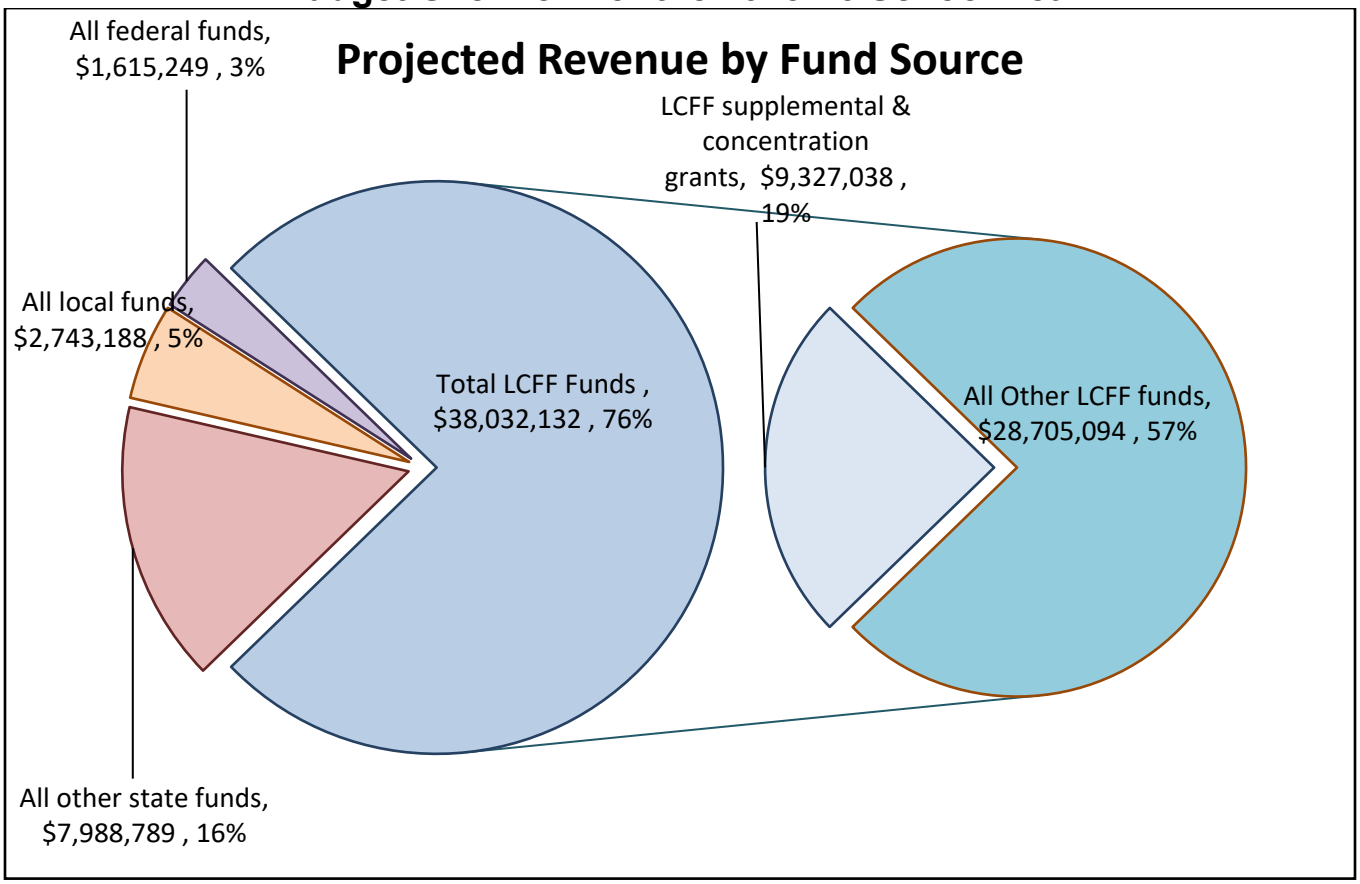
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fowler Unified
CDS Code: 10621580000000
School Year: 2025-26
LEA contact information:
Tamara Sebilian
Assistant Superintendent of Educational Services
tsebilian@fowlerusd.org
559-834-6080

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 2025-26 School Year

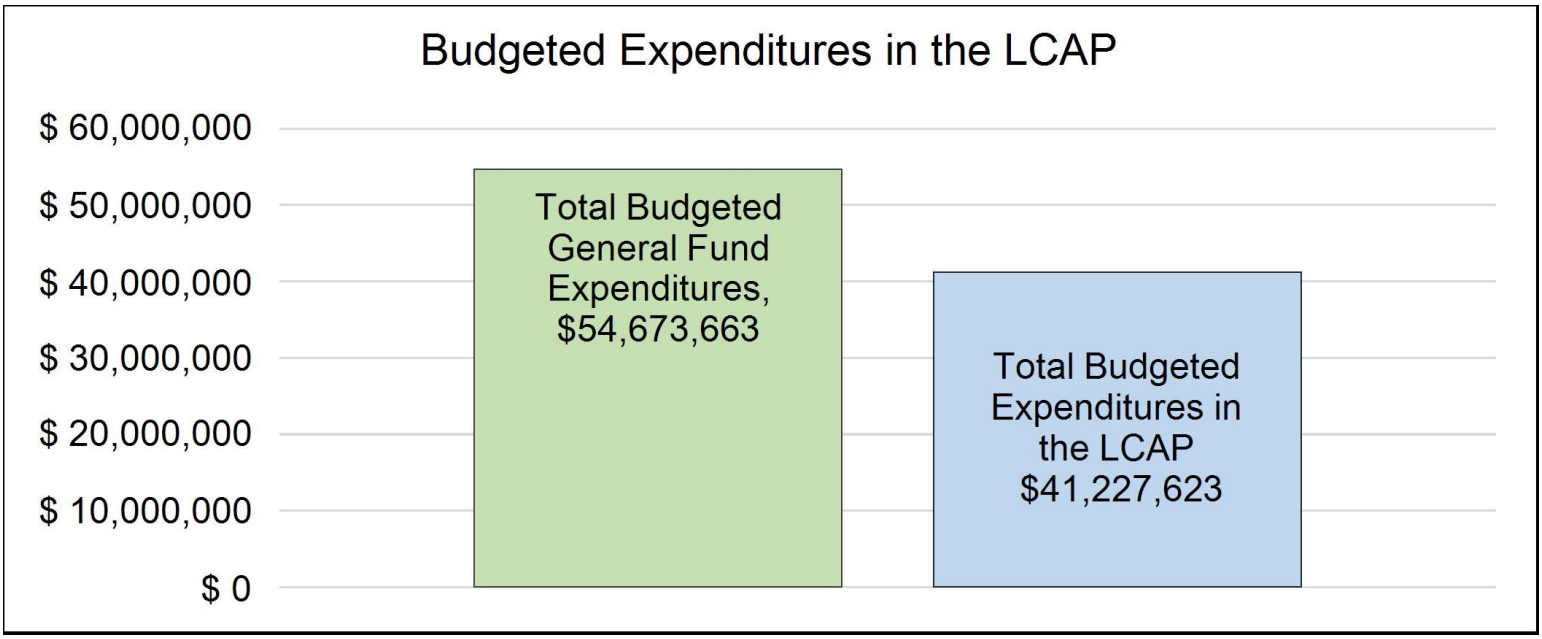


This chart shows the total general purpose revenue Fowler Unified expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fowler Unified is $50,379,358, of which $38,032,132 is Local Control Funding Formula (LCFF), $7,988,789 is other state funds, $2,743,188 is local funds, and $1,615,249 is federal funds. Of the $38,032,132 in LCFF Funds, $9,327,038 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 Fowler Unified plans to spend for 2025-26. 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: Fowler Unified plans to spend $54,673,663 for the 2025-26 school year. Of that amount, $41,227,623 is tied to actions/services in the LCAP and $13,446,040 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

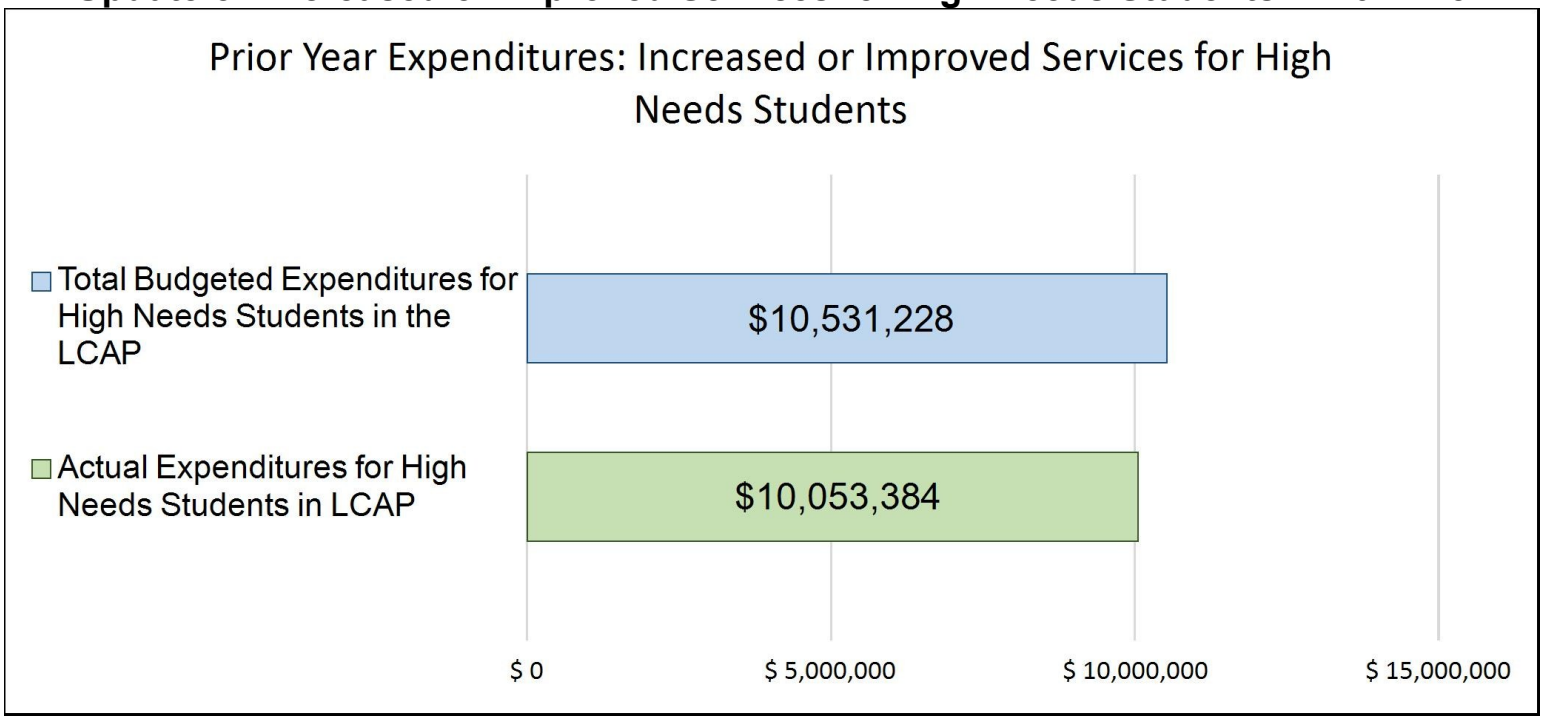
General fund expenditures not included in the Local Control and Accountability Plan include general operating expenses that are basic services provided by the District such as costs of base programs, general costs for overhead, costs and contributions to programs not associated with LCAP goals and actions and contributions to other operating funds of the district such as Preschool.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Fowler Unified is projecting it will receive $9,327,038 based on the enrollment of foster youth, English learner, and low-income students. Fowler Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Fowler Unified plans to spend $10,370,874 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 2024-25



This chart compares what Fowler Unified budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fowler Unified 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 2024-25, Fowler Unified's LCAP budgeted $10,531,228 for planned actions to increase or improve services for high needs students. Fowler Unified actually spent $10,053,384 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $477,844 had the following impact on Fowler Unified's ability to increase or improve services for high needs students:

The difference in budgeted and actual expenditures and are highlighted below:

- There was underspending on Action 1.5 as the District used other state funds that needed to be expended to pay for the iReady program.
- Action 1.8 required less expenses than was originally planned due to the intentional utilization of supplemental and intervention materials that were already obtained by the District. Curriculum and Instruction Specialists, along with academic support teachers, developed intervention programs that were aligned to resources purchased in the past, along with developing some of their own materials aligned to content standards.
- There was an underspending on Action 1.10 due to the District utilizing internal resources to support LTEL students. This included additional outreach and supports to families through the District's English Learner Counselor to provide resources to families through both EL parent nights and individual conversations to ensure LTEL students are being supported in their academic growth. Additionally, District Curriculum and Instruction Specialists developed and delivered professional development sessions for all teachers across the district at no extra expenses.
- Action 1.16 required less spending than originally planned due to the District's utilization of Educator Effectiveness grant funding for contracted professional development services outside of district resources. Well over 300 hours of professional learning were offered across the district, including both classified and certificated staff, and we celebrate the growth of our employees. Besides contracted

services with outside entities such as our county office of education, the District strategically used teachers on special assignment to further develop the skills of teachers through content specific learning sessions.

- Less funds were expended on Action 2.4 due to the use of the Community School funding source to cover the implementation of Restorative Practice Training. In the area of attendance supports, there was an underspending of funds due to challenges with filling two vacant positions for site staff to connect with students in support of mental health and well-being. Each school site across the district did provide local attendance incentive programs to engage students to attend school. However, schools got creative in the incentives offered and found them to be less expensive than originally planned.
- Due to extra-curricular activities being held at locations closer to Fowler USD, there was less spending of allocated funds on Action 2.8 than planned. However, students did participate in many varying activities outside of normal school hours and were provided with transportation to and from events.

As described above, much of the difference in budgeted and actual expenditures were due to the District, as careful custodians of public funds, using other state funds or using in-house staff to provide services that had been planned to be contracted. Consequently, the difference between budgeted and actual expenditures had no significant impact on the District's ability to increase services for high needs students.

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
Fowler Unified	Tamara Sebilian Assistant Superintendent of Educational Services	tsebilian@fowlerusd.org 559-834-6080

Plan Summary [2025-26]

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.

Dedicated to providing numerous opportunities for students' academic as well as social and emotional growth, Fowler Unified schools and employees have received unprecedented recognition and awards due to our students, instructional programs, and outstanding staff of highly committed educators and employees. Fowler Unified School District prides itself on providing a challenging and positive learning experience for all students.

Fowler Unified School District serves the communities of Fowler (7,154 approximate population), Malaga (1,186 approximate population), and rural areas surrounding both communities. Fowler Unified is ideally situated a short 11 miles south of Fresno; boasts one of the highest graduation rates in Fresno County at 95.1% (2024), and has high participation rates for vocational education and visual-performing arts. Fowler Unified School District is a Preschool-12 school district; its schools include Malaga Elementary (Preschool- 5th), Marshall Elementary and the Early Learning Center (Preschool- 2nd), Fremont Elementary (3rd - 5th), Sutter Middle School (6th - 8th), Fowler High School (9th - 12th), and Fowler Academy Alternative School. Fowler Unified School District provides services to 2,571 students and employs approximately 369 individuals, including teaching and support staff.

The most recent (2024-25) District demographic data show that, out of our enrollment of 2,563 students, 80.0% are socioeconomically disadvantaged/low-income, 14.4% of students are classified as English learners, and 10.9% are students with disabilities. Less than 1% of FUSD students are Foster Youth, and 1.2% are homeless. Ethnically, we are 83.2% Hispanic, 6.8% White, 8.0% Asian, and less than 1% each of Black/African American, Two or More Races, Pacific Islander, and American Indian/Alaskan Native. This rich diversity allows students to positively interact with others and experience a wide variety of vibrant backgrounds that enhance student achievement.

Unduplicated students comprise 85.5% of the Fowler Unified School District student population. "Unduplicated students" are low-income students (qualify for free/reduced lunch), English learners, or Foster Youth. A school district receives additional Supplemental and Concentration funds above its base for each student identified within the "unduplicated" group. The Supplemental and Concentration funds are used to enhance the entire educational program, with the actions and services principally directed toward meeting the needs of

unduplicated student groups. The District will utilize these funds to target support for low income, English Learners and Foster Youth, to increase teacher efficacy, and decrease equality gaps in performance outcomes for identified groups.

In the 2023-2024 school year, Fowler USD provided increased levels of support for students, both academically and social emotionally. Some successes include the enhanced role of the Instructional Leadership Collaboration teams of educators at each site who met regularly to discuss student academic and social emotional needs, carefully examined data, and planned and implemented targeted supports and strategies for the growth of all students. The concerted efforts have resulted in increased intentionality with instructional practices in classrooms across the district, leading to incremental increases in local academic data points.

For the 2025-26 school year, Fowler Academy Continuation School (FACS) and Fowler Academy Independent Study were again identified as eligible for Equity Multiplier funding. On the 2024 California School Dashboard, neither school had performance levels assigned with the exception of FACS Suspension rate. This was due to the small number of students (<11) who completed state academic assessments. Goal 4 was created as a focus goal to describe how Equity Multiplier funds will be used to increase the performance of students at both schools in ELA and Math and to sustain decreased suspension rates at Fowler Academy Continuation. Any Equity Multiplier funds that are carried over will be used for the same schools and for the actions described in Goal 4.

On the 2024 CA Dashboard, the continuation school site reported a suspension rate of 0% and is no longer in CSI.

The District will have no LREBG funds to carry over into the 2025-26 school year.

Reflections: Annual Performance

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

California School Dashboard results are reported as color categories, based on status (performance level) and change (increase or decrease). The colors that may be assigned are: Blue, Green, Yellow, Orange, or Red. In the case of most Dashboard indicators, the colors correspond to the levels of Very High, High, Medium, Low, and Very Low, respectively. However, in the cases of Suspension and Chronic Absenteeism, where lower rates are desired, Blue corresponds to Very Low, Green to Low, Yellow to Medium, Orange to High, and Red to Very High. The Dashboard does not assign a performance level to student groups with less than 30 students, with the exception of Foster Youth, Homeless students, and Long-Term English Learners, who receive a level if there are 15 or more in the group. No data are reported for any group with less than 11 students to protect students' privacy.

Fowler Unified School District’s (FUSD) commitment to continuous improvement is highlighted by the focus on student achievement in order to support our students’ futures in either a college or career setting. The District has established student outcomes to reflect increased success for all students, and the commitment to close inequalities in academic outcomes for our unduplicated students and students with exceptional needs is at the forefront of all decision making.

2024 California School Dashboard, Graduation Rate (Table 1):

The District's 2024 graduation rate is among the highest in Fresno County at 95.1%, a Blue (Very High) performance level on the California School Dashboard. Graduation rates increased for Low-Income students, who were also at the Blue level. The District's focused supports showed positive results in substantial increases for English Learners, with all Long-Term English Learners in the 2024 cohort earning diplomas, a Blue-level performance. Of the Overall 2024 graduates, 13 earned the California State Seal of Biliteracy, and 57 earned the Golden State Seal of Merit.

State Assessments, 2024 California School Dashboard, SBAC Distance from Standard (Table 2):
The Overall students' performance level and those for most student groups showed improvement in both ELA and math. English Learner students closed the equality gap between that group and the Overall group, showing greater rates of improvement in both subject areas, evidence that the District's enhanced efforts, completely revising and expanding Action 1.9 to support English Learners, are having a positive impact. However, significant equality gaps still remain between Overall and English Learner results so our implementation of that action will continue. Increases for Low-Income students kept pace with the Overall results in ELA and were slightly behind in math, suggesting that our supports for Low-Income students are helping sustain the gains they made in 2023 in closing equality gaps in academic assessments.
Our Long-Term English Learners (LTEL) and Students with Disabilities (SWD) showed declines in results, which will be addressed. Action 1.10 to address the specific needs of LTEL is currently in its first year of implementation, and is expected to lead to improvements on this year's State assessments. Implementation of Action 1.18 to address the needs of SWD is continuing implementation and is expected to result in increases as well.
As seen in Table 2, all ethnic groups showed improvements in both areas. It should be noted that the "Two or More Races" student group was comprised of 12 students, so scores for that group are very volatile and may be significantly affected by changes in an individual student's performance.
Not shown in the table are Sutter Middle School results for English Learners in Distance from Standard, ELA and Math, which improved by 16.7 pints and 9.7 points, respectively.

