average Well		Student engagement in end of year activities was also at record numbers, with 36 students at Prom, (100% of those who signed up), and 32 students at the Year-End Waterslides trip.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Being score of 74.18.		
3.4	Trauma-Responsive School Climate	Zero suspensions/Expulsions since 2016. Extensive training in facilitating restorative justice circles to share our methods with other schools. Two Sociology interns and one business ethics intern, Spring 2024.	Zero suspensions/expulsions. Two paid Sociology interns, three unpaid business ethics interns (Fall 2024); one paid counselor intern (Spring 2025)	Progress was made on the desired outcome. Zero suspensions/expulsions. One paid CSUS Intern all year and one unpaid CSUS intern for Spring.	Expand circles to include student leadership and community participants. Increase CSUS interns to two Level 1-2 unpaid and two Level 3 paid per semester.	Have not yet expanded circles to student and community in 2024-25. Increased interns from CSUS and other schools.
3.5	Course Access--Transportation	Provided daily shuttle for five periods of students from 8:30 to 4:30 and field trip pick up and drop off. N=41 van riders in 2023-24.	Daily van shuttle provided for N=42 students in 2024-25. Additional students on field trips. Purchased second van in March 2025.	Progress was made on the desired outcome. Daily van shuttle provided for N=31 students daily in 2025-26. Additional students on field trips.	Provide shuttle options for students too far from the city bus. Continue to support student access to Fusion and field trips.	Met target.
3.6	Other Outcomes--Safety	Facility "Good" rating in 2023-24 on SARC. A January 2024 lockdown after shots fired near campus did not result in harm to any student or staff member. Cameras, alarm pad, and intercom system were tested and repaired or replaced as needed. Full-time campus supervisor and law enforcement toured	Facility "Good" rating in 2024-25 on SARC. Hired custodian/grounds keeper in June 2025.	Progress was made on the desired outcome. Facility "Good" rating in January 2026 on SARC. Custodian/grounds keeper works five hours daily, five days per week with additional time for school events.	Continue to monitor and upgrade safety with campus supervisor or sub present at all times that students are on campus.	Met target for supervision. Repairs for parking lot and upgrades for cameras and gates are planned.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		campus in May 2024 and made suggestions for improved safety.				
3.7	Life Skills Rubrics for Advisory Courses	Fusion revised the Mission and Vision statements in 2024 in preparation for a collaborative restructuring of the Advisory course to support life skills and workplace readiness.	Piloted common completion of Edmentum electives in advisory courses.	The results of the Community Engagement Initiative (CEI) Problem of Practice have expanded this action to include 2026 staff PD to prepare for the STEPS-A curriculum for students.	All teachers and students have interacted over the rubric with students demonstrating mastery of tasks and displaying life skills.	Evaluated common elective completion as impractical given needs for individualized pacing. Started with advisory course revisions.
3.8	School Personnel Focused on High Needs Students	School personnel focus on high needs students, with a UPP of 87.5% in October 2023, served by key positions focused on Foster Youth, English Learners, and Low Income students.	UPP of 87.3% in October 2024, and 84.3% in February 2025 (134 of 159 students.) Added services and supervision of two PPS interns and two Sociology undergraduate interns.	UPP of 87.65% in October 2025. Added services and supervision of one PPS intern/student support advocate and one part time counselor.	Maintenance of service at Fusion and mentoring of additional school and community personnel	Met target.

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.

Action 3.1 Fusion spent more on Chromebooks due to an increase in enrollment. Students have Chromebooks for home use separate from classroom use. An increase in enrollment of 21 students more than expected by Census Day has created a demand for more devices.

Action 3.2 Fusion is actively involved in meeting student and community needs using both CCSPP and CEI funds, such as providing groceries during SNAP delays in November.

Action 3.3 Fusion's biggest challenge with chronically absent students is to increase attendance on campus and access to instruction and intervention. Goal 3 activities support the specific actions in this item. Fusion tracks attendance with office calls 15 minutes after a missed class session and parent conferences for low attendance.

Action 3.4 Fusion's assistant principal and student support advocate conducts both orientations and attendance meetings and offers home visits

Action 3.5 Fusion found that it was important to have a dedicated van driver for consistency in calling and arranging rides for students with transportation needs, including attendance related. The van makes four round trips daily, with priority to homeless students

Action 3.6 Fusion added staffing for campus supervision and custodial. The campus supervisors maintained and monitored safety; upgrades were partially completed. Aspiranet/Fusion has not yet upgraded the main gate to an automated system, resulting in the gate being open much of the day.

Action 3.7 Fusion is an alternative school serving primarily high needs students. Personnel served 87.65% UPP student population with bilingual individualized orientations, phone calls, counseling and record keeping. Due to our high percentage of low-income, high needs students, Fusion was awarded the Community Schools Implementation (CCSPP) Implementation Grant for a five-year period of support from the CDE in the amount of $712,500.