State Assessments ELA and Math, 2024 SBAC Percentage of Students Meeting or Exceeding Standard (Table 3):
The percentages of students meeting or exceeding standard displayed All Students and Low-Income students showing improvement in ELA and Low-Income students closing the inequalities between them and the All Students group. English Learners showed a slight increase in ELA, and a 1.6% decline in math. These results support the conclusions described above regarding the efficacy of our additional supports for Low-Income students and English Learners in ELA. As with the Distance from Standard data, Long-Term English Learners (LTEL) and Students with Disabilities (SWD) showed declines, with LTEL not having any students meeting or exceeding in math. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. This discrepancy in comparison with the Distance from Standard results suggest that, comparing the two measures, it appears that English Learner students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back slightly.
Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students. The District will address these gaps by continuing the actions that have shown to have positive impacts on those students' performance.

State Assessments Science, 2024 SBAC Percentage of Students Meeting or Exceeding Standard (Table 4)
The Overall percentage of students meeting or exceeding standard improved from the prior year, and there were declines in the percentages for the English Learner group. LTEL students had no one meet or exceed standard.

One bright spot was that Students with Disabilities group showed improvement, and closed the gap with Overall results. Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students. Instructional educational partners have suggested that one reason for inequalities in results for English Learner and LTEL students and Overall results may be a lack of academic vocabulary in the sciences, and the need to expose EL and LTEL students to that vocabulary and experiences associated with it.

The "Distance from Standard" for the SBAC Science assessment was reported for the first time, and the Overall result was 15.0 points below standard; no performance level was assigned. Student group results were: Low-Income -- 17.3 points below; English Learners -- 24.5 points below; LTEL -- 33.6 points below; Hispanic -- 17.2 points below; White -- 8.0 points below; Asian -- 0.7 points below; Students with Disabilities -- 31.9 points below.

iReady Diagnostic 3, Percentage "Early On-Grade" or "Mid On-Grade and Above" (Table 5):

The iReady program to support students through intervention and allow students to succeed academically also provides useful data for instructional decisions at the classroom, school, and District levels. The most recent data show that Overall results held steady from 2024 to 2025, and most student groups showed slight increases in the percentages at or above grade level in Reading. The two exceptions were English Learners and African American students, with both groups showing significant declines. Math results from 2025 were similar, with Overall and Low-Income results unchanged from the prior year, and English Learners showing a double-digit decline in this area as well. African-American students, however, showed a large increase in math.

The information garnered from the iReady assessments in both areas was used to identify students' needs and provide intervention and support prior to the end of the school year. The 2025 iReady data emphasize the District's the need to continue improving in how our English Learners are prepared for academic success, and will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including re-designated English Learner students who experience academic difficulties.

2024 State Assessments, Early Assessment Program (EAP), Percentage of 11th graders "Ready" [exceeding standard] (Table 6) :

In ELA, Overall percentages and those for Low-Income students classified as "ready" increased for the second year in a row. The increase for Low-Income students did not keep pace with the Overall increase; additionally, percentages for Low-Income students in math declined while the Overall increased. This increase appears to be due, in part, to the significant increase in math scores for non-Low-Income students, underscoring the need to continue to provide math instructional supports for Low-Income students. No English Learner students were at the 'Ready" level in either subject, nor were any Students with Disabilities. As a result, inequalities in performance results between the Overall students and the English Learners, LTEL, and Students with Disabilities groups widened. Regarding the English Learner students, a review of the Distance from Standard scores for those 11th graders shows that they maintained the level from the prior year in ELA, and improved over eight points in math. These data may support the idea that English Learner students at FHS who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges are not progressing as quickly. We would also note that FHS English Learners who were reclassified as Fluent English Proficient (RFEP) had 42.9% "ready" in ELA, and 6.0% in math.

Asian students and White students showed increases in ELA, and decreases in math. Hispanic students maintained the same percentage in ELA from the prior year, and improved in math.

2024 California School Dashboard, College and Career Readiness (Table 7):

In 2024, the percentages of graduating seniors meeting the criteria for "Prepared" on the Dashboard College and Career Indicator continued to increase. FUSD seniors scored at the Green (High) performance level Overall. Low-Income students, as a group, also achieved the Green

level. With the exception of the White students group, all student groups showed improvement. English Learners and LTELs showed very high percentages of increase. In examining the means by which student groups met the "Prepared" standard, we found that 82% of the Overall group completed A-G requirements, 49% completed a CTE pathway, and 71% had college course credit. In the Low-Income students group, 80% completed A-G requirements, 51% completed a CTE pathway, and 70% had college course credit. For English Learners, the respective percentages were 77%, 31%, and 69%.
The District is proud of the students who have shown College and Career Readiness, and helped us meet this Green performance level. These results demonstrate the effectiveness of our Summer School program (Action 1.7), and the growing efficacy of our teachers as a result of Professional Development (Action 1.16).

2024 A-G and CTE Completion Rates (Table 8):
The percentage of students completing the requirements for admission to UC/CSU, otherwise known as A-G, showed an Overall decline for the second consecutive year, along with declines for most student groups. English Learners, however, showed a double-digit increase that complements the significant increases in College and Career readiness. Asian students also had a large increase in the percentage meeting A-G requirements.
CTE completion rates also declined for several groups, including Students with Disabilities. On the other hand, increases for Low-Income students and English Learners led to a slight increase in Overall results. As with A-G, the percentage increase for ELs was substantial.

The Overall percentage of students scoring 3 or above on the 2024 AP exams increased by 8.4% points to 48.2%. Low-Income students increased by 10.2% to 50.0%.

2024 California School Dashboard, English Learner Progress Indicator:
The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), declined for the second consecutive year, from 50.4% to 46.9% (Orange). Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 48.9% making a year or more progress, resulting in a Green performance level. The reclassification rate, which had been an unusually high 18.9% in 2023, declined to 7.1% in 2024.
Though the results for these indicators were disappointing, the increases described above in the indicators for grad rates, ELA and math, and college and career readiness make a strong statement that the completely revised Action 1.9 is showing effectiveness in supporting English Learners' success.

A survey of certificated staff led to a 3.7 overall average (on a scale of 1 = exploration to 5 = sustained) rating for implementation of state standards in District classrooms and English Learner access to core curriculum and ELD standards, an increase from 3.4 in 2024. Additionally, teachers rated professional development, access to materials, and programs to support implementation of math all at "High".

2024 California School Dashboard, Suspension Rates (Table 9):
Suspension rates declined Overall and for Low-Income, Hispanic, Asian, and White student groups, improving to the Green performance level. Those for Students with Disabilities, English Learners, and LTEL increased to the Orange level.
The District will continue to address these gaps in outcomes by providing integrated student support services that will increase parental engagement, school attendance, and address Social Emotional Learning (SEL) that supports student engagement -- including whether students attend school or are chronically absent – and highlights school climate and connectedness as described by the actions of Goal 2.

2024 California School Dashboard, Chronic Absenteeism (Table 10):
Chronic absenteeism rates continued to show notable declines. As suggested by educational partners, we will continue implementation of a three-pronged approach to closing those gaps between Low-Income students and All Students, and the inequalities apparent between Low-Income students and English Learners, and non Low-Income students. The District will continue the Positive Behavior and Intervention Strategies; Student Support Specialists Counselors at each school site who provide trainings (De-escalation, Mindfulness, etc.), counseling services (small group and one-on-one), on-site support for students and staff (in and out of class); security improvements; and expanded health services to reduce Chronic Absenteeism. The other two approaches will be the school sites reviewing absences and determining the need to send a SARB warning letter and the sites establishing incentives for attendance. The data show that our Low-Income students are chronically absent at a much higher rate than non-Low-Income students; African American students, students of Two or More Races, Homeless students, and Students with Disabilities are all chronically absent at significantly higher rates than the Overall rate. The District will continue its efforts to address these inequalities.

The 2025 attendance rate was 94.2%.

Data from the most recent year available on the CDE website shows that the high school drop out rate rose one-half a percent to 2.9%.

As seen in the tables, results for Students with Disabilities (SWD) suggested the need to look closely at Action 1.18. We believe that the action should be continued and implemented as written. Improvements in the College and Career Indicator and in Chronic Absenteeism rates suggest that our staff's efforts are having a positive effect on SWD, and continued implementation will see improvements in other areas.

The percentage of students who responded to the survey prompt that they feel safe at school increased from 2024 to 87.6% in 2025. The percentage of respondents who agreed that they feel connected to their school was 84.5%, which was an increase of 4.4% from the Spring of 2024. Of those who responded to the survey, over 95% of parents and over 96% of staff feel that children are safe in our schools. These results confirm that our Goal 2 actions to address students' physical and emotional well-being by providing a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging is having a significant beneficial impact on our students.

Results from the 179 parents and 170 staff who responded to the Family Engagement self-reflection instrument rated the District's efforts at a 3.9 on a scale of 5, equal to "High Implementation'.
Parents scored the District high on creating welcoming environments. Appreciation for Parent Square continues to be a positive for many families; 86% agreed that the staff members at school communicate with them regularly. DELAC and PAC groups also re-confirmed the effectiveness of using ParentSquare as a communication tool, as it allows parents to maintain quick and often contact with teachers and school administrators.
Several also commented on the welcoming environment at most schools, and results from the survey responses suggest that the District has been effective in building trust and home/school relationships, with 79% of families agreeing that they feel welcome at school. Additionally, 72% agreed that the school staff works to build trusting relationships; 89% of respondents agreed that their child's school provides all families with opportunities to provide input, and 89% felt that the schools encourage family participation.

Family survey responses expressed a strong appreciation for the FUSD schools' supportive, safe, and welcoming environments. Key highlights included:

- Teachers and staff are supportive, caring, and always available to help both students and families.
- There is consistently clear and effective communication between teachers, staff, and parents, often through platforms like Parent Square.
- Schools foster a sense of community and inclusivity, with a small school atmosphere where everyone knows each other.
- Students feel safe and supported in their learning environments, with numerous extra-curricular opportunities to build relationships and engage in activities.
- Our schools celebrate student achievements, and reward positive behavior and academic progress.
- Principals and school staff members are highly regarded, with a positive impact on the school community.
- Families appreciate the Expanded Learning (after-school) program, family events, and how FUSD schools makes academic and personal support a priority.
- Overall, teachers were praised for their dedication, encouragement, and ability to help students succeed both academically and socially.

These results suggest that the District's actions under Goal 3 are having a positive impact on families, parents, and students.

Surveying local conditions again this year, we confirmed that parent participation is low in parent nights, and even lower in advisory meetings, due to continued economic impacts on families. Many families are still struggling economically, and work two jobs or longer hours. Participation in school activities is limited by these conditions, and parents must prioritize which events in which to engage. The traditional events, such as Parent Conferences, Open House, and Back-to-School Night, and those in which their children participate, such as sports or music, become top priorities. Additionally, while the District has been successful in using Parent Square to communicate day-to-day information, we have not been as successful in communicating our eagerness for parents to participate as advisors in District governance. This will continue to be a desired outcome on our part.

Highlights of How the District will Address the Needs of Our Student Groups:

The 2024 state assessment and 2025 iReady data emphasize the District's the need to continue improving in how our English Learners are prepared for academic success, and will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including re-designated English Learner students who experience academic difficulties. These reading/literacy/technology instructional programs are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities to support the best use of these materials and programs. The District will retain/hire intervention and support staff to provide intervention and support for English Learners in grades TK–12. Fowler High School will continue a Punjabi-speaking instructional aide to provide academic support.

The District will continue to hire and retain properly credentialed teachers and provide clean, safe spaces for the purpose of reducing class sizes as needed for grades 9-12, principally to provide additional support to Low-Income students, English Learners, and Foster Youth.

Increased academic support and intervention, in and out of the classroom, continues to be a concern from many of our student and parent educational partners.

Required Actions

The following actions were required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard. Though results may have changed in the 2024 Dashboard in these areas or for the included student groups, the actions must be maintained through the 2026-2027 update.

- Action 1.19: At Sutter Middle School, ELPI results in the "Very Low" performance range were cause to create a specific action in this plan to accelerate progress in ELD for English Learners. The 2025 SMS California School Dashboard ELPI results saw an increase of 18.5% to 63.2%, placing it in the Blue (very High) performance level. Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 67.2% of those students making appropriate progress, and increase of 17.2% from the prior year. The LTEL result was also at the Blue performance level. Additionally, Sutter Middle School results for English Learners in Distance from Standard, ELA and Math were both in the "Very Low" performance level. Sutter Middle School 2024 Dashboard results for English Learners in Distance from Standard, ELA and Math improved by 16.7 points and 9.7 points, respectively.
- Action 1.20: Students with Disabilities at Fremont School were in the "Very Low" performance level in ELA, requiring an LCAP action to address that performance level. 2024 Dashboard results showed an 11.8 points decline in performance for SWD in ELA. Fremont School staff will continue implementation of this action in anticipation that deeper implementation with integrity will produce the desired improvements.
- Action 2.9 and Action 2.10: At Sutter Middle School, 2023 Chronic Absenteeism results were at the Red performance level for Asian students, White students, and Students with Disabilities. To address this issue, causes were identified and specific LCAP actions taken to address those results. The Chronic Absenteeism rates as shown on the 2024 Dashboard included a 11.9% decline in rates for Students with Disabilities, a 23.7% decline for White students, and a 12.8% decline for Asian students. Neither the school or any student group remain in the Red performance level for this indicator.
- Action 2.11: Fowler High School, suspension rates for English Learners were in the Red (Very High) performance level. A specific action to address this area for English Learners was included in this LCAP. 2024 Dashboard results showed as increase in EL suspension rates of 2.4%. Fowler High School staff will continue implementation of this action in anticipation that deeper implementation with integrity will produce the desired improvements.
- Action 2.12 and Action 4.4: At the Fowler Academy Continuation School, suspension rates for All Students and Low-Income students were also in the Red (Very High) performance level. As a result, specific actions to address those rates for those groups were included in this LCAP. As a result of the efforts of Fowler Academy staff, 2024 Dashboard showed no suspensions, and a Blue -- the best possible -- performance level.

GRADUATION RATES	2024	CHANGE FROM 2023
Overall	95.1%	0.8% decline
Low-income	95.5%	0.1% improvement
English Learners	93.9%	8.2% improvement
LTEL	100%	12.5% improvement
Hispanic	94.8%	2.5% decline
Asian	96.4%	10.1% improvement
White	95.5%	1.3% improvement
Foster Youth	n/d	n/d
Homeless	<11	n/d
Students w/Disabilities	75.0%	1.9% decline

Table 1

DISTANCE FROM STANDARD:	ELA	CHANGE FROM 2023	MATH	CHANGE FROM 2023
Overall	7.0 points below	6.4 points improvement	44.6 points below	3.7 points improvement
Low-income	15.8 points below	6.5 points improvement	54.9 points below	1.5 points improvement
English Learners	53.4 points below	8.7 points improvement	80.1 points below	6.0 points improvement
LTEL	95.1 points below	6.0 points decline	156.1 points below	17.6 points decline
Hispanic	14.7 points below	5.7 points improvement	53.7 points below	0.2 points improvement
Asian	50.4 points above	4.3 points improvement	16.3 points above	12.2 points improvement
White	23.0 points above	13.2 points improvement	1.4 points above	15.7 points improvement
Two or More Races	9.7 points below	85.1 points improvement	67.3 points below	40.1 points improvement
Foster Youth	<11	n/d	<11	n/d
Homeless	<11	n/d	<11	n/d
Students w/Disabilities	104.1 points below	16.3 points decline	138.0 points below	41.5 points decline

Table 2

MEETING OR EXCEEDING STANDARD:	ELA	CHANGE FROM 2023	MATH	CHANGE FROM 2023
Overall	49.2%	3.8% improvement	33.4%	1.1% improvement
Low-income	45.5%	3.7% improvement	29.9%	0.7% improvement
Non Low-Income	65.5%	0.2% decline	48.8%	1.0% decline
English Learners	12.6%	0.6% improvement	6.6%	1.6% decline
LTEL	7.0%	2.1% decline	0%	no change
Hispanic	46.3%	4.0% improvement	29.4%	0.3% improvement
Asian	72.9%	3.2% improvement	61.5%	10.6% improvement
White	58.0%	3.8% improvement	48.9%	0.8% improvement
Two or More Races	53.8%	30.7% improvement	38.5%	15.4% improvement
Foster Youth	<11	n/d	<11	n/d
Homeless	<11	n/d	<11	n/d
Students w/Disabilities	11.1%	3.3% decline	6.7%	4.9% decline

Table 3

MEETING OR EXCEEDING STANDARD:	Science	CHANGE FROM 2023
Overall	24.0%	2.1% improvement
Low-income	20.3%	0.3% improvement
Non Low-Income	40.0%	7.1% improvement
English Learners	0%	1.0% decline
LTEL	0%	no change
Hispanic	20.0%	1.3% improvement
Asian	48.3%	8.6% improvement
White	38.6%	10.3% improvement
Foster Youth	<11	n/d
Homeless	<11	n/d
Students w/Disabilities	5.8%	2.6% improvement

Table 4

iReady 2025 Diagnostic 3	Reading: % on or Above Grade Level	Compared to 2024	Math: % on or Above Grade Level	Compared to 2024
Overall	47%	No change	39%	No change
Low-income	43%	No change	36%	No change
English Learners	25%	7% decline	20%	12% decline
LTEL	N/R	N/A	N/R	N/A
Hispanic	45%	1% improvement	38%	2% improvement
Asian	58%	6% improvement	48%	No change
White	46%	1% improvement	39%	1% improvement
Two or More Races	52%	2% improvement	40%	I% decline
African American	30%	13% decline	38%	11% improvement
Foster Youth	N/R	N/A	N/R	N/A
Homeless	N/R	N/A	N/R	N/A
Students w/Disabilities	16%	3% decline	13%	4% decline

Table 5

EAP PERCENTAGE READY:	ELA	CHANGE FROM 2023	MATH	CHANGE FROM 2023
Overall	32.1%	3.7% improvement	6.2%	1.6% improvement
Low-income	29.0%	0.2% improvement	4.0%	1.0% decline
Non Low-Income	48.5%	22.0% improvement	17.7%	14.8% improvement
English Learners	0%	no change	0%	no change
LTEL	<11	n/d	<11	n/d
Hispanic	24.7%	no change	5.4%	3.3% improvement
Asian	62.1%	6.5% improvement	10.3%	4.5% decline
White	61.5%	41.5% improvement	7.7%	2.3% decline
Foster Youth	<11	n/d	<11	n/d
Homeless	<11	n/d	<11	n/d
Students w/Disabilities	0%	no change	0%	no change

Table 6

COLLEGE AND CAREER PREPAREDNESS	2024	CHANGE FROM 2023
Overall	58.3%	1.4% improvement
Low-income	55.4%	2.3% improvement
English Learners	39.4%	28.7% improvement
LTEL	40.7%	36.6% improvement
Hispanic	54.9%	0.8% improvement
Asian	75.0%	6.8% improvement
White	61.9%	14.6% decline
Foster Youth	<11	n/d
Homeless	<11	n/d
Students w/Disabilities	15.8%	8.1% improvement

Table 7

	A-G COMPLETION	CHANGE FROM 2023	CTE COMPLETION	CHANGE FROM 2023
OVERALL	50.7%	5.4% decline	47.3%	0.2% improvement
LOW-INCOME	47.8%	4.7% decline	48.3%	3.4% improvement
ENGLISH LEARNERS	42.4%	24.5% improvement	36.4%	18.5% improvement
LTEL	40.7%	n/d	44.4%	n/d
HISPANIC	45.8%	7.2% decline	24.2%	25.0% decline
ASIAN	82.1%	9.4% improvement	21.4%	15.0% decline
WHITE	45.5%	25.1% decline	40.9%	0.3% decline
FOSTER YOUTH	<11	n/a	<11	n/a
STUDENTS W/DISABILITIES	15.0%	0.4% decline	20.0%	6.9% decline

Table 8

SUSPENSION RATES	2024	CHANGE FROM 2023
Overall	3.6%	0.6% improvement
Low-income	4.1%	0.6% improvement
Non Low-Income	1.2%	no change
English Learners	5.5%	1.0% increase
LTEL	11.5%	0.4% improvement
Hispanic	3.8%	0.4% improvement
Asian	1.3%	1.2% improvement
White	2.6%	1.7% improvement
African American	8.3%	0.8% improvement
Two or More Races	8.7%	4.3% increase
Foster Youth	<11	n/d
Homeless	0%	no change
Students w/Disabilities	5.8%	0.3% increase