The CCSPP engages the community in partnerships to provide an integrated focus on academics, health and social services, youth and community development, and community engagement. This effort has been supplemented by a $100,000 award for two years from the Community Engagement Initiative (CEI), with supporting the work of a collaborative team to improve community engagement.

Action 3.8 Community Collaboration The full team for CEI has met regularly to determine the greatest school need, shifting from the need to increase attendance for access to school support to addressing the underlying causes of low attendance in lack of emotional regulation skills.

Action 3.9 Seity Health provides daily online wellness checks and works with students directly on wellness activities.

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

Action 3.1 Fusion budgeted $15,000 for Chromebooks, repairs and wireless but due to the increase in enrolled students spent $25,987.68, all from Learning Recovery Emergency Block Grant (LREBG).

Action 3.3 Attendance was tracked by all Fusion personnel with an increase in ADA and an equal bonus for all regular part-time and full-time personnel equal to $100 per ADA increase. Fusion spent less on Action 3.3 in FY26 LCFF Supplementary and Concentration funds

Attendance tracking and incentives, from both LCFF and Unrestricted Lottery funds, as more funds were diverted to Actions 3.7, 3.9, 4.1 and 4.6 with an emphasis on Mental Wellness and Hands on activities as strategies for increasing attendance.

Action 3.6 Campus Safety was less than budgeted due to staff needed for Wellness activities.

Action 3.7 Personnel for High Needs was higher than budgeted due to increased enrollment.

Action 3.9 Wellness Data Correlation was a new action with additional LCFF spending, based on identified student needs.

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

The actions were effective. Fusion made progress on all Goal 3 actions.

Regular attendance is a vital life skill. Most students arrive at Fusion with a history of low attendance patterns. The increase in both daily attendance and participation in school events has been encouraging. We believe that it is a direct result of daily phone calls and text messages, frequent incentives and engaging activities, like career field trips, free prom tickets and the end of the year water park celebration for students with qualifying attendance.

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

Action 3.1 Chromebooks for replacement, wireless and repairs will use the Learning Recovery (LREBG) grant in 2025-26, with approximately $25,000 remaining for use in FY26. For FY27 LREBG funds are used only for Action 3.1, as an increased number of students have requested WiFI access to complete coursework off campus.

Action 3.3 Fusion will continue ADA increase bonuses at P1 and P2 and surveying students about desired attendance incentives. Fusion will increase the amount of student attendance incentives with consulting support for evaluation of effective practices to increase both attendance and engagement with learning opportunities.

Action 3.4 The mental health first aid certifications will begin to expire in August 2025 so recertification is needed. For FY27 the tasks for the Student Support Advocate are distributed among other staff funded outside of the LCFF and CCSPP funds.. New purchases include two portable privacy pods for counseling, funded by CSI.

Action 3. 5 Fusion has advertised for a dedicated van driver to be funded by CCSPP. Hired in 2026.

Action 3.7 Personnel for High Needs students was decreased due to school serving primarily high needs students. Because of new Community funds, braided with one-year Comprehensive School Improvement funding and Differentiated Assistance, new Actions were added to the Goal in 2025.

Action 3.8 resulted from Fusion's experience with the CCSPP Planning grant. In Spring 2025 Fusion was awarded a five-year Implementation grant and also was accepted in the Community Engagement Initiative (CEI) Cohort VI to increase collaboration with local community and regional partners to support at-risk youth.

Action 3.9 correlates wellness data with resources for student mental health wellness, homelessness and support for pregnant and parenting teens, with ten students in 2024-25 in this subgroup. This action builds a foundation in data collection and resource access for future sustainability.

Action 3.10 was added, based on extensive needs analysis for counseling services for students with anxiety and other social emotional obstacles to school and workforce participation. Start up expenses for extra duty days for training. consulting and curriculum are from CSI funds.

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	Chromebook and Wifi Access (LREBG Funds)	Maintain, repair and replace Chromebooks on an ongoing basis with Wifi provided as needed for students without WiFi at home.	$25,450.00	Yes
3.2	Community Schools Implementation (CCSPP)	50% Counselor/Coordinator for Community Schools funding for "whole child" student support for families via voluntary home visits and collaboration with local nonprofits and mental wellness resource providers per the Implemenation Grant.	$62,936.64	Yes
3.3	Attendance Tracking and Incentives	Fusion will schedule office personnel to make daily phone calls and periodic texts and letters to Spanish and English speaking parents of students who are absent. We will survey students to identify incentives for improved individual attendance. After one year, evaluate the impact of the calls and fund with increased ADA.	$131,626.60	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Trauma Responsive Training	Position of student support advocate, mentored by counselor and enrolled in PPS program. Mental health first aid training for new employees and interns. Provide training to other schools via conferences and workshops.	$54,268.33	Yes
3.5	Van Shuttle Driver/Teacher Assistant	Provide safe transportation to low income students and make reminder calls/texts about shuttle pickup.	$46,709.03	Yes
3.6	Campus Supervision and Safety Upgrades	Maintain the level of supervision of students on campus and monitor campus needs for safety upgrades, including communication devices, cameras for complete coverage, and alarm systems.	$75,284.32	No
3.7	School Personnel focused on high needs students	Maintain the team of school personnel funded by LCFF Supplementary and Concentration funds to serve students in Fusion's alternative setting, including the bilingual data specialist/registrar, 50% bilingual counselor and 50% counselor who serves as Community Schools Coordinator and Homeless and Foster Youth Liaison, focused on school culture and restorative practices with disengaged student populations and homeless youth. Other funds are provided by CCSPP roles on campus.	$160,992.00	Yes
3.8	Community Collaboration (CCSPP and CEI)	Collaborate with local community and regional partners to provide resources, opportunities, and support for students and families who need behavioral support and alternatives to harmful relationships and risky activities off campus that result in injury, court, probation and incarceration.		No
3.9	Wellness Data Correlation with Resources	Correlate Seity Health wellness data with resources for support for mental health, pregnancy and homelessness.		No
3.10	Training in Emotional Regulation Strategies	Professional Development in Skills Training for Emotional Problem Solving (STEPS-A) Fusion continues to implement “evidence-based” interventions	$29,995.94	No

Action #	Title	Description	Total Funds	Contributing
		to improve student outcomes for the Dashboard College and Career Indicator. Funds from the State Seal of Civic Engagement and Mental Health funding coordinate to support this training.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Schoolwide Improvement in College and Career Indicator and Graduation Rates	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to demonstrate growth on the California Dashboard for College and Career Indicator and Graduation Rate for all measurable subgroups each year (Socioeconomically Disadvantaged, Hispanic) following the designation of Fusion for School Improvement funding based on low 2023 CDE Dashboard Indicators. The actions in the goal reflect feedback from all school educational partner representatives. Fusion is no longer identified by the state as in need of school improvement, however, career readiness is still a high priority for Fusion activities and this goal will be continued for the 2026-27 LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Dashboard Graduation Rate	Class of 2023 55.3% a decline of 28% from 83.3% in 2022	Class of 2024 Total N = 57, 77.2% graduated, an increase of from 2023; Hispanic N = 39, 76.9% graduated; SED N = 49, 75.5% graduated Class of 2025 Graduates N= 53 as of June 17, 2025	The desired outcome was met for all groups. Class of 2025 Total N = 66, Dashboard Yellow Indicator with 78.8% graduated, an increase of 1.6% from 2024; Hispanic N = 44, 79.5% graduated;	75% or higher for all subgroups	Met targets

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Total Graduates of Fusion Charter N = 398 since opening in 2014	SED N = 61, 77% graduated; Class of 2025 Graduates N= 53 Class of 2026 Mid Year Graduation with 32 students completing as of 2/6/26. An additional 25 graduated in Spring for 57 in the Class of 2026, Total Graduates of Fusion Charter N = 455 since opening in 2014.		
4.2	Dashboard College and Career Indicator	Class of 2023 6.7% Prepared, 8.9% Approaching Prepared	Class of 2024 Graduates N = 47 Dashboard Performance Level = Very Low 0% Prepared, a decline of 6.7% from 2023; 4.3% Approaching Prepared, a decline of 4.6% from 2023. Hispanic N = 33, 0% Prepared a decline of 3.3% from 2023; SED N = 41,	The desired outcome did not improve from 2024 to 2025. 2025 CCI Dashboard N = 53 Performance Level = Very Low Red Indicator, 0% Prepared, 3.3% Approaching Prepared, a	10% Prepared, 20% Approaching Prepared	Did not meet targets for Class of 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0% Prepared a decline of 4.8% from 2023.			
4.3	Dual Enrollment at MJC or other colleges	In 2023-2024 three students completed a college course at MJC	2024-25 zero students completed a college course (primarily due to online course waitlists)	Progress was made on the desired outcome. Fusion students earned 19.5 college credits at MJC. In Fall 2025 four students completed college courses and enrolled for a second semester in Spring 2026. Two graduates were recognized for college course completion and two younger students will continue in dual enrollment in Fall 2026.	10 students with a college course successfully completed by high school graduation	Did not meet targets of 10 students in 2025-26 but made progress toward the goal with four students having completed course credits.
4.4	Dashboard Academic Performance Indicators	2023 Dashboard No Performance color was assigned for Math and ELA	2024 Dashboard Indicators were Red for both Math and ELA, indicating very low scores. The Socioeconomically Disadvantaged	The desired outcome was met. 2025 Dashboard Indicators moved to Orange for both Math and ELA, indicating an	No subgroups or whole group Indicators in Red for either Math or ELA.	New target, not yet met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			subgroup was also Red for both Math and ELA. All other subgroups were too small for comparison.	improvement in scores from the previous year, which was Red for both tests. The Socioeconomically Disadvantaged subgroup was also Orange for both Math and ELA. All other subgroups were too small for comparison.		