Table 9

CHRONIC ABSENTEEISM RATES	2024	CHANGE FROM 2023
Overall	16.3%	8.3% improvement
Low-income	18.1%	8.5% improvement
Non Low-Income	11.1%	2.6% improvement
English Learners	13.0%	10.3% improvement
LTEL	15.2%	14.8% improvement
Hispanic	16.8%	8.1% improvement
Asian	12.3%	5.5% improvement
White	9.2%	12.7% improvement
African American	47.7%	10.5% improvement
Two or More Races	23.5%	11.8% improvement
Foster Youth	<11	n/d
Homeless	34.8%	n/d
Students w/Disabilities	23.4%	11.7% improvement

Table 10

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
District Administration/Principals Meetings	Ongoing through the school year.
Classified Bargaining Unit, including all Classified Staff Educational Partners	Input Meeting, May 5, 2025, with the presentation of data and draft goals and actions to support students' success. Input given at this meeting included the following: -Appreciation for offering all students a broad course of study to ensure all students have multiple opportunities to experience a variety of classes was expressed. -The increase in library services available to students through the Expanded Learning Program has offered students more opportunities to engage in literacy activities and build a love for reading. -Student Support Counselors and Behavior Intervention Technicians on campuses are a great support to students to support social emotional learning. -There was an expressed support for having the District’s own Registered Nurse (RN) to attend to student health needs. -A recommendation was made for sites to house additional clothing items for students experiencing homelessness or Foster Youth. -There is an appreciation for the use of ParentSquare and social media platforms to inform staff and families of events and opportunities to engage with sites and the District to bolster and strengthen partnerships. Surveyed, Spring 2025

Educational Partner(s)	Process for Engagement
	• 87% agreed that their school/department supports their growth by providing materials/resources/equipment in order to meet student/department needs. • 85% agreed that their school/department supports their growth by providing professional development/training in order to meet student/department needs. • 92% agreed that their school/department supports their growth to meet student/department needs through a collaborative culture. • Support staff appreciate the positive and collaborative work environment at their schools. There is a strong sense of community and teamwork, with staff members always willing to help each other out. The staff gets along well, supports one another, and works together to create a positive atmosphere. Several mentions highlight how the environment feels like a "family" and how everyone steps in where needed. • Supervisors and managers are supportive, approachable, and treat everyone equally. Staff members appreciate their leaders' investment in both the staff and the students. The work environment is often described as friendly, organized, and engaging. Staff feel encouraged to share ideas, and their contributions are appreciated. The environment fosters growth, both for staff and students. Additionally, many staff described the work atmosphere as fun and collaborative, with a focus on making activities enjoyable for students. The support staff value how the team works together to ensure a safe, engaging, and supportive learning space for students. • There is a shared commitment to supporting students. Staff genuinely care about the students' success, and working directly with students, particularly in small groups, is highlighted as a rewarding experience. Support staff also value the opportunity to help students overcome challenges. Custodians emphasize the satisfaction of knowing their work directly impacts students' learning experiences by maintaining a clean and safe space. • There were a few consistent themes in the input regarding suggested changes. Suggestions were offered for increased

Educational Partner(s)	Process for Engagement
	assistance for students with behavioral issues. Improvements in staff facilities were also suggested, including more staff restrooms, a break room, and better parking. • Respondents suggest including classified staff in more meetings to ensure they are informed about updates and school-wide decisions. Some staff also called for more professional development opportunities. • Support staff would like to see more fun, engaging activities for both staff and students, and more opportunities for staff interaction.
Certificated Bargaining Unit, including Teacher Educational Partners	Input Meeting, May 13, 2025, with the presentation of data and draft goals and actions to support students' success. Input given at this meeting included the following: -There was support expressed for the expansion of the preschool program and the partnership with the State to fund programming. This program provides access to young learners and builds foundational skills that lead to student successes. -Student Support Counselors and Behavior Intervention Technicians have been an invaluable resource to each school site, as they work to support social and emotional needs of students. -It was expressed that having a district registered nurse has been a benefit to meeting the needs of students. -Support was voiced for the continuation of providing transportation outside of regular school hours to students for participation in extra-curricular activities. These activities help students to engage with their peers and with the school community in unique was and provide opportunities that they might not have otherwise. -There is support for the continuation of the ParentSquare platform, as it allows two-way communication between staff and families. -The District's utilization of social media platforms is improving. -Schools are providing welcoming environments for students and families. -It was suggested that the District look into the expansion of Saturday school offerings. -Another suggestion given was to include the number of staff who are

Educational Partner(s)	Process for Engagement
	able to provide translation services. Surveyed in Spring, 2025, several key themes emerged from certificated staff's responses: • There is a strong sense of community and family, with consistent emphasis on "family atmosphere," "sense of community," and "welcoming environment." They also highlight strong relationships among staff and between staff and students. An accompanying theme was the positive climate and culture in FUSD schools; many mentioned that the overall climate of the schools is improving, and respondents are seeing more positive, energetic, and safe learning environments that reflect a culture of growth, improvement, and respect. • Teamwork and shared support were seen as essential, and respondents were clear that collaboration is highly valued, and teachers appreciate the ability to work together to meet student needs. • Several teachers praised administrators who are student-centered, communicative, and proactive for their support, open-door policies, and willingness to listen. • Another theme was teachers' appreciation for their peers' dedication to student success and well-being. They emphasize a student-centered approach and adaptability and flexibility in addressing individual student needs. Staffs are seen as caring, dedicated, and highly motivated. Teachers appreciate that they work with many colleagues who are supportive and passionate about students and learning. • Many cited clean and well-organized school grounds are as a positive aspect. • The strong community support and involvement were valued. • There were several calls for clearer and stricter behavior expectations and consequences for disruptive students. • Another noticeable theme was the desire for more relevant and consistent professional development opportunities, including training in curriculum and technology. Training

Educational Partner(s)	Process for Engagement
	needs included department planning time and structured teacher collaboration. • Responses also included requests for more vocational and creative electives, the return of ROP classes, increased CTE opportunities, and more support for English learners. • While school culture was mentioned as a positive by many certificated staff members, concerns about school climate and culture were also expressed by several. Some called for a shift in culture to prioritize teacher well-being and effectiveness.
Community Educational Partners	Input Meeting, May 14, 2025, with presentation of data and prior actions to support students' success. The Public Comment period ran from May 14-21, 2025. A draft of the LCAP was made available to educational partners by request at the sites and on the school website. Comments could be provided to school site administrators for consideration or through a Google Form. The public hearing of the plan was held on May 21, 2025.
Parents	Surveyed, Spring 2025; discussed at each school's SSC Site Council meetings open to all parents with presentation of data and prior actions to support students' success. Family survey responses expressed a strong appreciation for the FUSD schools' supportive, safe, and welcoming environments. Key highlights included: • Teachers and staff are supportive, caring, and always available to help both students and families. • There is consistently clear and effective communication between teachers, staff, and parents, often through platforms like Parent Square. • Schools foster a sense of community and inclusivity, with a small school atmosphere where everyone knows each other. • Students feel safe and supported in their learning environments, with numerous extra-curricular opportunities to build relationships and engage in activities. • Our schools celebrate student achievements, no matter how small, and reward positive behavior and academic progress.

Educational Partner(s)	Process for Engagement
	• Principals and school staff members are highly regarded, with a positive impact on the school community. • Families appreciate the after-school program, family events, and how FUSD schools makes academic and personal support a priority. • Overall, teachers were praised for their dedication, encouragement, and ability to help students succeed both academically and socially. Parents have expressed a range of concerns about various aspects of their children's education and school environment. These include: • Facilities & Safety: Some responding parents emphasized the need for safety, particularly monitoring during recess. • Communication & Support: Several expressed a need for better communication between teachers, parents, and the administration, particularly regarding grades, missing work, and behavior issues. • Curriculum & Academic Support: Parents are requesting more opportunities for advanced students and additional sports or club activities for 6th graders. Some want to see a more challenging curriculum with specific programs for gifted students. They also seek more involvement in supporting their child's academic progress, particularly when it comes to homework. • Student Well-being & Social Emotional Learning: There is a call for more social-emotional learning programs, and better training for staff to address emotional and mental health issues. • School Environment & Extracurriculars: Parents want more extracurricular opportunities such as sports, STEM clubs, and field trips. They also request a better balance between work done on tablets and traditional learning materials like books and notebooks. • Parent Involvement: Many parents seek more opportunities to be involved in their child's education, including better communication about school events, and more proactive outreach when their child is struggling.

Educational Partner(s)	Process for Engagement
Students Input	Surveyed, Spring 2025 Almost 1400 students responded to the District survey, which, along with other prompts, asked "What do you like best about school," and "What would you change?" Common themes expressed in the students' responses were: • Many students mentioned enjoying their friends as the best part of school. • Lunch and recess were frequently highlighted as favorite parts of school, though many requested more or longer recesses and improved food choices in the cafeterias. Vending machines were also often mentioned. • Many responses called out caring and engaging teachers. • Appreciation for school libraries were mentioned in several responses. • Fun activities during and after school were also highlighted. • Upgraded facilities, especially bathrooms, were frequently noted. • Others mentioned changing school rules or having more freedom in certain activities. • A portion of students said they wouldn’t change anything, indicating satisfaction. Students overwhelmingly expressed that their friends are the best part of school. Many responses highlighted the joy of spending time with their peers, whether during lunch, recess, or in the classroom. Lunch and recess were frequently mentioned as favorite aspects, indicating that social and unstructured time is highly valued. Additionally, some students noted their appreciation for teachers and the support they receive in the classroom. School events and activities also stood out as reasons why students enjoy coming to school, emphasizing the importance of creating a positive and engaging school environment. When asked what they would change, students commonly mentioned wanting longer recess and more opportunities for free time. The quality of school lunches was another major concern, with many students wishing for better food options. Some students suggested changes to school rules, expressing a desire for more flexibility and fewer restrictions. Others pointed out areas where the school’s facilities or resources could be improved, such as better bathrooms or

Educational Partner(s)	Process for Engagement
	additional playground equipment. Interestingly, a number of students stated that they wouldn't change anything, showing that many are generally happy with their school experience.
Fowler Unified Board of Trustees	On January 22, 2025, the 2024-25 LCAP Mid-Year Report was presented at a regularly scheduled Board of Trustees meeting. The 2025-26 LCAP that was submitted for Fowler USD Governing Board approval was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting. The LCAP Plan was approved at the Board meeting of June 11, 2025. Additionally, the Board also adopted the District Budget at this same meeting on June 11, 2025. The Local Indicator Report was also presented.
SELPA Consultation	The District closely consults with the SELPA through attendance at its monthly Operations Committee meetings and individual consultation with staff. Student records for the 16 students receiving services from FCSS are reviewed to ensure information is up-to-date and parents are receiving appropriate notification regarding their child's services. Based on input from SELPA staff and discussions with committee members, the District's Student Services team ensures that actions in the LCAP for persons with exceptional needs are aligned with the strategies in the Local Plan for students with disabilities. The support needs for students with disabilities is part of planning for the District's Expanded Learning plan.
Parent Advisory Committee (PAC)	The PAC is composed of parents and two student advisors. Input on LCAP Draft has been ongoing throughout the year with the PAC. A meeting to review the draft LCAP was held on May 15, 2025. During LCAP draft review meetings with the PAC, there were no questions were submitted that required a written response from the Superintendent of Fowler USD. Input given at this meeting included the following: -PAC members expressed support for Action 1.18, Students with Exceptional Needs, as they highlighted how important it is for students to have targeted supports. -There was an appreciation expressed for smaller class sizes, tied to

Educational Partner(s)	Process for Engagement
	Action 1.11. -Members emphasized the importance for professional development for both certificated and classified staff and were happy to see an action in the LCAP around the topic. -Interventions and supports for students who are struggling based on data was also an area that was highlighted by parents. -Social emotional supports are important to PAC members and they made connections to student academic performances improving when mental health is supported. • A concern was voiced by the group that there should be communications sent out to families about the School Attendance and Review Board (SARB) process so parents are aware of the number of absences that trigger notices to families. -There was an appreciation for the communication tool ParentSquare. However, the PAC encouraged the District to increase its use of social media as many families get their information from those platforms. It was suggested that a focused emphasis be placed on highlighting the celebrations for students with exceptional needs and shared with the greater community. -In regards to Goal 4, which focuses on Equity Multiplier funds at Fowler Academy, a parent expressed strong support for the school staff, particularly in regards to programs and supports that are being offered to students.
District English Learner Advisory Committee (DELAC)	Input on LCAP Draft has been ongoing throughout the year with the DELAC. A meeting to review the draft LCAP was held on May 20, 2025. During LCAP draft review meetings with the DELAC, there were no questions were submitted that required a written response from the Superintendent of Fowler USD. Input given at this meeting included the following: -Members expressed support for the continuation of intervention/support staff to give targeted instruction to students who have academic needs. -After school programs and tutoring services are serving students well, particularly at Fowler High School. This is because students are getting homework support. The committee voiced the importance of

Educational Partner(s)	Process for Engagement
	homework supports outside of the school day because parents might not be able to support their children at home. A suggestion was made that teachers who are offering the tutoring services after school can improve communications with parents regarding student progress. -A suggestion for increasing the amount of security cameras on campus to enhance safety measures was voiced. -There was overwhelming support for the District to continue to employ a Registered Nurse instead of contracted services through an outside agency. -The Committee also showed appreciation for Student Support Counselors and mental health resources that come from within the District and are not contracted. -ParentSquare continues to be a helpful tool for parents to engage in two-way communication with not just classroom teachers but also with athletic coaches because it has a translation feature that removes possible language barriers. -The Super Gram, a quarterly publication sent out to the community, was highlighted as a helpful tool to keep parents informed about the goings on of things in the District. The District provides the publication in both Spanish and English, which the DELAC expressed appreciation for.
Fowler Academy Continuation and Fowler Academy Independent Study Equity Multiplier Consultation	A meeting was held on May 13, 2025, with the SSC, the Principal, and the staffs for Fowler Academy Continuation and Fowler Academy Independent Study in the development of the required focus goal and actions for the schools.

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

The LCAP engagement process for our educational partners included all of the groups listed above. All meetings were accessible to anyone wishing to participate. The District's data and current actions to provide a comprehensive instructional program for all of our students, including increased or improved services to support our Low-income students, English Learners, and Foster Youth, was the primary topic at all meetings. A Spanish translator was available in the event that parents needed to access those services. Input was collected from each group on possible additions, revisions, or updates under each goal. After those consultations, a draft LCAP was written and presented to the Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC) for review before presentation to the Board.

Feedback from our Educational Partners was influential in developing the following areas of the LCAP:

- PAC members suggested providing additional online supports for students to access at home. The District will connect Low-Income students, English Learners, and Foster Youth who request interventions and supports in addition to those already provided by the District to Varsity Tutors, an online platform for students needing support, including homework help, writing support, and scholarship application guidance. This was added to action 1.8.
- Action 1.13 was expanded to include "Students in grades 7-12 will also be provided opportunities to participate in Expanded Learning, funded by the District" based on Educational Partner suggestions that academic support outside the classroom was needed for all students, including secondary. Parent Educational Partners with Low-Income students submitted statements such as, "opportunities for her to experience various choices!" reflecting their appreciation for, and that their children enjoy, participating in the activities the District provides as part of Action 1.13, and the additional after school transportation provided through Action 2.8. Parents of English Learners expressed appreciation that their children were able to access after school help, also using the provided transportation.
- The need to continue Action 1.14 was stressed by feedback from teacher educational partners who reiterated the need for up-to-date, working hardware for our students and reliable access to the internet.
- Teachers' ratings of the implementation of state standards was at 3.4 on a scale of 1 (Research and Development) to 5 (Full and Sustained implementation). More than half of the Teacher Educational Partners identified professional support as a need, confirming the need to continue Action 1.16.
- Another strong theme of the responses from parents was the "caring staff" that "is very good...ready to help".
- Staff and parent Educational Partners confirmed the need to provide incentives to students to improve attendance, reflected in Action 2.4. Students' input about their campuses -- “safety policy”, “resource officer”, “feels safe”, "close knit community", “positive relationships between students and staff”, “I feel safe”, and “positive relationships between students and staff” confirm the positive results. The improvements in campus safety will continue, and the District will address the lingering concerns cited above in the 2025 parent surveys by continuing the Positive Based Intervention and Support (PBIS), Restorative Practices, Opportunities for Service Learning, and the campus supervisors in that same action.
- Survey results from parents of Low-Income students and English Learners expressed a need for increasing discipline measures and curtailing campus confrontations. 2025 surveys from parents indicated a concern about disciplinary measure being equitable and more sensitive to students' needs. The PBIS and Restorative Practices in Action 2.4 are intended to provide positive and equitable behavior outcomes, and will continue to be implemented as training and practice improve the fidelity of implementation.
- Action 3.3 will be continued as written, based on positive responses regarding that action. 2025 surveys were positive regarding relationships between schools and families. Results from the survey responses suggest that this action has been effective, with 79% of families overall agreeing that they feel welcome at school (Low-Income, 79%, EL, 83%). Additionally, 72% overall (Low-Income, 79%, EL, 79%) agreed that the school staff works to build trusting relationships, and 89% (Low-Income, 94%, EL, 92%) felt that the schools encourage family participation. Families have expressed their appreciation of the school liaisons to both site and District staffs. Translation services were fully implemented for English learner students and their families and the District held language acquisition family nights to give tools to parents of English learners so that families could contribute to their child's academic growth through support at home. Parents who attended the language acquisition family nights reported that the sessions were worth their time to attend as they were given strategies for supporting their students at home. Parents felt that schools foster a sense of community and inclusivity, with a small school atmosphere where everyone knows each other, and were pleased that schools celebrate student achievements, no matter how small, and reward positive behavior and academic progress. Families appreciate the after-school program, family events, and how FUSD schools makes academic and personal support a priority. Surveying local conditions again this year, we confirmed that parent participation is low in Parent Nights, and even lower in advisor meetings, due to

continued economic impacts on families. Many families are still struggling economically, and work two jobs or longer hours. Participation in school activities is limited by these conditions, and parents must prioritize which events in which to engage. The traditional events, such as Parent Conferences, Open House, and Back-to-School Night, and those in which their children participate, such as sports or music, become top priorities. Additionally, while the District has been successful in using ParentSquare to communicate day-to-day information, we have not been as successful in communicating our eagerness for parents to participate as advisors in District governance.

- In 2024, communication was cited as a strength by parents of English Learners. Parent survey responses from 2025 generally lauded the schools' communication efforts, though several expressed a need for better communication between teachers, parents, and the administration, particularly regarding grades, missing work, and behavior issues. Another theme was the need for clearer communication on how to follow up on issues such as makeup work and academic performance. There is also a request for more transparency in scheduling and event planning, with a preference for advance notice. Action 3.1 will continue to address those concerns through increasingly improved home-school communication.
- In the Spring, 2025, survey, 73% of parents who identified as parents of Low-Income students responded that they felt the district "supports and builds the capacity of family members to effectively engage in advisory groups and decision-making". 92% of parents of English learners who responded to the prompt agreed. Since this is a local indicator, it will be included as a metric within the action 3.4.
- Action 2.2 will continue to address the concerns expressed by some parents in the 2025 surveys to support students' well-being through services to students and training for adults.
- Consultation with the Fowler Academy SSC confirmed the Equity Multiplier Goal 4, and the included actions. Parents and students alike expressed support for project-based learning experiences that tie in math and English language arts content to enhance academic growth opportunities. SSC members suggested that more hands-on experiences and more CTE/ROP opportunities would be more interesting and engaging to students, thereby diminishing distractions and incentivizing appropriate behaviors in order to participate. This will reduce suspension rates. Additionally, the hands-on experiences and CTE/ROP opportunities will better connect "academic" ELA and math skills with "real world" experiences. They suggested that that connection will spark students' interest in those subject areas and support increased learning.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide high quality rigorous teaching and learning experiences to increase student achievement and academic outcomes for all students. • Learn and improve everyday with constructive, consistent feedback • Create engaging, relevant, enjoyable, and interactive learning experiences • Create collective experiences with shared responsibility to challenge perspectives and become global citizens • Foster lifelong learning, continually growing and making learning relevant and enjoyable • Collaborate to enhance learning and ideas	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Fowler USD student academic performance outcomes indicate that the actions and services in Goal 1 have generally been effective for Low-Income students.

State Assessments, 2024 California School Dashboard, SBAC Distance from Standard:
The Overall students' performance level and those for most student groups showed improvement in both ELA and math. English Learner students closed the equality gap between that group and the Overall group, showing greater rates of improvement in both subject areas, evidence that the District's enhanced efforts, completely revising and expanding Action 1.9 to support English Learners, are having a positive impact. However, significant equality gaps still remain between Overall and English Learner results so our implementation of that action will continue. Increases for Low-Income students kept pace with the Overall results in ELA and were slightly behind in math, suggesting that our supports for Low-Income students are helping sustain the gains they made in 2023 in closing equality gaps in academic assessments.
Our Long-Term English Learners (LTEL) and Students with Disabilities (SWD) showed declines in results, which will be addressed. Action 1.10 to address the specific needs of LTEL is currently in its first year of implementation, and is expected to lead to improvements on this year's State assessments. Implementation of Action 1.18 to address the needs of SWD is continuing implementation and is expected to result in increases as well.

State Assessments ELA and Math, 2024 SBAC Percentage of Students Meeting or Exceeding Standard:
The percentages of students meeting or exceeding standard were similar to the results from the Dashboard, with the Overall student group and most other showing improvement in both ELA and math. These results support the conclusions described above regarding the efficacy of our additional supports for Low-Income students and English Learners. As with the Distance from Standard data, Long-Term English Learners (LTEL) and Students with Disabilities (SWD) showed declines, with LTEL not having any students meeting or exceeding in math. Additionally, English Learners also showed a decline in math. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. This discrepancy in comparison with the Distance from Standard results suggest that, comparing the two measures, it appears that English Learner students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back slightly.
Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students. The District will address these gaps by continuing the actions that have shown to have positive impacts on those students' performance.

State Assessments Science, 2024 SBAC Percentage of Students Meeting or Exceeding Standard:
The Overall percentage of students meeting or exceeding standard improved from the prior year, and there were declines in the percentages for the English Learner group. LTEL students had no one meet or exceed standard.
One bright spot was that Students with Disabilities group showed improvement, and closed the gap with Overall results. Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students. Instructional educational partners have suggested that one reason for inequalities in results for English Learner and LTEL students and Overall results may be a lack of academic vocabulary in the sciences, and the need to expose EL and LTEL students to that vocabulary and experiences associated with it.
The "Distance from Standard" for the SBAC Science assessment was reported for the first time, and the Overall result was 15.0 points below standard; no performance level was assigned. Student group results were: Low-Income -- 17.3 points below; English Learners -- 24.5 points below; LTEL -- 33.6 points below; Hispanic -- 17.2 points below; White -- 8.0 points below; Asian -- 0.7 points below; Students with Disabilities -- 31.9 points below.

The iReady program to support students through intervention and allow students to succeed academically also provides useful data for instructional decisions at the classroom, school, and District levels. The most recent data show that Overall results held steady from 2024 to 2025, and most student groups showed slight increases in the percentages at or above grade level in Reading. The two exceptions were English Learners and African American students, with both groups showing significant declines. Math results from 2025 were similar, with Overall and Low-Income results unchanged from the prior year, and English Learners showing a double-digit decline in this area as well. African-American students, however, showed a large increase in math.
The information garnered from the iReady assessments in both areas was used to identify students' needs and provide intervention and support prior to the end of the school year. The 2025 iReady data emphasize the District's the need to continue improving in how our English Learners are prepared for academic success, and will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including re-designated English Learner students who experience academic difficulties.

2024 State Assessments, Early Assessment Program (EAP), Percentage of 11th graders "Ready" [exceeding standard]:

In ELA, Overall percentages and those for Low-Income students classified as "ready" increased for the second year in a row. The increase for Low-Income students did not keep pace with the Overall increase; additionally, percentages for Low-Income students in math declined while the Overall increased. This increase appears to be due, in part, to the significant increase in math scorers for non-Low-Income students, underscoring the need to continue to provide math instructional supports for Low-Income students. No English Learner students were at the 'Ready" level in either subject, nor were any Students with Disabilities. As a result, inequalities in performance results between the Overall students and the English Learners, LTEL, and Students with Disabilities groups widened. Regarding the English Learner students, a review of the Distance from Standard scores for those 11th graders shows that they maintained the level from the prior year in ELA, and improved over eight points in math. These data may support the idea that English Learner students at FHS who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges are not progressing as quickly. We would also note that FHS English Learners who were reclassified as Fluent English Proficient (RFEP) had 42.9% "ready" in ELA, and 6.0% in math.

2024 A-G and CTE Completion Rates:
The percentage of students completing the requirements for admission to UC/CSU, otherwise known as A-G, showed an Overall decline for the second consecutive year, along with declines for most student groups. English Learners, however, showed a double-digit increase that complements the significant increases in College and Career readiness. Asian students also had a large increase in the percentage meeting A-G requirements.
CTE completion rates also declined for several groups, including Students with Disabilities. On the other hand, increases for Low-Income students and English Learners led to a slight increase in Overall results. As with A-G, the percentage increase for ELs was substantial.

2024 California School Dashboard, College and Career Readiness:
In 2024, the percentages of graduating seniors meeting the criteria for "Prepared" on the Dashboard College and Career Indicator continued to increase. FUSD seniors scored at the Green (High) performance level Overall. Low-Income students, as a group, also achieved the Green level. With the exception of the White students group, all student groups showed improvement. English Learners and LTELs showed very high percentages of increase. In examining the means by which student groups met the "Prepared" standard, we found that 82% of the Overall group completed A-G requirements, 49% completed a CTE pathway, and 71% had college course credit. In the Low-Income students group, 80% completed A-G requirements, 51% completed a CTE pathway, and 70% had college course credit. For English Learners, the respective percentages were 77%, 31%, and 69%.
The District is proud of the students who have shown College and Career Readiness, and helped us meet this Green performance level. These results demonstrate the effectiveness of our Summer School program (Action 1.7), and the growing efficacy of our teachers as a result of Professional Development (Action 1.16).

The Overall percentage of students scoring 3 or above on the 2024 AP exams increased by 8.4% points to 48.2%. Low-Income students increased by 10.2% to 50.0%.

2024 California School Dashboard, English Learner Progress Indicator:
The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), declined for the second consecutive year, from 50.4% to 46.9% (Orange). Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 48.9%

making a year or more progress, resulting in a Green performance level. The reclassification rate, which had been an unusually high 18.9% in 2023, declined to 7.1% in 2024.
Though the results for these indicators were disappointing, the increases described above in the indicators for grad rates, ELA and math, and college and career readiness make a strong statement that the completely revised Action 1.9 is showing effectiveness in supporting English Learners' success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard: ELA Distance from Standard	All Students -- 13.5 points below Students w/Disabilities -- 87.8 points below English Learners -- 62.1 points below Hispanic -- 20.5 points below Low Income -- 22.3 points below White -- 9.8 points above Asian -- 46.1 points above African American -- 42.4 points below Two or More Races -- 94.7 points below Foster Youth and Homeless data sample is too small to be reported due to privacy concerns. Sutter Middle School English Learners -- 76.3 points below	All Students -- 7.0 points below Students w/Disabilities -- 104.1 points below English Learners -- 53.4 points below LTEL -- 95.1 points below Hispanic -- 14.7 points below Low Income -- 15.8 points below White -- 23.0 points above Asian -- 50.4 points above Two or More Races -- 9.7 points below Foster Youth and Homeless data sample is too small to be reported due to privacy concerns.		All Students -- 1.5 points above Students w/Disabilities -- 57.8 points below English Learners -- 32.1 points below LTEL -- Hispanic -- 0.5 points above Low Income -- 1.3 points above White -- 24.8 points above Asian -- 61.1 points above African American -- 12.4 points below Two or More Races -- 64.7 points below Sutter Middle School English Learners-- 46.3 points below	All Students -- 6.5 points improvement Students w/Disabilities -- 16.3 points decline English Learners -- 8.7 points improvement LTEL -- 6.0 points decline Hispanic -- 5.7 points improvement Low Income -- 6.5 points improvement White -- 13.2 points improvement Asian -- 4.3 points improvement Two or More Races -- 85.1 points improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fremont Elementary School Students with Disabilities -- 86.6 points below [2023 California School Dashboard]	Sutter Middle School English Learners -- 59.7 points below Fremont Elementary School Students with Disabilities -- 98.5 points below [2024 California School Dashboard]		Fremont Elementary School Students with Disabilities -- 56.6 points below [2026 California School Dashboard]	Sutter Middle School English Learners -- 16.7 points improvement Fremont Elementary School Students with Disabilities -- 11.9 points decline
1.2	California School Dashboard: Math Distance from Standard	All Students -- 48.3 points below Students w/Disabilities -- 96.4 points below English Learners -- 86.1 points below Hispanic -- 55.2 points below Low Income -- 55.1 points below White -- 14.3 points below Asian -- 4.1 points above African American -- 114.1 points below Two or More Races -- 107.4 points below Foster Youth and Homeless data sample is too small to be	All Students -- 44.6 points below Students w/Disabilities -- 138.0 points below English Learners -- 80.1 points below LTEL -- 156.1 points below Hispanic -- 53.7 points below Low Income -- 54.9 points below White -- 1.4 points above Asian -- 16.3 points above African American -- <11 Two or More Races -- 67.3 points below		All Students -- 33.3 points below Students w/Disabilities -- 75.4 points below English Learners -- 65.1 points below LTEL -- Hispanic -- 34.2 points below Low Income -- 34.1 points below White -- 0.7 points above Asian -- 19.1 points above African American -- 84.1 points below Two or More Races -- 77.4 points below	All Students -- 3.7 points improvement Students w/Disabilities -- 41.5 points decline English Learners -- 6.0 points improvement LTEL -- 17.6 points decline Hispanic -- 0.2 points improvement Low Income -- 1.5 points improvement White -- 15.7 points improvement Asian -- 12.2 points improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reported due to privacy concerns. Sutter Middle School English Learners-- 107.7 points below [2023 California School Dashboard]	Foster Youth -- <11 Homeless -- <11 Sutter Middle School English Learners -- 98.0 points below [2024 California School Dashboard]		Sutter Middle School English Learners-- 77.7 points below [2026 California School Dashboard]	Two or More Races -- 40.1 points improvement Sutter Middle School English Learners -- 9.7 points improvement
1.3	ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency	All Students -- 50.4% Sutter Middle School -- 44.7% [2023 California School Dashboard- ELPI]	All English Learners -- 46.9% LTEL -- 48.9% Sutter Middle School -- 63.2% [2024 California School Dashboard- ELPI]		All Students -- 56.4% LTEL -- Sutter Middle School -- 53.7% [2026 California School Dashboard- ELPI]	All English Learners -- 3.5% decline LTEL -- 2.7% improvement Sutter Middle School -- 18.5% improvement (Blue performance level)
1.4	Reclassification Rate of English Learners to Redesignated Fluent English Proficient (RFEP)	18.9% [2023 CALPADS Reports 8.1 and 2.16]	7.1% [2024 CALPADS Reports 8.1 and 2.16]		10% [2026 CALPADS Reports 8.1 and 2.16]	11.8% decline
1.5	iReady Reading	Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L. All -- 47% 44% 34%	Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L.		Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L. All -- 56% 53% 43%	Overall L.I. E.L. All -- N/C -1% -9% K -- +8% +6% +23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		K -- 74% 73% 56% 1 -- 62% 62% 39% 2 -- 50% 50% 44% 3 -- 55% 50% 32% 4 -- 35% 35% 25% 5 -- 38% 33% 18% 6 -- 38% 35% 33% 7 -- 43% 39% 35% 8 -- 39% 35% 36% [2024 iReady Diagnostic 3]	All -- 47% 43% 25% K -- 82% 79% 79% 1 -- 54% 47% 22% 2 -- 53% 50% 22% 3 -- 59% 57% 38% 4 -- 41% 40% 6% 5 -- 34% 30% 0% 6 -- 32% 24% 9% 7 -- 39% 36% 25% 8 -- 43% 40% 9% [2025 iReady Diagnostic 3]		K -- 83% 82% 65% 1 -- 71% 71% 48% 2 -- 59% 59% 53% 3 -- 64% 59% 44% 4 -- 47% 47% 37% 5 -- 50% 45% 30% 6 -- 50% 47% 45% 7 -- 55% 51% 44% 8 -- 51% 47% 45% [2027 iReady Diagnostic 3]	1 -- -8% -15% -17% 2 -- +3% N/C -22% 3 -- +4% +7% +6% 4 -- +6% +5% -19% 5 -- -4% -3% -18% 6 -- -6% -11% -24% 7 -- -4% -3% -10% 8 -- +4% +5% -27%
1.6	iReady Math	Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L. All -- 39% 36% 32% K -- 56% 52% 41% 1 -- 49% 48% 28% 2 -- 21% 19% 12%	Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L. All -- 39% 36% 20% K -- 63% 64% 49% 1 -- 42% 38% 31%		Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L. All -- 48% 45% 41% K -- 65% 61% 50% 1 -- 58% 57% 40%	Overall L.I. E.L. All -- N/C N/C -12% K -- +7% +12% +8% 1 -- -7% -10% +3% 2 -- +13% +12% -1% 3 -- -4% -3% -12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3 -- 38% 33% 27% 4 -- 38% 36% 28% 5 -- 47% 41% 35% 6 -- 43% 40% 43% 7 -- 26% 24% 22% 8 -- 43% 39% 41% [2024 iReady Diagnostic 3]	2 -- 34% 31% 11% 3 -- 34% 30% 15% 4 -- 45% 41% 6% 5 -- 40% 36% 18% 6 -- 41% 33% 10% 7 -- 38% 38% 28% 8 -- 24% 22% 9% [2025 iReady Diagnostic 3]		2 -- 33% 31% 24% 3 -- 50% 45% 39% 4 -- 50% 48% 40% 5 -- 56% 50% 44% 6 -- 52% 49% 52% 7 -- 38% 36% 34% 8 -- 52% 48% 50% [2027 iReady Diagnostic 3]	4 -- +7% +5% -22% 5 -- -7% -5% -17% 6 -- -2% -7% -33% 7 -- +12% +14% +6% 8 -- -19% 17% -32%
1.7	Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC ELA Assessments	All Students - 28.35% Students w/ Disabilities - 0% English Learners - 0% Hispanic - 24.66% Low Income - 28.75% White - 20.0% Asian - 55.56% Foster Youth and Homeless data sample is too small to be reported due to privacy concerns. [2023 CAASPP Test Results]	All Students - 32.1% Students w/ Disabilities - 0% English Learners - 0% LTEL - <11 Hispanic - 24.7% Low Income - 29.0% White - 61.5% Asian - 62.1% Foster Youth - <11 Homeless - <11 [2024 CAASPP Test Results]		All Students - 34.4% Students w/ Disabilities - 6.0% English Learners - 6.0% Hispanic - 30.7% Low Income - 34.8% White - 26% Asian - 61.6% [2026 CAASPP Test Results]	All Students - 3.7% improvement Students w/ Disabilities - no change English Learners - no change Hispanic - no change Low Income - 0.2% improvement White - 41.5% improvement Asian - 6.5% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC Math Assessments	All Students - 4.64% Students w/ Disabilities - 0% English Learners - 0% Hispanic - 2.05% Low Income - 5.0% White - 10.0% Asian - 14.81% Foster Youth and Homeless data sample is too small to be reported due to privacy concerns. [2023 CAASPP Test Results]	All Students - 6.2% Students w/ Disabilities - 0% English Learners - 0% LTEL - <11 Hispanic - 5.4% Low Income - 4.0% White - 7.7% Asian - 10.3% Foster Youth - <11 Homeless - <11 [2024 CAASPP Test Results]		All Students - 10.6% Students w/ Disabilities - 6.0% English Learners - 6.0% Hispanic - 8.1% Low Income - 11.0% White - 16.0% Asian - 20.8% [2026 CAASPP Test Results]	All Students - 1.6% improvement Students w/ Disabilities - no change English Learners - no change Hispanic - 3.3% improvement Low Income - 1.0% decline White - 2.3% decline Asian - 4.5% decline
1.9	SBAC ELA: Percentage of students assessed meeting or exceeding standard.	All Students -- 45.4% Students w/ Disabilities -- 14.4% English Learners -- 12.0% Long-Term EL -- 9.1% Low-Income -- 41.8% White -- 54.2% Asian -- 69.7% African American -- 37.5% Two or More Races -- 23.1% Foster Youth and Homeless data sample is too small to be reported due to privacy concerns.	All Students -- 49.2% Students w/ Disabilities -- 11.1% English Learners -- 12.6% LTEL -- 7.0% Hispanic -- 46.3% Low-Income -- 45.5% White -- 58.0% Asian -- 72.9% African American -- <11 Two or More Races -- 53.8% Foster Youth - <11 Homeless - <11		All Students -- 54.4% Students w/ Disabilities -- 29.4% English Learners -- 27.0% LTEL -- 22.0% Low-Income -- 53.8% White -- 63.2% Asian -- 78.7% African American -- 49.5% Two or More Races -- 35.1% [2026 SBAC Results]	All Students -- 3.8% improvement Students w/ Disabilities -- 3.3% decline English Learners -- 0.6% improvement LTEL -- 2.1% decline Hispanic -- 4.0% improvement Low-Income -- 3.7% improvement White -- 3.8% improvement Asian -- 3.2% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 SBAC Results]	[2024 SBAC Results]			Two or More Races -- 30.7% improvement
1.10	SBAC Math: Percentage of students assessed meeting or exceeding standard.	All Students -- 32.3% Students w/ Disabilities -- 11.6% English Learners -- 8.2% LTEL -- 0% Hispanic -- 29.1% Low-Income -- 29.2% White -- 48.1% Asian -- 50.9% African American -- 18.8% Two or More Races -- 23.1% Foster Youth and Homeless data sample is too small to be reported due to privacy concerns. [2023 SBAC Results]	All Students -- 33.4% Students w/ Disabilities -- 6.7% English Learners -- 6.6% LTEL -- 0% Hispanic -- 29.4% Low-Income -- 29.9% White -- 48.9% Asian -- 61.5% African American -- <11 Two or More Races -- 38.5% Foster Youth - <11 Homeless - <11 [2024 SBAC Results]		All Students -- 41.3% Students w/ Disabilities -- 26.6% English Learners -- 23.2% LTEL -- 15.0% Hispanic -- 41.1% Low-Income -- 41.2% White -- 57.1% Asian -- 59.8% African American -- 30.8% Two or More Races -- 35.1% [2026 SBAC Results]	All Students -- 1.1% improvement Students w/ Disabilities -- 4.9% decline English Learners -- 1.6% decline LTEL -- no change Hispanic -- 0.3% improvement Low-Income -- 0.7% improvement White -- 0.8% improvement Asian -- 10.6% improvement Two or More Races -- 15.4% improvement
1.11	California Science Test: Percentage of students assessed meeting or exceeding standard.	All Students -- 21.9% Students with Disabilities -- 3.2% English Learners -- 1.0% Long-Term EL -- 0% Hispanic -- 18.7% Low-Income -- 20.0% White -- 28.3% Asian -- 39.7%	All Students -- 24.0% Students with Disabilities -- 5.8% English Learners -- 0% LTEL -- 0% Hispanic -- 20.0% Low-Income -- 20.3%		All Students -- 30.9% Students with Disabilities -- 18.2% English Learners -- 16.0% LTEL -- 12.0% Hispanic -- 30.7%	All Students -- 2.1% improvement Students with Disabilities -- 2.6% improvement English Learners -- 1.0% decline LTEL -- no change Hispanic -- 1.3% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth, Homeless, and African American data sample is too small to be reported due to privacy concerns. [2023 SBAC Results]	White -- 38.6% Asian -- 48.3% African American -- <11 Foster Youth - <11 Homeless - <11 [2024 SBAC Results]		Low-Income -- 32.0% White -- 37.3% Asian -- 48.7% [2023 SBAC Results]	Low-Income -- 0.3% improvement White -- 10.3% improvement Asian -- 8.6% improvement
1.12	Advanced Placement Exams: % of pupils scoring 3 or higher	All Students -- 39.8% Low-Income -- 39.8% [AP College Board, 2023]	All Students -- 48.2% Low-Income -- 50.0% [AP College Board, 2024]		All Students -- 51.8% Low-Income -- 51.8% [AP College Board, 2026]	All Students -- 8.4% improvement Low-Income Students -- 10.2% improvement
1.13	California School Dashboard: College and Career Indicator - % of Students "Prepared"	All students -- 57.0% Students w/ Disabilities -- 7.7% English Learners -- 10.7% Hispanic -- 54.1% Low Income -- 53.0% White -- 76.5% Asian -- 68.2% (Foster Youth and Homeless results not reported.) [2023 California School Dashboard]	All students -- 58.3% Students w/ Disabilities -- 15.8% English Learners -- 39.4% LTEL -- 40.7% Hispanic -- 54.9% Low Income -- 55.4% White -- 61.9% Asian -- 75.0% Foster Youth - <11 Homeless - <11 [2024 California School Dashboard]		All students -- 63.0% Students w/ Disabilities -- 22.7% English Learners -- 25.7% LTEL -- Hispanic -- 63.1% Low Income -- 62.0% White -- 82.5% Asian -- 74.2% [2026 California School Dashboard]	All students -- 1.3% improvement Students w/ Disabilities -- 8.1% improvement English Learners -- 28.7% improvement LTEL -- 36.6% improvement Hispanic -- 0.8% improvement Low Income -- 2.3% improvement White -- 14.6% decline Asian -- 6.8% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	A-G Completion Rate	All students -- 56.1% Students w/ Disabilities -- 15.4% English Learners -- 17.9% Hispanic -- 53.0% Low Income -- 52.5% White -- 70.6% Asian -- 72.7% (Foster Youth and Homeless results not reported.) [2023 California School Dashboard Additional Reports]	All students -- 50.7% Students w/ Disabilities -- 15.0% English Learners -- 42.4% LTEL -- 40.7% Hispanic -- 45.8% Low Income -- 47.8% White -- 45.5% Asian -- 82.1% Foster Youth -- <11 Homeless -- <11 [2024 California School Dashboard Additional Reports]		All students -- 62.1% Students w/ Disabilities -- 30.4% English Learners -- 32.9% LTEL -- Hispanic -- 62.0% Low Income -- 61.5% White -- 76.6% Asian -- 78.7% [2026 California School Dashboard Additional Reports]	All students -- 5.4% decline Students w/ Disabilities -- 0.4% decline English Learners -- 24.5% improvement LTEL -- n/d Hispanic -- 7.2% decline Low Income -- 4.7% decline White -- 25.1% decline Asian -- 9.4% improvement
1.15	CTE Completion Rate: Graduation Cohort	All students -- 47.1% Students w/ Disabilities -- 26.9% English Learners -- 17.9% Hispanic -- 49.2% Low Income -- 44.9% White -- 41.2% Asian -- 36.4% (Foster Youth and Homeless results not reported.)	All students -- 47.3% Students w/ Disabilities -- 20.0% English Learners -- 36.4% LTEL -- 44.4% Hispanic -- 24.2% Low Income -- 48.3% White -- 40.9% Asian -- 21.4% Foster Youth -- <11 Homeless -- <11		All students -- 53.1% Students w/ Disabilities -- 35.9% English Learners -- 32.9% LTEL -- Hispanic -- 55.2% Low Income -- 53.9% White -- 50.2% Asian -- 45.4%	All students -- 0.2% improvement Students w/ Disabilities -- 6.9% decline English Learners -- 18.5% improvement LTEL -- n/d Hispanic -- 25.0% decline Low Income -- 3.4% improvement White -- 0.3% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 California School Dashboard Additional Reports]	[2024 California School Dashboard Additional Reports]		[2026 California School Dashboard Additional Reports]	Asian -- 15.0% decline
1.16	Combined A-G and CTE Completion Rate	All students -- 28.7% Students w/ Disabilities -- 3.8% English Learners -- 3.6% Hispanic -- 29.0% Low Income -- 25.3% White -- 29.4% Asian -- 27.2% (Foster Youth and Homeless results not reported.) [2023 California School Dashboard Additional Reports]	All students -- 22.4% Students w/ Disabilities -- 0% English Learners -- 6.1% LTEL -- 7.4% Hispanic -- 24.2% Low Income -- 20.8% White -- 13.6% Asian -- 17.9% Foster Youth -- <11 Homeless -- <11 [2024 California School Dashboard Additional Reports]		All students -- 34.7% Students w/ Disabilities -- 18.8% English Learners -- 18.6% LTEL -- Hispanic -- 35.0% Low Income -- 34.3% White -- 35.4% Asian -- 36.2% [2026 California School Dashboard Additional Reports]	All students -- 6.3% decline Students w/ Disabilities -- 3.8% decline English Learners -- 2.5% improvement LTEL -- n/d Hispanic -- 4.8% decline Low Income -- 4.5% decline White -- 15.8% decline Asian -- 9.4% decline
1.17	Implementation of Standards for All Students and Enabling English Learners Access to CCSS and ELD Standards: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	MET -- Results Reported 3.4 overall average (on a scale of 1 = exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner access to core	MET -- Results Reported 3.7 overall average (on a scale of 1 = exploration to 5 = sustained) rating for implementation of state standards in district classrooms and		MET -- Results Reported 4.0 overall average (on a scale of 1 = exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner	0.3 points improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		curriculum and ELD standards. ELA – 3.8, Math – 3.8, ELD – 3.6 [June, 2024, Local Indicators Report to the Board]	English Learner access to core curriculum and ELD standards. ELA – 4.0, Math – 4.1, ELD – 3.9 [June, 2025, Local Indicators Report to the Board]		access to core curriculum and ELD standards. ELA – 4.3, Math – 4.3, ELD – 4.3 [June, 2027, Local Indicators Report to the Board]	
1.18	Access to Standards-Aligned Materials: Results Reported to the FUSD Governing Board	MET -- Results Reported 100% of students had access to standards-aligned curriculum materials. [June, 2024, Local Indicators Report to the Board]	MET -- Results Reported 100% of students had access to standards-aligned curriculum materials. [June, 2025, Local Indicators Report to the Board]		MET -- Results Reported 100% of students will have access to standards-aligned curriculum materials. [June, 2027, Local Indicators Report to the Board]	No change
1.19	Access to a Broad Course of Study: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including		MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		exceptional needs were reported to the Board. All students had access to a broad course of study. [June, 2024, Local Indicators Report to the Board]	unduplicated pupils and students with exceptional needs were reported to the Board. All students had access to a broad course of study. [June, 2025, Local Indicators Report to the Board]		unduplicated pupils and students with exceptional needs will be reported to the Board. All students will have access to a broad course of study. [June, 2027, Local Indicators Report to the Board]	
1.20	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies Results Reported to the FUSD Governing Board [State law now requires that results from the most recent DataQuest "Teaching Assignment Monitoring Outcomes" be reported.]	86.3% of teachers appropriately credentialed and assigned. [2022-23 DataQuest]	Will be updated when the data are released by the CDE.		89% of teachers appropriately credentialed and assigned. [2024-25 DataQuest]	TBD