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 Graduation Rate increased but the College and Career Indicator did not, defined by a narrow list of qualifications for the CCI. In addition the CDE in 2024 began to display colored Indicators for Academic performance for DASS schools. Because Fusion's performance was low on the CAASPP tests, the Comprehensive School Improvement Plan was extended to include the Red Math and ELA Indicators, and Fusion qualified for Differentiated Assistance from SCOE for Spring 2025 until exiting from the program in Fall 2026, due to the publication of improved test scores from Spring 2025.

Fusion's mission is to serve students who have experienced trauma and attracts many students with low performance on traditional indicators. A constant challenge is to find alternate ways to both evaluate and celebrate success.

Action 4.1 Fusion received technical assistance from the Stanislaus County Office of Education and the support of the retired principal.

Action 4.2 Teachers provide Friday electives which will increase after additional career materials are available. Due to the increased caseload with more students enrolling, teachers did not have the opportunity to explore the new CTE equipment until Summer 2026 for implementation in Fall 2026.

Action 4.3 For Fall 2025 Fusion had only one part-time CSUS intern who was paid. In the Spring a second unpaid intern was added.

Action 4.4 Health benefits that were not identified with a specific employee were included in this action. Fusion had some success in working with the business office to capture the information needed to appropriately bill various cost centers.

Action 4.5 Fusion purchased two driving simulators with software. Paraeducators trained and supervised students in their use al year.

Action 4.6 The VR goggles are in regular use. In the Spring Fusion purchased additional CTE simulations.

Action 4.7 Six students enrolled at MJC and completed coursework. Two were honored at graduation. A counselor was hired and then unexpectedly resigned due to personal reasons. The student support advocate continued to work with these students and subsequently completed a PPS.

Action 4.8 The senior teacher meets with new staff to present the curriculum and best practices.

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.

Fusion spent a similar amount to the budget in all areas except Actions 4.1 and 4.6.

Action 4.1 Needs Assessment included a new one-time expenditure of Spring FY26 LCFF Supplementary and Concentration funds of $19,620 for software to integrate a daily wellness check into the student information system Aeries.

Action 4.4 Health benefits for classified staff were a challenge to assign to a different funding stream due to the way that Aspiranet computes monthly lump sums for benefits. The estimated actuals will be corrected for FY26 with an accounting system that divides out different funding streams for benefits.

Action 4.6 Was increased by $21,700 due to additional FY LCFF Supplementary and Concentration funding that resulted from increased attendance in Spring 2026.

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

The actions to date have been partially effective in making progress. Fusion is no longer identified by the state as in need of school improvement, however, career readiness is still a high priority for Fusion activities and this goal will be continued for the 2026-27 LCAP.

During the 2025-26 and 2024-25 school years Fusion was focused on increasing access by removing obstacles to attendance with the strong belief that students need face to face interventions to fully thrive. For 2025-26 the focus has been on engaging hands on activities to prepare students for College and Career and to build skills in math, ELA and motivation. The Spring 2026 P2 Average Daily Attendance (ADA) increased to 133.69, compared to 117.81 one year ago.

All areas of CSI are braided together with other LCAP/WASC/SPSA goals for long-term sustainability. While funds cannot be expended to hire additional permanent staff, we will partner with California State University Stanislaus to develop interventions with interns to analyze and mitigate the impact of these two measures of low performance for the students who seek alternatives to dropout at Fusion and to fulfill our mission to launch our students ready for college and/or career.

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.

Each item on the Comprehensive School Improvement plan approved by the Aspiranet Board of Directors on June 20, 2025 is entered in the LCAP planned expenditure table only one time.

For additional Actions with Comprehensive School Improvement funds, see:

Action 1.2, Tutoring targeted to English Proficiency
Action 1.4 Writing Rubric for Advisory Course
Action 1.5 Strategies for Long-Term English Learners

Action 2.1 Math tutors for intensive tutoring
Action 2.3 Analysis of NWEA MAP Growth with Attendance and Tutoring Tracking

Action 3.3 Attendance Tracking and Incentives
Action 3.7 Personnel focused on high needs students
Action 3.9 Wellness data correlations with resources

The needs assessment conducted by Seity Health established that Fusion's Educational Partners have confidence that Fusion will continue to improve support for student needs. Students (80.8%) and Families (91.7%) agreed or strongly agreed that Fusion is preparing students well for life after graduation, but that more can be done to meet needs. Students (39.7%) and Families (76.2%) answered "Yes" to questions about the need for an internship/apprenticeship program and a mentoring program (Students 57.5% and Families 72.6%). In 2025 parents continue to voice strong confidence in the direction of Fusion's programming and plans for the future.