Goal Analysis [2024-25]

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.

1.1 -- This action was successfully implemented as planned; the District continues to work diligently to hire qualified teachers who assigned appropriately.

1.2 -- Curriculum that is aligned to the California State Standards has been purchased to support the academic gains of students. The District was challenged by the need to purchase more materials than planned due to due to increases in updated adopted curriculum materials and an increase in the number of transitional kindergarten (TK) classes offered in the District.

1.3 -- The action was mostly implemented as planned. Teachers have been provided instructional support for designated and integrated English Language Acquisition strategies and methodology through district-wide Curriculum and Instruction Specialists. However, the District limited the need for outside contracted support by utilization of content expert teachers already employed by the District.

1.4 -- This action was fully and successfully implemented through the addition of positions to provide supports to students. These positions include district-wide Curriculum & Instruction Specialists and site-based support teachers focused on the academic areas of literacy, math, or English language development.

1.5 -- Supplemental learning targeted to increase student academic outcomes through the use of the iReady program continued in the 2024-25 school year; the challenge in providing supplemental learning programs was that, as we refined our expectations, the programs identified as successful required increased spending. The iReady program was renewed to support student academic growth in grades K-8. The District was also challenged due to staffing turnover for Instructional Aides (IAs), there were points in time when some IA positions were vacant. The District worked to recruit qualified candidates but pools of highly qualified IA were very limited.

1.6 -- Creating and maintaining inviting and well stocked libraries in support of student learning, interests, and diversity was successfully implemented and continues to be a priority. The three elementary sites, the middle school, and the high school all have library aides who oversee library programs.

1.7 -- Summer school programming continues to be offered for students in grades K-12 in order to accelerate learning, as well as provide opportunities for credit recovery and original credit, and has been a success with those who enrolled.

1.8 -- While this action was not entirely implemented as planned, it was successful. Supplemental/intervention materials were purchased in support of increasing academic growth for students who are low-income, Foster Youth, or English learners were purchased as expected. Intentional utilization of supplemental and intervention materials that were already obtained by the District were utilized to save money. Curriculum and Instruction Specialists, along with academic support teachers, developed intervention programs that were aligned to resources purchased in the past, along with developing some of their own materials aligned to content standards.

1.9 -- This action was implemented partially as planned. English learners continued to be supported with additional supplemental instructional materials with the goal of improving academic outcomes. However, there was challenge was in finding substitute teachers, which affected the ability to conduct all of the planned professional development activities in strategies to support English Learners during the regular school day. In response, the District utilized in-house staff and resources, leading to decreased expenditures. Professional development on specific strategies to support English learners was developed and delivered by District Curriculum and Instruction Specialists to all teachers throughout Fowler USD, also lowering costs. Additionally, a counselor designated to specifically support EL students and their families conducted outreach and organized parent workshops at a minimal cost.

1.10 -- The District provided an increased the intentionality in supporting long-term English learners (LTEL), implementing this action fully. LTEL students were identified before the start of the school year and teachers were informed of their students' status so that specific instructional strategies could be used to support LTEL student growth. Additionally, professional development was provided to teachers on highly effective instructional strategies for LTEL students. Families of LTEL students were engaged in family nights and were provided with strategies of how they could support their child's growth at home. Of note is that the district EL counselor periodically conducted outreach to families to share resources and inquire how the District can best support their child. The only area that was not implemented as written was the District utilizing more internal resources than planned to support LTEL students. Additionally, District Curriculum and Instruction Specialists developed and delivered professional development sessions for all teachers across the district.

1.11 -- This action was successfully implemented as planned. In order to improve student outcomes, the District continues to keep class sizes reduced in grades 4-12.

1.12 -- The District highly values early education and has continued to provide additional funding to sustain preschool classes. This action was implemented as planned, as the 2023-24 school year brought about the opening of the Fowler Early Learning Center on the campus of Marshall Elementary. This new facility provides preschool students with a high quality educational experience. In the 2024-25 school year, the preschool classes qualified for state funding and became a California State Preschool Program (CSPP).

1.13 -- In order to provide safe spaces for students to thrive both academically and emotionally, the district continues its commitment to providing after school programming opportunities for students. There were no challenges in implementing this action as planned.

1.14 -- To provide meaningful learning experiences for students to prepare them for living in a technological based society, the district successfully implemented providing technology devices for our Low-Income students, Foster Youth, and English Learners.

1.15 -- This action was implemented as planned, and the District, to support college and career readiness, provided Career Technical Education (CTE) and Regional Occupational Program (ROP) programs that continue to have highly qualified teachers and coursework.

1.16 -- Continuing to grow as professionals is highly valued by Fowler Unified. The District successfully provided many opportunities for staff to engage in professional development to enhance instruction in support of increasing student achievement. This action was implemented as planned, with the exception of the the District strategically using teachers on special assignment, rather than outside agencies, to further develop the skills of teachers through content specific learning sessions.

1.17 -- This action was not implemented as planned, as Prop. 28 funds allowed for supplemental support for students through additional staffing and materials in the areas of visual arts, choir, instrumental music, theatre, and dance. Students continued to have access to a Broad Course of Study, with music programs offered to students in grades 4-12. Work was begun on the development of graduate profiles.

1.18 -- This action was not implemented as planned. This was due to meet the increased needs of our students, including additional costs in staffing and a student attending a non-public school program at the District's expense.

1.19 -- This action was implemented as planned, as Sutter Middle School collaborated with an FCSS ELA/ELD consultant to provide professional development for teachers with a focus on reading strategies that can be implemented into integrated and designated ELD instruction.

1.20 -- This action was not implemented as planned, as the District, in collaboration with instructional staff, decided that it needed a more focused program to address the needs of Students with Disabilities at Fremont Elementary School.

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

The District experienced material differences in the following actions:

1.1 - Increases in salaries and benefits led to the District expending more funds than were originally anticipated.

1.2 -- This action required more expenses than was originally planned due to increases in updated adopted curriculum materials. Additionally, with the age requirement adjustment for students enrolling in transitional kindergarten (TK) the number of TK classes offered in the District increased, which meant more instructional materials needed to be purchased.

1.3 -- Underspending occurred for this action. Even though the District did fulfill this action in its support of English language development for student language acquisition, the costs of professional development were less than anticipated. This is due to the District's utilization of content expert teachers already employed by the District, limiting the need for outside contracted support.

1.5 -- There was underspending on this action, as the District used other state funds that needed to be expended to pay for the iReady program.

1.7 -- There were more costs than anticipated when originally planning this action. This is due to the increase of enrollment of students in TK-12th grade, as families voiced they appreciated the increased learning experiences offered to students through summer sessions.

1.8 -- This action required less expenses than was originally planned due to the intentional utilization of supplemental and intervention materials that were already obtained by the District. Curriculum and Instruction Specialists, along with academic support teachers, developed intervention programs that were aligned to resources purchased in the past, along with developing some of their own materials aligned to content standards.

1.9 -- The anticipated costs were initially higher than the actual expenditure for this action. The District worked diligently to meet the needs of English learners and did so through the utilization of in-house staff and resources, leading to decreased expenditures. Professional development on specific strategies to support English learners was developed and delivered by District Curriculum and Instruction Specialists to all teachers throughout Fowler USD. Additionally, a counselor designated to specifically support EL students and their families conducted outreach and organized parent workshops at a minimal cost.

1.10 -- There was an underspending on this action due to the District utilizing internal resources to support LTEL students. This included additional outreach and supports to families through the District's English Learner Counselor to provide resources to families through both EL parent nights and individual conversations to ensure LTEL students are being supported in their academic growth. Additionally, District Curriculum and Instruction Specialists developed and delivered professional development sessions for all teachers across the district at no extra expenses.

1.12 -- In the 2024-25 school year, Fowler Unified qualified to become a California State Preschool Program (CSPP) and that designation brought grant money into the District. Therefore, there were less expenditures than were originally planned due to the utilization of State program funding.

1.13 -- In order to provide high caliber learning experiences for students through Expanded Learning Programs, the District spent more on this action than was planned.

1.14 -- Due to needing to replace aging technology, this action was overspent.

1.16 -- This action required less spending than originally planned due to the District's utilization of Educator Effectiveness grant funding for contracted professional development services outside of district resources. Well over 300 hours of professional learning were offered across the district, including both classified and certificated staff, and we celebrate the growth of our employees. Besides contracted services with outside entities such as our county office of education, the District strategically used teachers on special assignment to further develop the skills of teachers through content specific learning sessions.

1.17 -- This action required more expenses than originally planned. This can largely be contributed to the use of Proposition 28 funds to enhance arts experiences for students beyond the regular programming. Prop. 28 funds allowed for supplemental support for students through additional staffing and materials in the areas of visual arts, choir, instrumental music, theatre, and dance.

1.18 -- There was an increase in spending for this action than initially planned due to varying and increased needs in services for Students with Disabilities. This included additional costs in staffing and a student attending a non-public school program.

1.19 -- This action required less expense than budgeted, as the District found that the action could be implemented without additional costs by using resources and staff that were already available.

1.20 -- This action was implemented as planned but there were no costs associated with this action due to the utilization of in-house staff providing training.

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

The overarching purpose of the actions in this goal is to increase academic achievement and reduced inequalities in academic performance:

1.1 and 1.2 -- Every student in FUSD was provided a standards-aligned curriculum, with 86.3% of the teachers appropriately credentialed and assigned, based on the most recent state data, indicating the effectiveness of these actions.

1.3 and 1.9 -- As described in the "Reflections" section, English Learner students showed improvements on the most recent California School Dashboard "Distance from Standard" results that closed the equality gap between that group and the Overall group, showing greater rates of improvement in both subject areas, evidence that the District's enhanced efforts, completely revising and expanding Action 1.9 to support English Learners, are having a positive impact. However, significant equality gaps still remain between Overall and English Learner results so our implementation of that action will continue. At Sutter Middle School results for English Learners in Distance from Standard, ELA and Math, which improved by 16.7 pints and 9.7 points, respectively. State Assessments in ELA and Math students meeting/exceeding standard percentages increased slightly in ELA, with a 1.6% decline in math.
In examining 2024 results for percentages of students "Meeting or Exceeding Standard", English Learners showed a slight increase in ELA, and a 1.6% decline in math. These results support the conclusions described above regarding the efficacy of our additional supports for English Learners in ELA. As with the Distance from Standard data, Long-Term English Learners showed declines, with LTEL not having any students meeting or exceeding in math. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. This discrepancy in comparison with the Distance from Standard results suggest that, comparing the two measures, it appears that English Learner students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back slightly. The percentage of Fowler Unified English Learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), declined in 2024 for the second consecutive year, from 50.4% to 46.9% (Orange). Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 48.9% making a year or more progress, resulting in a Green performance level. These data suggest that the actions have been somewhat effective, but deeper implementation of with integrity of Action 1.2 that ensures all English Learners are getting effective ELD instruction is expected to yield increased gains.

1.4 and 1.5 -- We believe that the intervention support staff, and the 2025 diagnostic data and suggested interventions provided by the iReady program and used by the support staff and teachers have had a positive impact on the achievement of our Low-Income students. Examining 2024 "Distance from Standard" results, Low-Income students showed improvement in both ELA and math. English Learner students closed the equality gap between that group and the Overall group. The percentages of students meeting or exceeding standard on the 2024 SBAC displayed All Students and Low-Income students showing improvement in ELA and Low-Income students closing the inequalities between them and the All Students group. English Learners showed a slight increase in ELA, and a 1.6% decline in math. While data for Foster Youth were not reported, our experience is that academic results for Foster Youth generally align with results for Low-Income students.
Data for English Learners are promising, and show the expected improvements in decreasing the distance from standard. As described in the "Reflections" section, the discrepancy in comparison of results in meeting/exceeding versus the distance from standard results suggest

that English Learner students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back slightly. We will continue to improve those results by keeping focus on the needs of EL as the action is implemented.

1.6 -- Educational partners continue to express appreciation for their school libraries, where they can find a peaceful, comfortable place, signaling some effectiveness of this action. The accessibility of independent reading materials that were of high-interest and available at appropriate reading levels contributed to Low-Income students' improvements in state ELA assessments. We can't say it was completely effective due to the assessment results for English Learners, and need to determine how we can help them use the library resources to more readily acquire English language skills.

1.6 and 1.7 -- We expected that this action would accelerate improved academic outcomes for 2024 SBAC ELA and math achievement and 2024 EAP results, and increase percentages of students completing requirements for UC/CSU admission. Based on the results cited above, this action was partially effective. SBAC ELA and math achievement and EAP results improved for Low-Income students, but not for English Learners. The percentage of 2024 graduating students completing the requirements for admission to UC/CSU, otherwise known as A-G, showed a slight decline from the prior year, to 56.1%. The metrics clearly show the inequality between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students. The 2024 Advance Placement exam pass rate for All Students improved by 8.4% to 48.2%, and by 10.2% for Low-Income students to 50.0%. Though not a metric for this goal, the District’s graduation rate continues to be among the highest in Fresno County at 94.7%. The District still maintains expectations of raising that rate to 98.8% or above. Providing a summer extended learning program for learning recovery, credit recovery, and original credit classes has resulted in a grad rate that remains well above 90%.

1.8 -- As described above, the "Distance from Standard" and "Percentages Meeting/Exceeding Standard" results for Low-Income students' improvement in both ELA and math that closed the inequality gap between that group and the All Students group suggests that providing supplemental and intervention materials has been generally effective. While data for Foster Youth were not reported, our experience is that academic results for Foster Youth generally align with results for Low-Income students. In EAP ELA, percentages of All students and Low-Income students classified as "ready" increased for the second year in a row. As with our other actions, the lack of progress for English Learners lessens the overall effectiveness of this action.

1.10 -- The data shown in the "Reporting Results" section above indicate that this action was not effective. However, we are in early implementation of the action, and expect that it will be effective as we continue implementation.

1.11, 1.14, and 1.16 -- We expected that this action would accelerate improved academic outcomes for SBAC ELA and math achievement and EAP results, and increase percentages of students completing requirements for UC/CSU admission. Based on the results cited above, this action was partially effective. SBAC ELA and math achievement and EAP results improved for Low-Income students, but not for English Learners. The percentage of students completing the requirements for admission to UC/CSU, otherwise known as A-G, showed a slight decline from the prior year, to 56.1%. The metrics clearly show the inequality between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students. We believe that

the results that we achieved for Low-Income students and Foster Youth from this action will continue, and will be extended to English Learners, as smaller class sizes will support greater implementation of Action 1.9.

1.12 -- The successful transition of PreK students to TK reflects the effectiveness of this action.