Based on feedback from students in the first year of CSI implementation, Fusion will replace the role of a dedicated Certificated Teacher (40%) for college and career focus coursework and student portfolios with expanded college and career collaboration and implementation of strategies by all Fusion faculty. The college and career activities will be integrated into lessons each day, and not compartmentalized or limited to only one staff member at a time. The Student Support Advocate will build connections with community partners for apprenticeships using alternate sources of funding for Community Schools.

Based on feedback from students, parents and teachers, Fusion will increase the scope of hands-on simulations in high-interest career fields as a motivator for attendance in Fusion electives on campus and persistence in early college dual enrollment. Faculty members with subject matter and assessment expertise will act as resources to the entire faculty and build capacity for these programs after the conclusion of the CSI funding.

Evidence-based practices to increase math and ELA skills include additional one on one tutoring and hands-on application of learning. Based on feedback from SCOE Differentiated Assistance Team Members, Fusion will increase the use of assessment data for academic skills and plan for intervention. Fusion will improve the use of data from CAASPP testing, NWEA MAP Growth, and Newsela Reading Comprehension to identify students for support and to track outcomes.

More funding was allocated to tutoring in FY26 to support students in making progress toward Goal 4. A number of added purchases for hands-on simulation are included in the planned actions for the FY26 based on the needs analysis showing career preparation as the top priority for Fusion students.

Health benefits that were not identified with a specific employee were included in this action in FY26. New procedures are in place to capture those amounts in FY27.

Two actions were added to Goal 4 for FY26.

Action 4.7 addresses Persistence in Dual Enrollment in collaboration with the CCAP Dual Enrollment Grant.

Action 4.8 addresses best practices in teaching to support students in overcoming instructional obstacles to graduation in a long-term collaboration with the CCSPP grant that goes beyond the limited time frame of the CSI funding through September 30, 2026 for a full five years.

We will continually evaluate our progress and outcomes so that interventions, strategies, and activities supplement our current curriculum and school program and align to the goals, actions, and services identified in Fusion's LCAP under Goal #4.

For FY27 one new action was added: The SSCE distinction at graduation will satisfy the College and Career Indicator. For 2026-27 Fusion will spend $35,568 in Community Schools funding for the California Serves Supervisor. All other expenses will come from the California Serves grant, which is not included in the LCAP.

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	Needs Assessment and Evaluation of Interventions	For CSI Year 2 Fusion has added dedicated grant consulting for data collection and analysis in support of a faculty team to consult with students, families and community partners to address attendance and motivation as the root causes of low participation rates. SCOE and Fusion independent	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		consultants will work with teachers, guidance counselors and support personnel in collaboration to address this needs and evaluate strategies and outcomes. With the completion of CSI funds in September, evaluations of services for high needs students will be completed by interns and Fusion staff already covered by other LCAP actions in collaboration with an independent contractor funded by LCFF.		
4.2	Certificated Teachers for College/Career	Certificated Teachers to provide targeted support in collaboration with each Fusion teacher of record to promote STEM and Career Focuses and hands on simulations to build skills and interests	$18,652.40	No
4.3	Classified Support	University Mentor/Tutor Interns (360 hours) for specific CCI Indicator Support	$18,558.54	Yes
4.4	Health Benefits for Personnel	Health benefits for staff temporarily on the assignments to increase the Dashboard Indicators, which supports retention of classified staff throughout the academic year.		No
4.5	Technology for Improved Outcomes	Automotive virtual reality software for career exploration in driver training for many different career pathways	$40,071.00	No
4.6	Hands -on Materials and Supplies for College and Career Readiness.	Hands on simulations from Realityworks in support of the CSI activities	$100,000.00	No
4.7	Dual Enrollment Persistence	Assess, implement and evaluate strategies, including attendance records, for students in Dual Enrollment to participate and persist in college and/or vocational training.	$8,998.60	No
4.8	On Track for Graduation	Document interventions to get students back on track for graduation. Students need a variety of schedules, course options, post secondary	$10,712.00	No

Action #	Title	Description	Total Funds	Contributing
		pathways and positive interactions with school staff to overcome obstacles to graduation. Instructional coach will provide in-house expert guidance to teachers and staff in initial training in curriculum and Fusion's best pedagogical practices to achieve long-term College and Career outcomes.		
4.9	Civic Engagement through "Fusion Serves"	The new California Serves grant supports student participation in the State Seal of Civic Engagement (SSCE) from May, 2026 through June, 2028. Grant funds will provide for staffing and transportation to help prepare students to persist in completing service projects, internships and paid jobs. A portion of funds are provided by the Community Schools grant and are listed on the LCAP even though LCFF funds are not planned.	$35,568.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$488,012	$35,229

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
28.092%	0.000%	$0.00	28.092%

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:** NWEA Map Growth Planning **Need:** Fusion was in Comprehensive School Improvement Status due to low performance on the Math and ELA Dashboard in 2024. Our students need solid skills in these subjects and the College and Career Indicators after Fusion's exit from CSI status.	Staff will receive professional development and training in tools to support student progress	Math and ELA NWEA and CAASPP growth

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: Schoolwide		
1.3	**Action:** Summer School for Credit Recovery **Need:** Credit deficiency prior to enrolling at Fusion **Scope:** Schoolwide	Supports an opportunity to earn up to 10 missing credits	Increased graduation rate, decreased dropout, credits earned
2.1	**Action:** Math tutors for intensive tutoring **Need:** Low math scores on standardized tests, especially the CAASPP, and a history of failing grades in math **Scope:** Schoolwide	All students have access to one on one tutoring on campus and remotely	CAASPP and NWEA Map scores, credits completed in math
2.3	**Action:** Analysis of NWEA MAP Growth in Math **Need:** Low math scores on standardized tests, especially the CAASPP, and a history of failing grades in math. Inconsistent NWEA test participation in the past. **Scope:**	Tracks growth and correlates with attendance	NWEA Map scores, attendance and tutoring participation, use of STEM tools on campus, math credits completed

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		
3.1	**Action:** Chromebook and Wifi Access (LREBG Funds) **Need:** Low income students with missing attendance days report that they did not have WiFi access **Scope:** Schoolwide	Provides devices with built in access and provides for the monthly service	Attendance records and office requests for access
3.2	**Action:** Community Schools Implementation (CCSPP) **Need:** 87.5% unduplicated students **Scope:** Schoolwide	Fusion has received planning funds in 2022-24 and and Implementation grant to begin 2025-26 for five years with the goal increase and improve support all students in alignment with our trauma-responsive approach to serving the most vulnerable youth in our community.	ADA, graduation rate, measures of daily wellbeing
3.3	**Action:** Attendance Tracking and Incentives **Need:** Chronic absenteeism above 70% **Scope:** Schoolwide	Creates a culture of attendance expectations and provides positive incentives for all	Chronic absenteeism, graduation rates
3.4	**Action:** Trauma Responsive Training **Need:**	Provides advocacy and referrals to counseling and resources	Attendance, survey results

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
	Chronic absences related to nonacademic obstacles **Scope:** Schoolwide		
3.5	**Action:** Van Shuttle Driver/Teacher Assistant **Need:** Safe transportation to Fusion **Scope:** Schoolwide	The van shuttle removes an obstacle to access that our students and parents most frequently give as a challenge to coming to Fusion in person for specific assistance and tutoring.	Attendance and credit completion
3.7	**Action:** School Personnel focused on high needs students **Need:** Disengaged, anxious, credit deficient **Scope:** Schoolwide	The impact of a dedicated team of individuals builds a safe and welcoming school environment that welcomes and supports high needs students who attend a DASS school for a higher degree of support and individualization.	Attendance, credit completion, graduation rate, measures of wellbeing
4.1	**Action:** Needs Assessment and Evaluation of Interventions **Need:** Students who enroll at Fusion have a high rate of Chronic Absenteeism **Scope:**	Evaluation of needs and interventions for all identified students	Attendance rates, credits completed, measures of well-being

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		
4.3	**Action:** Classified Support **Need:** Fusion students have expressed a continuing need for CCI support and have low attendance on Fridays **Scope:** Schoolwide	Interns in various fields to support the use of simulations and other College and Career support, especially on Fridays	Attendance patterns, student surveys

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Tutoring Targeted to English Proficiency **Need:** Low levels of Written English Proficiency **Scope:** Limited to Unduplicated Student Group(s)	Provides trained tutoring for paraeducators and interns that is focused on the needs of unduplicated pupil groups that make up 87.5% of Fusion's population; dedicated instructional assistant supported by LCFF funds for written English proficiency. As Fusion staff establish schedules and make progress with priority English Learners, students from other groups will be accommodated.	ELPAC scores, reclassification status, NWEA Map scores
1.5	**Action:** Strategies for Long-Term English Learners **Need:**	The action provides for basic writing skills that will be used individually and in small groups on campus that will include both LTEL and English Fluent students. As Fusion staff establish	ELPAC Written Scores, CAASPP ELA, NWEA MAP Reading, completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Low scores on ELPAC Written portion and CAASPP ELA, have not redesignated after seven years in public school **Scope:** Limited to Unduplicated Student Group(s)	schedules and make progress with priority English Learners, students from other groups will be accommodated.	of English courses on track for graduation
2.2	**Action:** Testing and Placement of All Grade 9 Students **Need:** Low math scores on standardized tests, especially the CAASPP, and a history of failing grades in math prior to transfer to Fusion **Scope:** Limited to Unduplicated Student Group(s)	All Grade 9 students are included	NWEA Map scores, credits completed in math

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

The purpose of the planning is to analyze and address the needs of students in Unduplicated groups, which is the population that Fusion serves and is our focus in improving outcomes for our most needy students.

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.

The additional $35,229 in Concentration add-on funding will be used for para-educator hours for students, including tutoring, transportation, and other academic support.