1.13 -- We expected that this action would accelerate improved academic outcomes for SBAC ELA and math achievement and EAP results, and increase percentages of students completing requirements for UC/CSU admission. Based on the results cited above, this action was partially effective. SBAC ELA and math achievement and EAP results improved for Low-Income students, but not for English Learners. The percentage of students completing the requirements for admission to UC/CSU, otherwise known as A-G, showed a slight decline from the prior year, to 56.1%. The metrics clearly show the inequality between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students. We believe that the results that we achieved for Low-Income students and Foster Youth from this action will continue, and will be extended to English Learners, as expanded learning opportunities will complement implementation of Action 1.9.

1.15 -- As described in the "Reflections" section, 2024 Overall CTE completion rates and those for Low-Income students, English Learners, and students with exceptional needs all declined indicating that this action was not effective as planned. At this time, the District has insufficient data to determine why they have declined and will have to look at the data in more depth to identify causes and ideas to respond to restore these rates to previous high percentages. However, both parents and students have expressed their satisfaction with the wide range of CTE opportunities. Students and parents have asked that the District consider adding a CTE medical field pathway, as many students are interested in careers in this field. The District is currently examining the possibility of building a biomedical pathway at Fowler High School.

1.17 -- All students throughout the District had access to a broad course of study, demonstrating the effectiveness of this action. Additionally, the percentages of 2024 graduating seniors meeting the criteria for "Prepared" on the Dashboard College and Career Indicator was at the "High" performance level overall with 57% meeting that standard. Low-Income students, as a group, met the "Medium" level at 53%. The 2024 Advance Placement exam pass rate for All Students improved by 8.4% to 48.2%, and by 10.2% for Low-Income students to 50.0%. We believe that these improvements reflect the effectiveness of the implementation of the Graduate Profile initiative.

1.18 -- This action was effective, as all students with an IEP had access to specialized academic instruction and other designated instructional services as noted in their IEP, and equitable access to District programs.

1.19 -- The 2024 SMS California School Dashboard ELPI results saw an increase of 18.5% to 63.2%, placing it in the Blue (very High) performance level. Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 67.2% of those students making appropriate progress, and increase of 17.2% from the prior year. The LTEL result was also at the Blue performance level. Additionally, Sutter Middle School results for English Learners in Distance from Standard, ELA and Math were both in the "Very Low" performance level. Sutter Middle School 2024 Dashboard results for English Learners in Distance from Standard, ELA and Math improved by 16.7 points and 9.7 points, respectively.

1.20 -- 2024 Dashboard results showed an 11.8 points decline in performance for SWD in ELA. Fremont School staff revised the action to improve academic outcomes.

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.

Added "Long-Term English Learners (LTEL)" to DFS in ELA and Math metrics because results were reported for the first time on the 2024 Dashboard. Added "LTEL" to ELPI, Science, EAP, A-G completion, CTE completion, Combined A-G and CTE completion, Graduation rate, and College and Career Indicator metrics because results were reported for the first time on the 2024 Dashboard.

Action 1.8 -- PAC members suggested providing additional online supports for students to access at home. The District will connect Low-Income students, English Learners, and Foster Youth who request interventions and supports in addition to those already provided by the District to Varsity Tutors, an online platform for students needing support, including homework help, writing support, and scholarship application guidance.

Action 1.12 -- Added "In 2024-25, Fowler Unified was designated as a California State Preschool Program (CSPP) and will receive state funding to support the program" for transparency and accuracy.

Action 1.20 -- Revised to "Fremont Elementary will implement a new writing curriculum that is aligned with the adopted curriculum, is more strategic in addressing the needs of Students with Disabilities, and includes differentiated supports" for accuracy since the action was revised to be more effective.

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	Qualified Teachers	The District will retain/hire properly credentialed teachers for all core, special education and elective courses with no mis-assignments or vacancies, including clerical support for school operations, administration costs, substitute teachers, and related costs per salary increases.	$20,420,205.00	No
1.2	Standards-Aligned Curriculum	The District will provide all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards and continued	$259,000.00	No

Action #	Title	Description	Total Funds	Contributing
		implementation of Fowler Unified Instructional Expectations. Teachers will place an emphasis on differentiated instruction where every student has a different learning path. Students' strengths will be expanded upon and areas of growth identified in order to support students along their journey. To insure access to a broad course of study for Students with Disabilities, the District will: • Provide supplemental materials and access to technology that will provide those students with easier access to the core curriculum. • Provide professional development for teachers in supporting students with exceptional needs and increasing their access to the core curriculum.		
1.3	English Language Acquisition	The District will provide designated and integrated English language development in order to support students' language acquisition and increased access to core curriculum. The District is providing professional development to support teachers in their instruction for designated and integrated ELD.	$3,000.00	No
1.4	Intervention and Support Staff	The District will retain/hire intervention and support staff to provide intervention and support for Low-Income students, English Learners, and Foster Youth in grades TK–12. These may include: • Curriculum and Instruction Specialists • Support Teachers • Instructional Aides The District will continue with a Punjabi-speaking instructional aide to provide academic support. The District will use Concentration Grant add-on funds for instructional aide FTE to support student learning at schools with 55% or more of unduplicated students.	$4,769,378.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District will also use Concentration Grant add-on funds to continue with Support Teachers to support student learning at schools with 55% or more of unduplicated students.		
1.5	Supplemental Learning Program	The District will use the iReady program which includes a data analysis system, a student assessment program, a progress monitoring and data collection element, and an intervention program, focused on supporting student needs. Low-Income students, English Learners, and Foster Youth will be provided summer access to the program in order to address learning recovery and acceleration.	$10,000.00	Yes
1.6	Library Support Services	The District will continue to improve library services. Improved services will include: • Purchasing books, materials, and increasing computer/mobile devices that reflect the diversity of our learning community, language acquisition for English Learners, and literacy supports for Low-Income students and Foster Youth. • Staffing and training of library aides that enables educationally and culturally responsive library services. Library staff will meet four times each year to discuss best practices in guiding students in the selection of materials that are in a reading "zone of proximal development" (ZPD), the readability range within which pupils should read to best develop their reading, while avoiding frustration. They will also meet with library staff from FCSS for professional learning to improve their skills and enhance their knowledge of digital literacy.	$331,767.00	Yes
1.7	Summer School	The District will provide a summer extended learning program for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades K-12.	$139,016.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Supplemental/ Intervention Materials	The District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs to provide interventions and additional supports for Low-Income students, English Learners, and Foster Youth. These materials may include supplementary materials provided by the publishers of the Board-adopted instructional programs and/or other supplemental materials determined by the site administration and staff as they engage in ongoing assessments of the needs of Low-Income students, English Learners, and Foster Youth in academic subject areas. The District will connect Low-Income students, English Learners, and Foster Youth who request interventions and supports in addition to those already provided by the District to Varsity Tutors, an online platform for students needing support, including homework help, writing support, and scholarship application guidance.	$208,248.00	Yes
1.9	English Learner Supports	The District is committed to meeting the needs of our English Learners to ensure access to the core and to increase academic outcomes. The District will provide English Learner intervention support from certificated staff, with paraprofessional support. These services will be based on an assessment of the student's level of language development, and include the following: • Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core, including oral language strategies and visuals, graphic organizers, manipulatives, and hands-on-activity kits to increase the academic outcomes. • Supplies for leveled interventions, including rich literature taking into account the background of students portrayed in the acquired literature. • Provide teachers with professional development in ELD strategies that increase English Learner students' access to the core and in ELD strategies that accelerate English Learner students' acquisition of English. • Provide instructional staff with professional development in use of the Observation Protocol for Teachers of English Learners	$170,732.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(OPTEL) as a formative assessment tool to support student progress toward English proficiency. • Provide paraprofessional support for small groups and individuals • Implementation of a revised English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs. • A counselor to work with English Learners and their parents through outreach to families and organizing parent workshops.		
1.10	Long-Term English Learners (LTEL) Supports	The District will support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL) by identifying and informing teachers which of their students are LTEL; through collaboration among school and District staff to identify the unique needs and/or barriers to language acquisition progress; by providing targeted instructional support based on those needs and regularly monitoring progress; by providing professional development to teachers specific to supporting LTEL students; and by engaging parents and families in supporting LTEL in acquiring the skills required for reclassification to RFEP.	$2,000.00	Yes
1.11	Reducing Class Sizes	The District will hire and retain properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-12, in order to provide additional support to Low-Income students, English Learners, and Foster Youth.	$1,770,947.00	Yes
1.12	Early Education Support	The District will provide support to sustain preschool classes. In 2024-25, Fowler Unified was designated as a California State Preschool Program (CSPP) and will receive state funding to support the program.	$220,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Expanded Learning Program	The District will continue to contract with Fresno County Superintendent of Schools to provide an After-School Program, in addition to programming provided by the District. Student slots for Expanded Learning Opportunities will be prioritized for Low-Income students, English Learners, and Foster Youth in need of academic supports. Students in grades 7-12 will also be provided opportunities to participate in Expanded Learning, funded by the District.	$3,966,188.00	Yes
1.14	Technology Implementation	The District will provide computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs that increases access for Low- Income students, English Learners, and Foster Youth. -To ensure our Low-Income students, English Learners, and Foster Youth have access to the internet outside of the classroom/school environment the district will provide hotspots, as needed. • Sufficient staff will be maintained to ensure repairs and address Chromebook issues right away so students don't go without a Chromebook for a period of time. • Additional supplies/materials/Chromebooks will be kept on hand to repair or trade out Chromebook to ensure our Low-Income students, English Learners, and Foster Youth have devices to continue learning from home.	$518,110.00	Yes
1.15	CTE/ROP	The District will support college and career readiness through the increased participation of Low-Income students, English Learners, Foster Youth, and students with exceptional needs in CTE/ROP courses by hiring and retaining personnel for coursework in the following areas of Career Technical Education/ ROP classes, including materials and supplies. • Agriculture and Natural Resources • Arts, Media, and Entertainment • Health Science • Marketing, Sales, and Services	$510,157.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	Professional Development	District instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions and enhances the available strategies that teachers have to promote learning for Low-Income students, English Learners, and Foster Youth. Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Areas may include: • Core Subject Areas • Special Education • CTE/ROP • Visual & Performing Arts • Technology The District will provide teachers in grades 3-5 with additional time for professional learning activities by hiring a P.E. teacher for those grades. Teachers will use that time for data review and collaborative planning to support Low-Income, English learners, and Foster Youth students. Instructional Leadership Collaborative, teams of administrators, teachers, and instructional coaches, will regularly meet at all school sites across the District. These teams are examining current practices and are developing systematic responses to meet the needs of Low-Income students, English Learners, Foster Youth. The next steps Instructional Leadership Collaboratives will take are to solidify essential standards, develop rigorous formative assessments related to those standards, and create more systematic responses to students' needs through Response to Intervention (RtI). Professional Learning Communities (PLCs) will enhance instructional skills through focusing on using data to drive instruction during weekly Advancing Academic Achievement days (AAA).	$298,664.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.17	Access to a Broad Course of Study	The District will plan master schedules at the secondary level to ensure that Low-Income students, English Learners, Foster Youth, and students with exceptional needs have access to a broad course of study in the middle school and high school grades. The District will provide support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to specialized academic instruction and other designated instructional services as noted in their IEP to ensure access to district programming and a free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs. In grades 4-12, the District will ensure that interested students have access to a music program that includes choir and band. Work on the development and implementation of Graduate Profiles will begin at Fowler High to support English Learners, Low-Income students, and Foster in increasing A-G completion rates.	$1,038,463.00	No
1.18	Services for Students with Exceptional Needs	The District will provide specialized and targeted support to Students with Disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure access to District programming and a free appropriate public education. Services provided will be aligned with other District offerings in order to best support each student's academic and social-emotional needs, and will also include; • Supplemental materials and access to technology that will provide those students with easier access to the core curriculum. • Professional development for teachers in supporting students with exceptional needs and increasing their access to the core curriculum.	$2,100,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.19	Required Action: Sutter Middle School English Learner Performance in ELA, Math, and ELPI	2023 California School Dashboard ELPI results for Sutter Middle School English Learners were in the "Very Low" performance range, indicating a need to create a specific action to accelerate progress in ELD for those students. Examining the ELPAC performance of our students by domain, the data are clear that the area in which students are experiencing the greatest difficulties is Reading, in which 58% of 6th graders, 39% of 7th graders, and 48% of 8th graders were still at the "beginning to develop" level. This compares to single-digit percentages at that level in Listening and Speaking, and 18% or less at that level in Writing. Additionally, the Distance from Standard, ELA and Math were both in the "Very Low" performance level. Examining SBAC ELA assessment results, Reading is the area in which our English Learners showed the lowest performance. Anecdotal data from instructional staff confirm that English Learners struggle with reading instructions and word problems in math. These data strongly suggest that the lack of reading skills is hindering our English Learner students in all three areas. Sutter Middle School will collaborate with a FCSS ELA/ELD consultant to provide professional development for teachers with a focus on reading strategies that can be implemented into integrated and designated ELD instruction.	$3,000.00	No
1.20	Required Action: Fremont ES Students with Disabilities' Performance in ELA	2023 California School Dashboard Distance from Standard results for Fremont Elementary School Students with Disabilities were in the "Very Low" performance range, indicating a need to create a specific action to accelerate progress for Students with Disabilities. The Distance from Standard in ELA was 90.2 points below standard. Examining SBAC ELA assessment results, Writing is the area in which our Students with Disability showed the lowest performance. Fremont Elementary will implement a new writing curriculum that is aligned with the adopted curriculum, is more strategic in addressing the needs of Students with Disabilities, and includes differentiated supports.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging. • Reflect to develop a deeper understanding of ourselves and others • Develop trust with one another through consistency, respect, compassion, and accountability of our actions • Believe that diversity in mind, body, and spirit creates a stronger community • Ensure decisions and plans are created using an equity lens. Understanding that equity means we don't all start from the same place, and we must provide resources and opportunities needed to reach an equal outcome	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

2024 California School Dashboard, Suspension Rates:
Suspension rates declined Overall and for Low-Income, Hispanic, Asian, and White student groups, improving to the Green performance level. Those for Students with Disabilities, English Learners, and LTEL increased to the Orange level.
The District will continue to address these gaps in outcomes by providing integrated student support services that will increase parental engagement, school attendance, and address Social Emotional Learning (SEL) that supports student engagement -- including whether students attend school or are chronically absent – and highlights school climate and connectedness as described by the actions of Goal 2.

2024 California School Dashboard, Chronic Absenteeism:
Chronic absenteeism rates continued to show notable declines. As suggested by educational partners, we will continue implementation of a three-pronged approach to closing those gaps between Low-Income students and All Students, and the inequalities apparent between Low-Income students and English Learners, and non Low-Income students. The District will continue the Positive Behavior and Intervention Strategies; Student Support Specialists Counselors at each school site who provide trainings (De-escalation, Mindfulness, etc.), counseling services (small group and one-on-one), on-site support for students and staff (in and out of class); security improvements; and expanded health services to reduce Chronic Absenteeism. The other two approaches will be the school sites reviewing absences and determining the need to send a SARB warning letter and the sites establishing incentives for attendance. The data show that our Low-Income students are chronically absent at a much higher rate than non-Low-Income students; African American students, students of Two or More Races,

Homeless students, and Students with Disabilities are all chronically absent at significantly higher rates than the Overall rate. The District will continue its efforts to address these inequalities.

Data from the most recent year available on the CDE website shows that the high school drop out rate rose one-half a percent to 2.9%.

The percentage of students who responded to the survey prompt that they feel safe at school increased from 2024 to 87.6% in 2025. The percentage of respondents who agreed that they feel connected to their school was 84.5%, which was an increase of 4.4% from the Spring of 2024. Of those who responded to the survey, over 95% of parents and over 96% of staff feel that children are safe in our schools. These results confirm that our Goal 2 actions to address students' physical and emotional well-being by providing a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging is having a significant beneficial impact on our students.

Staff and parent Educational Partners confirmed the need to provide incentives to students to improve attendance, reflected in Action 2.4. Students' input about their campuses -- “safety policy”, “resource officer”, “feels safe”, "close knit community", “positive relationships between students and staff”, “I feel safe”, and “positive relationships between students and staff” confirm the positive results and need to continue the Positive Based Intervention and Support (PBIS), Restorative Practices, Opportunities for Service Learning, and the campus supervisors.

The actions described in this goal are targeted toward improving pupil engagement and school climate outcomes for all students, with a focus on closing inequalities in outcomes among student groups. As stated in the goal, the District and our Educational Partners believe that a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging is fundamental to students' success. The actions address students' needs for additional social, emotional, and health supports, and behavioral supports based on multiple sources of information on students' progress. Decisions will be student-centered and informed by excellent data collection and analysis.

Several metrics do not include results for Foster Youth and Homeless students because the number assessed was too small (<11) to be reported due to privacy concerns.

A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction.

Required Actions:

- Action 2.9 and Action 2.10: At Sutter Middle School, 2023 Chronic Absenteeism results were at the Red performance level for Asian students, White students, and Students with Disabilities. To address this issue, causes were identified and specific LCAP actions taken to address those results. The Chronic Absenteeism rates as shown on the 2024 Dashboard included a 11.9% decline in rates for Students with Disabilities, a 23.7% decline for White students, and a 12.8% decline for Asian students. Neither the school or any student group remain in the Red performance level for this indicator.
- Action 2.11: Fowler High School, suspension rates for English Learners were in the Red (Very High) performance level. A specific action to address this area for English Learners was included in this LCAP. 2024 Dashboard results showed as increase in EL

suspension rates of 2.4%. Fremont School staff will continue implementation of this action in anticipation that deeper implementation with integrity will produce the desired improvements.