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	NA	12.14 to 1
Staff-to-student ratio of certificated staff providing direct services to students	NA	15.45 to 1

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	$1,737,222	$488,012	28.092%	0.000%	28.092%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$638,217.77	$160,240.68	$0.00	$346,755.00	$1,145,213.45	$774,263.91	$370,949.54

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	NWEA Map Growth Planning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Three Years	$0.00	$23,566.40	$23,566.40			$0.00	$23,566.40	
1	1.2	Tutoring Targeted to English Proficiency	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Two Years	$50,965.20	$0.00	$45,817.20			$5,148.00	$50,965.20	
1	1.3	Summer School for Credit Recovery	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Three Years	$11,062.50	$0.00	$6,062.50			$5,000.00	$11,062.50	
1	1.4	Writing Rubric for Advisory Course	All	No			All Schools	Two Years	$0.00	$0.00				$0.00	$0.00	
1	1.5	Strategies for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Two Years	$8,843.64	$45,817.20	$45,817.20			$8,843.64	$54,660.84	
1	1.6	Reading Support for Students with Disabilities	Students with Disabilities	No			All Schools	One Year	$47,239.92	$0.00				$47,239.92	$47,239.92	
2	2.1	Math tutors for intensive tutoring	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Three Years	$46,320.30	$0.00	$40,669.20			$5,651.10	$46,320.30	
2	2.2	Testing and Placement of All Grade 9 Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Grade 9	One Year	$44,643.69	$0.00	$44,643.69				$44,643.69	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Analysis of NWEA MAP Growth in Math	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	One Year	$11,783.20	$0.00	$11,783.20				$11,783.20	
2	2.4	Newsela STEM Math and Science Library	All	No			All Schools	to 9/30/26	$0.00	$5,148.00				$5,148.00	$5,148.00	
3	3.1	Chromebook and Wifi Access (LREBG Funds)	Low Income	Yes	Schoolwide	Low Income	All Schools	Annually	$0.00	$25,450.00	$12,400.00	$13,050.00			$25,450.00	
3	3.2	Community Schools Implementation (CCSPP)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Two Years	$62,936.64	$0.00		$62,936.64			$62,936.64	
3	3.3	Attendance Tracking and Incentives	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Two Years	$92,926.60	$38,700.00	$99,219.60			$32,407.00	$131,626.60	
3	3.4	Trauma Responsive Training	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		Ongoing	$19,217.33	$35,051.00	$11,826.05	$7,391.28		$35,051.00	$54,268.33	
3	3.5	Van Shuttle Driver/Teacher Assistant	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Three years	$41,359.03	$5,350.00	$25,499.27	$21,209.76			$46,709.03	
3	3.6	Campus Supervision and Safety Upgrades	All	No			All Schools	Ongoing	$73,484.32	$1,800.00	$75,284.32				$75,284.32	
3	3.7	School Personnel focused on high needs students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$160,992.00	$0.00	$160,992.00				$160,992.00	
3	3.8	Community Collaboration (CCSPP and CEI)	All	No			All Schools	FY26 and FY27								
3	3.9	Wellness Data Correlation with Resources	All	No			All Schools	Completed FY26								
3	3.10	Training in Emotional Regulation Strategies	All	No			All Schools	to 9/30/26	$10,000.00	$19,995.94				$29,995.94	$29,995.94	
4	4.1	Needs Assessment and Evaluation of Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	One Year	$0.00	$30,000.00	$18,000.00			$12,000.00	$30,000.00	
4	4.2	Certificated Teachers for College/Career	All	No			All Schools	to 9/30/26	$18,652.40	$0.00	$9,326.20			$9,326.20	$18,652.40	
4	4.3	Classified Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,558.54	$0.00	$7,310.94	$9,373.00		$1,874.60	$18,558.54	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Health Benefits for Personnel	All	No			All Schools	Completed FY26								
4	4.5	Technology for Improved Outcomes	All	No			All Schools	to 9/30/26	$0.00	$40,071.00				$40,071.00	$40,071.00	
4	4.6	Hands -on Materials and Supplies for College and Career Readiness.	All	No			All Schools	to 9/30/26	$0.00	$100,000.00				$100,000.00	$100,000.00	
4	4.7	Dual Enrollment Persistence	All	No			All Schools	to 9/30/26	$8,998.60	$0.00				$8,998.60	$8,998.60	
4	4.8	On Track for Graduation	All	No			All Schools	Two Years	$10,712.00	$0.00		$10,712.00			$10,712.00	
4	4.9	Civic Engagement through "Fusion Serves"	All	No			All Schools	FY27 and FY28	$35,568.00	$0.00		$35,568.00			$35,568.00	

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
$1,737,222	$488,012	28.092%	0.000%	28.092%	$553,607.25	0.000%	31.867 %	**Total:**	$553,607.25
								LEA-wide Total:	$0.00
								Limited Total:	$136,278.09
								Schoolwide Total:	$417,329.16