- Action 2.12: At the Fowler Academy Continuation School, suspension rates for All Students and Low-Income students were also in the Red (Very High) performance level. As a result, specific actions to address those rates for those groups were included in this LCAP. As a result of the efforts of Fowler Academy staff, 2024 Dashboard showed no suspensions, and a Blue -- the best possible -- performance level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California School Dashboard: High School Graduation Rate	All students -- 96.0% Students w/ Disabilities -- 76.9% English Learners -- 85.7% Hispanic -- 97.3% Low Income -- 95.5% White -- 94.1% Asian -- 86.4% [2023 California School Dashboard]	All students -- 95.1% Students w/ Disabilities -- 75.0% English Learners -- 93.9% LTEL -- 100% Hispanic -- 94.8% Low Income -- 95.6% White -- 95.5% Asian -- 96.4% Foster Youth -- n/d Homeless Youth -- <11 [2024 California School Dashboard]		All students -- 96.9% Students w/ Disabilities -- 85.9% English Learners -- 88.7% LTEL -- Hispanic -- 98.2% Low Income -- 96.4% White -- 95.0% Asian -- 89.4% [2026 California School Dashboard]	All students -- 0.9% decline Students w/ Disabilities -- 1.9% decline English Learners -- 8.2% improvement LTEL -- 12.5% improvement Hispanic -- 2.5% decline Low Income -- 0.1% improvement White -- 1.3% improvement Asian -- 10.1% improvement
2.2	Attendance	All Students -- 93.87% [2023-2024 District Attendance Calculations]	All Students -- 94.2% [2024-2025 District Attendance Calculations]		All Students -- 95.37% [2026-2027 District Attendance Calculations]	Increase of 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	California School Dashboard: Suspension Rate	All students - 4.2% Students w/ Disabilities -- 5.5% English Learners -- 4.4% Hispanic -- 4.2% Low Income -- 4.7% White -- 4.2% Asian -- 2.5% African American -- 9.1% Two or More Races -- 4.3% Foster Youth -- 15.4% Homeless Youth - 0% Fowler High School English Learners -- 10.4% [2023 California School Dashboard]	All students -- 3.6% Students w/ Disabilities -- 5.8% English Learners -- 5.5% LTEL -- 11.5% Hispanic -- 3.8% Low Income -- 4.1% White -- 2.6% Asian -- 1.3% African American -- 8.3% Two or More Races -- 8.7% Foster Youth -- <11 Homeless Youth - 0% Fowler High School English Learners -- 12.8% Fowler Academy Continuation School: All Students -- 0% Low-Income Students -- 0% [2024 California School Dashboard]		All students - 2.7% Students w/ Disabilities -- 4.0% English Learners -- 2.9% LTEL -- Hispanic -- 2.7% Low Income -- 3.2% White -- 2.7% Asian -- 1.0% African American -- 6.1% Two or More Races -- 2.8% Foster Youth -- 6.4% Homeless Youth - 0% Fowler High School English Learners -- 7.4% [2026 California School Dashboard]	All students -- 0.6% improvement Students w/ Disabilities -- 0.3% increase English Learners -- 1.1% increase LTEL -- 0.4% improvement Hispanic -- 0.4% improvement Low Income -- 0.6% improvement White -- 1.7% improvement Asian -- 1.2% improvement African American -- 0.8% improvement Two or More Races -- 4.4% increase Homeless Youth - no change Fowler High School English Learners -- 2.4% increase Fowler Academy Continuation School: All Students -- 22.5% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Low-Income Students -- 22.2% improvement
2.4	California School Dashboard: Chronic Absenteeism (K-8)	District-wide: All Students -- 24.6% Students w/ Disabilities -- 35.1% English Learners -- 23.3% Hispanic -- 24.9% Low Income -- 26.6% White -- 21.9% Asian -- 17.8% African-American -- 57.9% Two or More Races -- 35.3% Sutter Middle School: Students w/ Disabilities -- 34.1% White -- 34% Asian-- 22.6% [2023 California School Dashboard]	District-wide: All Students -- 16.3% Students w/ Disabilities -- 23.4% English Learners -- 13.0% LTEL -- 15.2% Hispanic -- 16.8% Low Income -- 18.1% White -- 9.2% Asian -- 12.3% African-American -- 47.7% Two or More Races -- 23.5% Foster Youth -- <11 Homeless -- 34.8% Sutter Middle School: Students w/ Disabilities -- 22.2% White -- 10.3% Asian-- 9.8% [2024 California School Dashboard]		District-wide: All Students -- 9.6% Students w/ Disabilities -- 14.1% English Learners -- 8.3% LTEL -- Hispanic -- 9.9% Low Income -- 11.6% White -- 6.9% Asian -- 2.8% African-American -- 27.9% Two or More Races -- 14.3% Sutter Middle School: Students w/ Disabilities -- 27.1% White -- 27.0% Asian-- 17.6% [2026 California School Dashboard]	All Students -- 8.3% improvement Students w/ Disabilities -- 11.7% improvement English Learners -- 10.3% improvement LTEL -- 14.8% improvement Hispanic -- 8.1% improvement Low Income -- 8.5% improvement White -- 12.7% improvement Asian -- 5.5% improvement African-American -- 10.5% improvement Two or More Races -- 11.8% improvement Homeless -- n/d Sutter Middle School: Students w/ Disabilities -- 11.9% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						White -- 23.7% improvement Asian-- 12.8% improvement
2.5	Expulsion Rate	0.1% [2022-23 DataQuest]	0% [2023-24 DataQuest]		0% [2025-26 DataQuest]	0.1% improvement
2.6	High School Dropout Rate	2.3% [2022-23 DataQuest Four- Year Cohort Outcomes]	2.9% [2023-24 DataQuest Four-Year Cohort Outcomes]		1.4% [2025-26 DataQuest Four-Year Cohort Outcomes]	0.6% increase
2.7	Middle School Dropout Rate	0% [2022-23 CALPADS Report 8.1c]	0% [2023-24 CALPADS Report 8.1c]		0% [2025-26 CALPADS Report 8.1c]	No change
2.8	School Climate Survey: Results of the Student Survey Reported to the FUSD Governing Board -- % of Students Feeling Connected to School % of Students Feeling Safe at School	MET -- Results Reported 80.1% of students surveyed responded that they feel connected to school. 86.1% of students surveyed responded that they feel safe at school	MET -- Results Reported 84.5% of students surveyed responded that they feel connected to school. 87.6% of students surveyed responded that		MET -- Results Reported 85% of students surveyed will respond that they feel connected to school. 90% of students surveyed will respond that they feel safe at school	Students' feelings of connectedness to school: 4.4% increase Students' feelings of safety at school: 1.5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[June, 2024, Report to the FUSD Governing Board]	they feel safe at school [June, 2025, Report to the FUSD Governing Board]		[June, 2027, Report to the FUSD Governing Board]	
2.9	School Climate Survey: Results of Teachers' and Parents' Surveys Regarding School Connectedness and Safety	Parents -- 94.7% expressed that their child(ren) felt connected to school. 95.1% expressed that their child(ren) felt safe at school. Teachers -- 95.7% of teachers surveyed responded that school is a safe place for students 98.3% of teachers surveyed responded that students feel connected to school. [Spring, 2024, Survey]	Parents -- 88.4% expressed that their child(ren) felt connected to school. 95.1% expressed that their child(ren) felt safe at school. Teachers -- 96.6% of teachers surveyed responded that school is a safe place for students 97.4% of teachers surveyed responded that students feel connected to school. [Spring, 2025, Survey]		Parents -- 95% will express that their child(ren) feel connected to school. 96% will express that their child(ren) feel safe at school. Teachers -- 97% of teachers surveyed will respond that school is a safe place for students 98.5% of teachers surveyed will respond that students feel connected to school. [Spring, 2027, Survey]	Parents expressing that their child(ren) felt connected to school: 6.3% decline Parents expressing that their child(ren) felt safe at school: no change Teachers responding that school is a safe place for students: 0.4% increase Teachers responding that students feel connected to school: 0.9% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Facilities Inspection Tool (FIT): School facilities maintained in good repair based on FIT score reported to the FUSD Governing Board	MET -- Results Reported All sites "Good" or better. [June, 2024, Report to the FUSD Governing Board]	MET -- Results Reported All sites "Good" or better. [June, 2025, Report to the FUSD Governing Board]		MET -- Results Reported All sites "Good" or better. [June, 2027, Report to the FUSD Governing Board]	No change

Goal Analysis [2024-25]

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.

2.1 -- Physical health and mental health issues were mitigated, as much as possible, by successfully providing support to Low-Income students by the LVNs. However, the action was not completely implemented as planned when the District determined that students' needs could be better met by hiring a full-time, dedicated RN in addition to the other services.

2.2 -- This action was not implemented as planned. Behavior Intervention Technicians (BIT) were not hired at the beginning of the school year as originally intended, as the District was challenged in finding qualified applicants, and took a few months to build up an applicant pool for the new position. It was also planned that the District would be purchasing a new social and emotional learning (SEL) curriculum but that has been pushed out until next year due to new content curriculum being purchased, and the District's desire to not overwhelm staff with too many new curricula.

2.3 -- School sites collaborated on identification and providing targeted services to support the needs of those students. The District was successful in providing services to meet the needs of these students, though unexpectedly greater numbers presented some challenges and required increased resources.

2.4 -- The District was successful in implementing most of this action: Positive Based Intervention and Support (PBIS) are increasingly used at all school sites. Opportunities for Service Learning have been offered throughout the District at all levels. For example, Malaga School students raised funds to support Angels of Grace Foster Home. School Attendance and Review Board (SARB) continues to function. ParentSquare continues to be a positive frequently mentioned by parents and staff to increasingly create better communication regarding student attendance. Secondary school sites were partially successful in hiring and training campus supervisors for portions of the school year to build positive relationships with students in support of mental health and well-being. However some elementary sites were challenged in

hiring staff to connect with students in support of mental health and well-being, due to beginning-of-year challenges in finding qualified candidates. Some positions were not filled until later in the school year. Air quality at all schools is regularly monitored to support respiratory health and prevent absences due to air-borne disease.

2.5 -- The District was successful in maintaining full-time Speech Therapists and providing partially-contracted speech therapy services from an outside agency for students in grades Preschool - 12. The sole challenge was that students' needs were greater than originally expected, and so a third Therapist was hired.

2.6 -- Transitional services and supports to Foster Youth new to the District, and social/emotional supports for all our Foster Youth were provided upon request. A challenge we continue to face is overcoming reluctance on the part of many Foster Youth to take advantage of these opportunities.

2.7 -- Fowler USD was successfully focused on providing safe and positive learning environments for students at all campuses throughout the District. Facilities were maintained to provide clean environments for students to learn in.

2.8 -- Low-Income students, Foster Youth, and English Learners availed themselves of transportation to and from school for extra-curricular activities outside of normal school hours, as many of those students do not have access to private transportation. We were able to successfully continue to provide transportation services for students both to and from school, as well as extracurricular activities.

2.9 -- At Sutter Middle School, the action to address Chronic Absenteeism for Asian students and White students was implemented as planned by reviewing student attendance records, using the SARB referral process, and providing incentives to lower chronic absenteeism among these groups.

2.10 -- At Sutter Middle School, the action to address Chronic Absenteeism for Students with Disabilities was implemented as planned, by creating student support plans to encourage attendance.
Special Education staff also engaged in Plan Do Study Act cycles to identify and address attendance issues for Students with Disabilities.

2.11 -- This action was only partially implemented. While the student reengagement center was created, there was no specific focus on de-escalating situations for English language learner students.

2.12 -- At the Fowler Academy Continuation School, this action was implemented as planned. Students and staff implemented Restorative Justice practices that built mutual understanding and respect. Implementation included purchase of curriculum; staff professional development and planning time; student materials; guest speakers; and student recognition.

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

The District experienced material differences in the following actions:

2.1 -- There were more funds expended on this goal than originally planned due to the District hiring a dedicated full-time registered nurse (RN) for the first time, rather than partially contracting with an outside agency. Additionally, due to the needs of students during the 2025/26 school year, the District did need to contract with an outside private agency, as well as the county office. There was also an increase in costs of medical supplies and equipment needed to care for students.

2.2 -- This action was underspent due to the District utilizing Community School funding for Student Support Counselors and Behavior Intervention Technicians (BIT). Additionally, the BITs were not hired at the beginning of the school year as originally intended, as it took a few months to build up an applicant pool for the new position. It was planned that the District would be purchasing a new social and emotional learning (SEL) curriculum but that has been pushed out until next year due to new content curriculum being purchased and the District's desire to not overwhelm staff with too many new curriculums.

2.3 -- Due to increases in numbers of students experiencing homelessness and their varied needs, the District overspent on this action to ensure students were provided with necessities to thrive in school.

2.4 -- Less funds were expended on this action due to the use of the Community School funding source to cover the implementation of Restorative Practice Training. In the area of attendance supports, there was an underspending of funds due to challenges with filling two vacant positions for site staff to connect with students in support of mental health and well-being. Each school site across the district did provide local attendance incentive programs to engage students to attend school. However, schools got creative in the incentives offered and found them to be less expensive than originally planned.

2.5 -- The needs of students required an increase in speech therapy costs due to the need for the hiring of a third speech language pathologist.

2.7 -- There was an overspending on facilities throughout the District due to aging structures and the increased costs of materials, equipment, and supplies that challenge the construction industry. By updating facilities and conducting routine maintenance, our students are able to access clean and safe learning environments.

2.8 -- Due to extra-curricular activities being held at locations closer to Fowler USD, there was less spending of allocated funds on this action than planned. However, students did participate in many varying activities outside of normal school hours and were provided with transportation to and from events.

2.10 -- This action required less expense than budgeted, as the District found that the action could be implemented without additional costs by using resources and staff that were already available.

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

2.1 -- The effectiveness of this action is reflected in the 2024 graduation rate, which was among the highest in Fresno County at 95.1%, a Blue (Very High) performance level on the California School Dashboard. Graduation rates increased for Low-Income students, who were also at the Blue level. The District's focused supports showed positive results in substantial increases for English Learners, with all Long-Term

English Learners in the 2024 cohort earning diplomas, a Blue-level performance. Of the Overall 2024 graduates, 13 earned the California State Seal of Biliteracy, and 57 earned the Golden State Seal of Merit. This action has also been effective In terms of reducing chronic absenteeism, as those rates continued to show notable declines Overall, and for English Learners, Long-Term English Learners, and Low-Income students. The percentage of students who responded to the survey prompt that they feel safe at school increased from 2024 to 87.6% in 2025. The percentage of respondents who agreed that they feel connected to their school was 84.5%, which was an increase of 4.4% from the Spring of 2024. Both these results indicate the effectiveness of this action to address students' physical and emotional well-being by providing a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging is having a significant beneficial impact on our students. Parents' and staff's input about their children's schools -- “students feel safe and supported in their learning environments,” "support staff value how the team works together to ensure a safe, engaging, and supportive learning space for students," and teachers see "positive climate and culture in FUSD schools...more positive, energetic, and safe learning environments that reflect a culture of growth, improvement, and respect" confirm its effectiveness.

2.2 -- The effectiveness of this action is reflected in the 2024 graduation rate, which was among the highest in Fresno County at 95.1%, a Blue (Very High) performance level on the California School Dashboard. Graduation rates increased for Low-Income students, who were also at the Blue level. The District's focused supports showed positive results in substantial increases for English Learners, with all Long-Term English Learners in the 2024 cohort earning diplomas, a Blue-level performance. Of the Overall 2024 graduates, 13 earned the California State Seal of Biliteracy, and 57 earned the Golden State Seal of Merit. This action has also been effective In terms of reducing chronic absenteeism, as those rates continued to show notable declines. The percentage of students who responded to the survey prompt that they feel safe at school increased from 2024 to 87.6% in 2025. The percentage of respondents who agreed that they feel connected to their school was 84.5%, which was an increase of 4.4% from the Spring of 2024. Both these results indicate the effectiveness of this action to address students' physical and emotional well-being by providing a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging is having a significant beneficial impact on our students.

2.3 -- All schools had access to resources for homeless students who might have been in need of supplies and/or personal items, so we consider this action to have been effective.

2.4 -- The effectiveness of this action is reflected in the 2024 graduation rate, which was among the highest in Fresno County at 95.1%, a Blue (Very High) performance level on the California School Dashboard. Graduation rates increased for Low-Income students, who were also at the Blue level. The District's focused supports showed positive results in substantial increases for English Learners, with all Long-Term English Learners in the 2024 cohort earning diplomas, a Blue-level performance. Of the Overall 2024 graduates, 13 earned the California State Seal of Biliteracy, and 57 earned the Golden State Seal of Merit. This action has also been effective In terms of reducing chronic absenteeism, as those rates continued to show notable declines. The percentage of students who responded to the survey prompt that they feel safe at school increased from 2024 to 87.6% in 2025. The percentage of respondents who agreed that they feel connected to their school was 84.5%, which was an increase of 4.4% from the Spring of 2024. Both these results indicate the effectiveness of this action to address students' physical and emotional well-being by providing a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging is having a significant beneficial impact on our students. Suspension rates declined Overall and for Low-Income students, improving to the Green performance level. The groups for which the action was not effective were our English Learners and LTEL, for whom suspension rates increased. School staffs are being proactive in making changes to lower those rates while maintaining safe and respectful environments.

2.5 -- This action was effective, as speech services were provided to all students who qualified for them.

2.6 -- There are insufficient data to rate the effectiveness of this action. Suspension data for Foster Youth were not reported due to the small size (<11) of that student group. Survey results regarding school connectedness were also not reported due to the small cohort size. We will continue the action in order to do all possible to ensure supports for the Foster Youth who attend FUSD schools.

2.7 -- FIT ratings of "Good" or better for all FUSD schools confirm the effectiveness of this action.

2.8 -- This action has also been effective In terms of reducing chronic absenteeism, as those rates continued to show notable declines Overall, and for English Learners, Log-Term English Learners, and Low-Income students.

2.9 and 2.10 -- At Sutter Middle School, the Chronic Absenteeism rates as shown on the 2024 Dashboard included a 11.9% decline in rates for Students with Disabilities, a 23.7% decline for White students, and a 12.8% decline for Asian students. Neither the school or any student group remain in the Red performance level for this indicator, showing that this action was effective, as planned.

2.11 -- This action was not effective in producing the desired outcomes. 2024 Dashboard results showed as increase in EL suspension rates of 2.4%. Fowler High School staff will continue implementation of this action, ensuring that attention is given to the unique needs of English language learner students, in anticipation that deeper implementation with integrity will produce the desired improvements.

2.12 -- This action was effective in reducing suspensions. As a result of the efforts of Fowler Academy staff, 2024 Dashboard showed no suspensions, and a Blue -- the best possible -- performance level.

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

Added "Long-Term English Learners (LTEL)" to Suspension rate, Chronic Absenteeism, and Graduation rate metrics because results were reported for the first time on the 2024 Dashboard.

Action 2.1: Revised to read " health services with RN and LVN support" for accuracy.

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	Access to Health Services	The District will provide health services with RN and LVN support in addition to what is legally required for Low-Income students, English Learners, and Foster Youth. Schools will also provide information on access to health services both on campus and off campus through local agencies that provide wrap-around services to students with health needs.	$260,120.00	Yes
2.2	Social and Emotional Learning and Supports	The District will create school environments that welcome and support our Low-Income students, English Learners, and Foster Youth and their mental and emotional health by: • Hiring and/or retaining intervention and support staff, including Student Support Counselors to provide behavior intervention and support, primarily based on the identified needs of Low-Income students, English Learners, and Foster Youth in grades TK-12, their parents, and the staff who work with them. • Increase social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning, including a culture and climate teacher on special assignment, and site-based SEL teams to support implementation of best practices in classrooms. • Recognition of students and staff who demonstrate the positive, student and peer affirming behaviors that reflect social-emotional growth and development. • Provide staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills and restorative practices that support a positive climate for learning and work. Social-emotional learning is an essential concept within education, providing a framework through which students, specifically Foster Youth, English Learners, and Low-Income, acquire the skills required to navigate through school, working life, and beyond.	$808,793.00	Yes
2.3	Meeting the Needs of Homeless Students	The District will identify the needs of homeless individual students and families. The Family Liaisons from school sites will collaborate on	$3,400.00	No

Action #	Title	Description	Total Funds	Contributing
		identification and providing targeted services to support the needs of those students.		
2.4	Student Behavior and Attendance Supports	The District will promote social and emotional well-being by providing behavior support and intervention programs. These services will include: • Positive Based Intervention and Support (PBIS) • Restorative Practices • Opportunities for Service Learning • School Attendance and Review Board (SARB) • The use of Parent Square to allow better communication regarding student attendance. • Using Concentration Grant Add-on funds to maintain and train campus supervisors at schools with 55% or greater enrollment of unduplicated students to connect with students in support of mental health and well-being that will help lower Chronic Absenteeism rates for Low-Income, English Learners, and Foster Youth. • Using Concentration Grant add-on funds to maintain an employee who will monitor the air quality at all schools with 55% or greater enrollment of unduplicated students to ensure proper ventilation at each school site that will support our Low-Income students', English Learners, and Foster Youth's respiratory health and prevent absences due to air-borne disease. • School site staffs will regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. • Schools will provide local attendance incentive programs.	$858,675.00	Yes
2.5	Speech Services	The District will provide partially contracted speech therapy services from an outside agency for students in grades Preschool-12. The District will also employ full-time speech therapists.	$289,894.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Foster Youth Supports	The District is committed to support our Foster Youth through Family Liaisons providing transitional services and supports to Foster Youth new to the District. The District will also provide social/emotional supports for all our Foster Youth. These supports may include auxiliary school materials (backpacks, binders, etc.), clothing or personal necessities, and/or counseling services.	$18,616.00	Yes
2.7	Facilities	The District will conduct routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students.	$1,500,000.00	No
2.8	Additional Transportation	The District will provide student transportation to and from school for extra-curricular activities outside of normal school hours, as many Low-Income students do not have access to private transportation outside of school hours.	$128,812.00	Yes
2.9	Required Action: Sutter MS Chronic Absenteeism Performance for Asian Students and White Students	2023 California School Dashboard Chronic Absenteeism results were at the "Very High" performance level for Asian students and White students. To address this issue, a specific action or actions to address those will be included in the LCAP. Sutter Middle School has insufficient data at this time to determine why these groups did not decline and others did. School staff will conduct a root cause analysis to determine why Asian students and White students continue to have high levels of chronic absenteeism. After the analysis has been completed, the school's Climate and Culture team will identify and implement strategies to address the identified needs and this action will be updated. At the same time Sutter Middle School will continue to review student attendance records, use the SARB referral process, and provide incentives to lower chronic absenteeism among these groups.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Required Action: Sutter MS Chronic Absenteeism Performance for Students with Disabilities	2023 California School Dashboard Chronic Absenteeism results were at the "Very High" performance level for Students with Disabilities. To address this issue, a specific action to address these results will be included in the LCAP. In the spring of 2024, Sutter Middle School conducted a survey of local conditions that indicated many students in this group have health concerns that should not prevent daily attendance. To address these concerns, Sutter Middle School staff will create student support plans to encourage attendance and will engage in Plan Do Study Act cycles to identify and address attendance issues for Students with Disabilities. At the same time Sutter Middle School will continue to review student attendance records, use the SARB referral process, and provide incentives to lower chronic absenteeism among these groups.	$500.00	No
2.11	Required Action: Fowler HS Suspension Rate Performance for English Learners	2023 California School Dashboard Suspension Rate results for Fowler High School English Learners were in the "Very High" performance range, indicating a need to create a specific action to lower those rates. In examining the data more closely, the District determined that All Student rates, and those for most other student groups also increased. Due to the smaller size of the EL cohort, a small increase in the number of students suspended resulted in a percentage that put the performance level into the red. Examining the circumstances around suspensions of English Learners, the District found that language barriers and/or misunderstandings could be a contributing factor to the incidents. Fowler High School will be implementing a student reengagement center. In the event of an office discipline referral, staff will be able to engage with students to de-escalate the situation for English language learner students. The Student Support Counselor will address social emotional needs and work to find alternatives to suspension that would restore relationships with students, staff, and community and will also address any language barriers that might exist. Restorative practices, which include peer mediations, will	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		be implemented as a preventative measure. The majority of suspensions are due to physical altercations. The above described measures are intended to decrease the amount of verbal altercations that lead to physical altercations.		
2.12	Required Action: Fowler Academy Continuation School Suspension Rate Performance for All Students and for Low-Income Students	On the 2023 California School Dashboard, Fowler Academy Continuation School suspension rates for All Students and Low-Income students were in the "Very High" performance level. For All Students, the rate was 22.5%; for Low-Income, the rate was 22.%. Examining the disaggregated data, the District determined that 90% of the All Students cohort were Low-Income, so the action to address Low-Income students' needs would positively impact overall results. Additionally, we found a common need for systematic behavior supports among Low-Income and non Low-Income students. To address the needs of students reflected in the "Very High" performance level for suspension rates, Fowler Academy Continuation School will train students and staff to implement Restorative Justice practices that build mutual understanding and respect. Implementation will include purchase of curriculum; staff professional development and planning time; student materials; guest speakers; and student recognition.	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Fully engage families and the community in support of educational outcomes. • Trust that when everyone works together towards a common goal, healthy relationships are formed and positive outcomes increase • Actively listen, value, and inform our Fowler and Malaga communities • Promote civic engagement to enhance a greater sense of social responsibility and healthier social relationships • Learn from and value those who have come before us and set the example for those that will follow us	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."