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**	NWEA Map Growth Planning	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$23,566.40	
1	**1.2**	Tutoring Targeted to English Proficiency	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$45,817.20	
1	**1.3**	Summer School for Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,062.50	
1	**1.5**	Strategies for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$45,817.20	
2	**2.1**	Math tutors for intensive tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,669.20	
2	**2.2**	Testing and Placement of All Grade 9 Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$44,643.69	
2	**2.3**	Analysis of NWEA MAP Growth in Math	Yes	Schoolwide	English Learners Foster Youth	All Schools	$11,783.20	

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	**3.1**	Chromebook and Wifi Access (LREBG Funds)	Yes	Schoolwide	Low Income	All Schools	$12,400.00	
3	**3.2**	Community Schools Implementation (CCSPP)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	**3.3**	Attendance Tracking and Incentives	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$99,219.60	
3	**3.4**	Trauma Responsive Training	Yes	Schoolwide	English Learners Foster Youth Low Income		$11,826.05	
3	**3.5**	Van Shuttle Driver/Teacher Assistant	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$25,499.27	
3	**3.7**	School Personnel focused on high needs students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$160,992.00	
4	**4.1**	Needs Assessment and Evaluation of Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$18,000.00	
4	**4.3**	Classified Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$7,310.94	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,232,979.13	$1,297,618.63

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**	NWEA Map Growth Planning	Yes	$4,900.00	17,703.96
1	**1.2**	Tutoring Targeted to English Proficiency	Yes	$69,320.00	77,349.55
1	**1.3**	Summer School for Credit Recovery	No	$4,000.00	12,717.45
1	**1.4**	Writing Rubric for Advisory Course	Yes	$6,000.00	2,364.46
1	**1.5**	Strategies for Long-Term English Learners	Yes	$56,200.00	47,128.48
2	**2.1**	Math tutors for intensive tutoring	No	$82,500.00	88,827.52
2	**2.2**	Testing and Placement of All Grade 9 Students	No	0	0
2	**2.3**	Analysis of NWEA MAP Growth with Attendance and Tutoring Tracking	No	$13,694.79	15,977.63
3	**3.1**	Chromebook and Wifi Access	Yes	$29,080.00	65,351.41
3	**3.2**	Community Schools Implementation	No	$56,965.00	53,606.65
3	**3.3**	Attendance Tracking and Incentives	Yes	$178,980.00	156,551.98

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	3.4	Trauma Responsive Training	No	$50,310.00	58,024.67
3	3.5	Van Shuttle Driver/Teacher Assistant	Yes	$61,020.00	53,125.42
3	3.6	Campus Supervision and Safety Upgrades	Yes	$95,200.00	95,571.44
3	3.7	School Personnel focused on high needs students	Yes	$177,864.13	211,143.42
3	3.8	Community Collaboration	No	$70,000.00	36,208.80
3	3.9	Wellness Data Correlation with Resources	Yes	$15,000.00	29,592.00
4	4.1	Needs Assessment and Evaluation of Interventions	Yes	$48,000.00	61,385.95
4	4.2	Two .2 FTE Certificated Teachers for College and Career Focus	No	$41,600.00	23,902.39
4	4.3	Classified Support	No	$9,450.00	6,229.87
4	4.4	Health Benefits for Personnel	No	0	30,718.73
4	4.5	Technology for Improved Outcomes	No	$50,097.85	40,058.50
4	4.6	Hands -on Materials and Supplies for College and Career Readiness.	Yes	$57,554.36	79,622.49
4	4.7	Dual Enrollment Persistence	No	$18,200.00	24,277.87

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	**4.8**	On Track for Graduation	No	$37,043.00	10,177.99

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)
467,675.00	$505,514.13	$532,833.88	($27,319.75)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	NWEA Map Growth Planning	Yes	$2,400.00	7,626.96		
1	1.2	Tutoring Targeted to English Proficiency	Yes	$41,360.00	27,304.00		
1	1.4	Writing Rubric for Advisory Course	Yes	0	2364.46		
1	1.5	Strategies for Long-Term English Learners	Yes	$1,200.00	1,913.60		
3	3.1	Chromebook and Wifi Access	Yes	$4,080.00	25,936.98		
3	3.3	Attendance Tracking and Incentives	Yes	$167,500.00	81,079.34		
3	3.5	Van Shuttle Driver/Teacher Assistant	Yes	$34,110.00	33,804.04		
3	3.6	Campus Supervision and Safety Upgrades	Yes	$95,200.00	86,345.08		
3	3.7	School Personnel focused on high needs students	Yes	$159,664.13	210,343.42		
3	3.9	Wellness Data Correlation with Resources	Yes	0	14,796.00		
4	4.1	Needs Assessment and Evaluation of Interventions	Yes	0	19,620.00		
4	4.6	Hands -on Materials and Supplies for College and Career Readiness.	Yes	0	21,700		

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)
$1,665,479	467,675.00	3.860%	31.941%	$532,833.88	0.000%	31.993%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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