Results from the 179 parents and 170 staff who responded to the Family Engagement self-reflection instrument rated the District's efforts at a 3.9 on a scale of 5, equal to "High Implementation'.
Parents scored the District high on creating welcoming environments. Appreciation for Parent Square continues to be a positive for many families; 86% agreed that the staff members at school communicate with them regularly. DELAC and PAC groups also re-confirmed the effectiveness of using ParentSquare as a communication tool, as it allows parents to maintain quick and often contact with teachers and school administrators.
Several also commented on the welcoming environment at most schools, and results from the survey responses suggest that the District has been effective in building trust and home/school relationships, with 79% of families agreeing that they feel welcome at school. Additionally, 72% agreed that the school staff works to build trusting relationships; 89% of respondents agreed that their child's school provides all families with opportunities to provide input, and 89% felt that the schools encourage family participation.

These data suggest that the actions for this goal have been effective in increasing families to feel welcome and empowered to engage with their children's education. While relationships between FUSD schools and the families they serve are overwhelmingly positive, as evidenced by parent survey results, the District recognizes that the quality and nature of engagement can be fashioned to encourage an increasing role for families in local decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Engagement: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	MET -- Results Reported 4.2 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self- Reflection Tool [June, 2024, Report to the FUSD Governing Board]	MET -- Results Reported High Implementation: 3.9 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool [June, 2025, Report to the FUSD Governing Board]		MET -- Results Reported 4.5 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool [June, 2027, Report to the FUSD Governing Board]	0.3 points decline

Goal Analysis [2024-25]

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.

Actions 3.1 and 3.2 were implemented as planned. ParentSquare, the Fowler SuperGram, School Newsletters, and the FUSD website were successful in keeping the community informed of District and school activities, District news, and opportunities for families to participate in decision-making. The District English Learner Advisory Committee and Parent Advisory Committee Family Academic Awards assemblies were held on campuses and this allowed families and community members to view student work and engage with school staff. One challenging aspect of Action 3.2 was the Graduate Profile development, which was not carried out as planned due to WASC planning/visit that were expected to impact the Graduate Profile development after they were completed.

Action 3.3 was fully implemented to the degree planned. Translation services above and beyond those required by law were successfully provided and enabled parents to more fully participate by ensuring that non-English-speaking parents could understand what was being

discussed at meetings and family events, and could ask questions in their primary language. Family liaisons were also successful, as parent the District's community schools planning grant. Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students was also successfully provided at school sites. By stressing that staff maintain positive attitudes when interacting with parents, providing quick responses to questions and concerns from families, and making visitors feel welcome on campuses and at District facilities, we were successful in sustaining welcoming environments at schools and District facilities.

Surveys of Parent Educational Partners were successfully conducted as planned, with 179 responses. The remainder of Action 3.4 was not implemented as planned, as the District was challenged in hosting the number of Family Empowerment Workshops and Parent University sessions as planned; though prior survey results indicated great parent interest in these trainings, actual participation was far less than expected, as were sign-ups for future sessions, so plans for additional trainings were cancelled.

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

The District experienced material differences in the following actions:

3.2 -- This action was fully implemented and the District continued to work in partnership with parents and families through educational partner advisory meetings. However, the District elected to utilize internal resources such as District staff for translating services so there were no additional costs incurred and this action was over budgeted.

3.3 -- The District overspent funds on this action due to the increased services, support, and staffing to partner with families through Community Schools initiatives.

3.4 -- This action was over budgeted because the District was able to utilize internal staffing to implement this action, rather than contracting out for services.

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

Overall, regarding the Actions 3.1 through 3.4, the effectiveness of the combined actions appeared to be somewhat less than in the past, based on results from the 179 responses to the Family Engagement self-reflection instrument. That rating decreased by 0.3 to 3.9 (out of 5) in 2025. This is still equivalent to "High Implementation". Parents scored the District high on excellent two-way communication, with appreciation for ParentSquare often mentioned. DELAC and PAC groups re-confirmed the effectiveness of using ParentSquare as a communication tool, as it allows parents to maintain quick and often contact with teachers and school administrators. Parents voiced they feel well informed about the activities taking place at school sites and also feel that teachers and school staff are able to respond to requests in a quicker manner. Several also commented on the welcoming environment at most schools, and results from the survey responses suggest that the District has been effective in building trust and home/school relationships.

3.1 -- This action was effective. The Family Engagement self-reflection instrument saw excellent communication as a theme of parents' responses, with 86% agreeing that the staff members at school communicate with them regularly. Appreciation for Parent Square continues to be a positive for many families, characterized by remarks such as, "There is consistently clear and effective communication between teachers, staff, and parents, often through platforms like Parent Square." DELAC and PAC groups also re-confirmed the effectiveness of using ParentSquare as a communication tool, as it allows parents to maintain quick and often contact with teachers and school administrators.

3.2 -- This action was not as effective as expected. Anecdotal evidence from District and school staffs indicate that the percentages of families who participated in traditional family-school activities (Back to School Night, Open House, holiday events) were very high, but that only a small percentage of families participated in site-hosted Family Nights and offered workshops. Those participating in Educational Partners' advisory meetings was even less. Principals and school staff members are highly regarded, with a positive impact on the school community.

3.3 -- Results from the survey responses suggest that this action has been effective, with 79% of families overall agreeing that they feel welcome at school (Low-Income, 79%, EL, 83%). Additionally, 72% overall (Low-Income, 79%, EL, 79%) agreed that the school staff works to build trusting relationships, and 89% (Low-Income, 94%, EL, 92%) felt that the schools encourage family participation. Families have expressed their appreciation of the school liaisons to both site and District staffs. Translation services were fully implemented for English learner students and their families and the District held language acquisition family nights to give tools to parents of English learners so that families could contribute to their child's academic growth through support at home. Parents who attended the language acquisition family nights reported that the sessions were worth their time to attend as they were given strategies for supporting their students at home. Parents felt that schools foster a sense of community and inclusivity, with a small school atmosphere where everyone knows each other, and were pleased that schools celebrate student achievements, no matter how small, and reward positive behavior and academic progress. Families appreciate the after-school program, family events, and how FUSD schools makes academic and personal support a priority. Surveying local conditions again this year, we confirmed that parent participation is low in Parent Nights, and even lower in advisor meetings, due to continued economic impacts on families. Many families are still struggling economically, and work two jobs or longer hours. Participation in school activities is limited by these conditions, and parents must prioritize which events in which to engage. The traditional events, such as Parent Conferences, Open House, and Back-to-School Night, and those in which their children participate, such as sports or music, become top priorities. Additionally, while the District has been successful in using ParentSquare to communicate day-to-day information, we have not been as successful in communicating our eagerness for parents to participate as advisors in District governance. This will continue to be a desired outcome on our part.

3.4 -- This action, Partner-Informed Decision Making, appears to be the least effective, based on family survey responses. As noted above, parent and family participation in this area remains low despite District efforts. Percentages of parents agreeing with prompts regarding decision-making opportunities were lower than in other areas, though still far more than a bare majority. Overall, 67% of respondents agreed that "My child's school and the Fowler Unified School District provide all families with opportunities to provide input on policies and programs and seek input from any underrepresented groups in the school community" (Low-Income, 70%, EL, 70%, Students with Disabilities, 76%). In response to the prompt, "My child's school supports and builds the capacity of family members to effectively engage in advisory groups and decision-making", 68% agreed (Low-Income, 74%, EL, 83%, Students with Disabilities, 69%). Fifty-nine percent of respondents agreed that staff are helping families to understand and exercise their legal rights and advocate for their own students and all students (Low-Income, 70%, EL, 79%, Students with Disabilities, 66%).

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

No changes are planned for this goal.

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	Improve Communication to District Educational Partners	The District will continue and improve its district wide plan for increasing parent engagement through enhanced lines of communication with our Malaga and Fowler communities by continuing and/or expanding the use of: • Communication systems and applications • Various social media platforms and tools including -- ParentSquare Fowler SuperGram Social Media School Newsletters Fowler Unified School District website This includes the development of the Fowler Unified School District website as a resource for our parents and our communities.	$48,000.00	No
3.2	Increase Community Outreach and Family Engagement	The District will continue its commitment to the authentic engagement of parents and families through the maintenance and/or expansion of: Educational Partner advisory meetings: • District English Learner Advisory Committee • Parent Advisory Committee	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The information garnered at the Educational Partner advisory meetings will be disseminated and discussed at: • District-level departments • Regular cabinet and leadership meetings		
3.3	Address the Needs of Our Learning Community	The District will maintain procedures to specifically examine data for families of low income, English learners, and foster youth students and will collect input from their families to identify the learning needs of students, support for their families, and support for the staff who teach them. Services will include: • Translation services above and beyond those required by law, such as for communications at family events • Maintaining welcoming environments at schools and District facilities by providing training for staff providing excellent service to our public. • Support family liaisons at school sites. • Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students. • Engagement opportunities to support the families of high-needs students Parenting Workshops Site hosted Family Nights with a specific academic focus Back to School Night Open House Academic Awards	$459,868.00	Yes
3.4	Partner-Informed Decision Making	The District will provide activities which include Family Empowerment Workshops and the use of survey data as opportunities to collect information to make informed decisions that affect our school communities.	$3,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2027, students at Fowler Academy Continuation School Low-Income students will score at 50.0 points below standard in ELA and will score at 150 points below standard in Math. During that same time period, local assessments will show improvements on local benchmarks in ELA and math for students at Fowler Academy Independent Study, though data may not be reported due to privacy concerns.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

For the 2025-26 school year, Fowler Academy Continuation School and Fowler Academy Independent Study have been again identified as eligible for Equity Multiplier funding. On the 2023 California School Dashboard, Fowler Academy Continuation School students were placing at 81.2 points below standard in ELA, and 230.9 points below standard in Math. No academic data were reported on the 2024 Dashboard. No performance levels were assigned to Fowler Academy Independent Study, but our local assessment indicates that the students enrolled there also struggle in ELA and Math. Only 17% of those students meet standard on the CAASPP ELA assessment, and none meet standard in math. Teachers at Fowler Academy Independent Study see similar levels of performance for their students. These needs are echoed by the feedback provided by educational partners, specifically the request for ongoing instructional support for ELA and math, as well as improving the cultural diversity of reading materials offered to students to stimulate more interest in reading. We plan to improve performance in both ELA and math through the actions included in the goal and will measure progress using the California School Dashboard "Distance from Standard". Goal 4 has been created as a focus goal to describe how Equity Multiplier funds will be used to increase the performance of students at both schools in ELA and Math.

Offering transportation to pick up students increases access and attendance, especially for those facing barriers getting to school. It helps reduce chronic absenteeism, supports timely re-engagement for students in independent study programs, and ensures equity by providing all students the opportunity to attend consistently. Reliable transportation also strengthens communication with families, builds trust, and shows a commitment to student success and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California School Dashboard: ELA Distance from Standard	Fowler Academy Continuation School: All Students -- 81.2 points below Fowler Academy Independent Study School: All Students -- N/R [2023 California School Dashboard]	Fowler Academy Continuation School: All Students -- <11 students; no results reported Fowler Academy Independent Study School: All Students -- <11 students; no results reported [2024 California School Dashboard]		Fowler Academy Continuation School: All Students -- 50 points below Fowler Academy Independent Study School: All Students -- 25 points below [2026 California School Dashboard]	N/A
4.2	California School Dashboard: Math Distance from Standard	Fowler Academy Continuation School: All Students – 230.9 points below Fowler Academy Independent Study School: All Students -- n/r [2023 California School Dashboard]	Fowler Academy Continuation School: All Students -- <11 students; no results reported Fowler Academy Independent Study School: All Students -- <11 students; no results reported [2024 California School Dashboard]		Fowler Academy Continuation School: All Students – 150 points below Fowler Academy Independent Study School: All Students -- 100 points below [2026 California School Dashboard]	N/A
4.3	California School Dashboard: Suspension	All Students -- 22.5% Low-Income -- 22.2%	All Students -- 0% Low-Income -- 0%		All Students -- 0% Low-Income -- 0%	All Students -- 22.5% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rate at Fowler Academy Continuation School	[2023 California School Dashboard]	Hispanic -- 0% [2024 California School Dashboard]		[2026 California School Dashboard]	Low-Income -- 22.2% improvement Hispanic -- 23.5% improvement
4.4	Local Benchmarks	Fowler Academy Continuation School: Data not reported due to small number of students. Fowler Academy Independent Study School: Data not reported due to small number of students. [Spring, 2024 Local Assessments]	Fowler Academy Continuation School: Data not reported due to small number of students. Fowler Academy Independent Study School: Data not reported due to small number of students. [Spring, 2025 Local Assessments]		Fowler Academy Continuation School: Data not reported due to small number of students. Fowler Academy Independent Study School: Data not reported due to small number of students. [Spring, 2027 Local Assessments]	N/A
4.5	California School Dashboard: College and Career Readiness Indicator at Fowler Academy Continuation School	0% [2023 California School Dashboard]	0% [2024 California School Dashboard]		25% [2026 California School Dashboard]	No change

Goal Analysis [2024-25]

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 4.1 was successfully implemented as planned with several trips made to businesses in the Fowler and Fresno areas to provide students with opportunities to work on projects, view model projects, and consult with local experts.

Action 4.2 was also successfully implemented as planned, and teachers participated in professional development regarding project-based learning.

Action 4.3 was not implemented as planned. The challenge we faced was that, as a result of our exploration, we discovered that a teacher would have to be assigned to support the class, and the funds available are not sufficient to cover that expense.

Action 4.4 was partially implemented as planned, as the Academy began implementation of restorative practices with professional learning activities and piloting restorative circles.

Action 4.5 was not implemented as planned, as we were challenged to find a proper platform for independent study project-based learning, and getting our students to and from the school site where they could work on projects. Students were facing barriers to participating by a lack of transportation to and from school. As a result, the SSC agreed that purchasing a van to provide transportation for Academy Independent Study students would have a positive impact on attendance, engagement, and academic success.

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

The District experienced material differences in the following actions:

4.1 -- This action tied to learning experiences and visits to businesses cost more than anticipated and so it was under budgeted.

4.2 -- Teachers attended staff development sessions at the CA Alternative Education Model Schools conference. The costs associated for this were tied to another funding source so this action was over budgeted.

4.3 -- We discovered that a teacher would have to be assigned to support the class, and the funds available are not sufficient to cover that expense. This led the District to over budget for this action.

4.4 -- Staff attended restorative practices training and implemented related processes. The costs associated for this action were tied to another funding source so this action was over budgeted.

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

Suspension rates dropped to 0%, demonstrating that all of the actions that were implemented were effective. No state assessment data were reported for either Fowler Academy Continuation School or Fowler Academy Independent Study.

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

"California School Dashboard: College and Career Readiness Indicator at Fowler Academy Continuation School" added to metrics to reflect being reported on the Dashboard in 2024.

Action 4.3, "Exploration of CTE Courses" was dropped because our exploration discovered that a teacher would have to be assigned to support the class, and the funds available are not sufficient to cover that expense.

In consultation with the SSC and Educational Partners, several revisions were made to the actions under this goal:
Action 4.1 and 4.2 were consolidated into a single action.
Now Action is 4.2 changed to "Prep Buy Outs".
Action 4.3, "Exploration of CTE Courses" was dropped because our exploration discovered that a teacher would have to be assigned to support the class, and the funds available are not sufficient to cover that expense. "Implement Restorative Practices" is now 4.3.
Action 4.4 changed to "Saturday School".
Added Action 4.6, "Saturday School Independent Study".
Added Action 4.7, "Transportation Costs - Independent Study"

"By 2027, Fowler Academy Continuation School will reduce the suspension rate Overall and for Low-Income students from 22.5% and 22.2%, respectively, to 6% for both by implementing research based intervention strategies" deleted from Goal since the Suspension rate from 2024 was 0%.

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	Project Based Learning to Support ELA & Math	Fowler Academy Continuation School will continue implementation of project based learning activities to strengthen ELA and Math to reduce distance from standard dashboard indicators. Project expenses may include construction materials, consultation with project experts, and travel to observe model projects in action. Through a combination of project and	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		community-based projects, Fowler Academy Continuation School will actively engage students in their learning journey, fostering meaningful connections between academic content and real-world applications. By integrating these dynamic approaches, we aim to not only enrich students' educational experiences but also to drive tangible improvements in ELA and Math performance metrics. Fowler Academy Continuation School will provide professional development activities in PBL. Professional development is essential for educators teaching project-based learning because it provides training in PBL principles, pedagogical strategies, curriculum design, support for implementation challenges, opportunities for reflective practice, and connections with a professional learning community. This support empowers educators to effectively implement PBL in their classrooms and enhance student learning outcomes.		
4.2	Prep Buy Outs	Implementing a prep period buyout provides students with increased instructional time in core subjects, allowing for targeted support in ELA and Math. This additional time enables teachers to deliver small-group or individualized instruction, address learning gaps, and support credit recovery. It also promotes stronger student-teacher relationships, consistency in instruction, and improved academic performance through data-driven strategies. Overall, the buyout enhances student learning and helps ensure academic success.	$30,000.00	No
4.3	Implement Restorative Practices	Students and staff at Fowler Academy Continuation will receive training and coaching to use restorative practices that build mutual understanding and respect. Included in the implementation of this action will be: 1. Restorative practices curriculum 2. Professional development/training/coaching 3. Student materials 4. Student recognition for implementing and demonstrating restorative behaviors 5. Guest speakers 6. Staff planning time	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Saturday School	Saturday School offers students valuable opportunities to recover attendance hours, make up missed assignments, and receive targeted academic support in a focused environment. It helps improve overall academic performance, supports credit recovery, and reinforces key concepts in core subjects. Additionally, Saturday School fosters responsibility, encourages consistent engagement, and provides a quieter setting for individualized attention and benefiting students who may struggle during the regular school week.	$15,535.00	No
4.5	Project Based Learning to Support ELA & Math - Independent Study	Fowler Academy Independent Study will research and then implement project based learning activities to strengthen ELA and Math to reduce distance from standard dashboard indicators. Project expenses may include construction materials, consultation with project experts, and travel to observe model projects in action. Through a combination of project and community-based projects, Fowler Academy Independent Study will actively engage students in their learning journey, fostering meaningful connections between academic content and real-world applications. By integrating these dynamic approaches, we aim to not only enrich students' educational experiences but also to drive tangible improvements in ELA and Math performance metrics.	$20,000.00	No
4.6	Saturday School - Fowler Academy Independent Study	Saturday School offers students valuable opportunities to recover attendance hours, make up missed assignments, and receive targeted academic support in a focused environment. It helps improve overall academic performance, supports credit recovery, and reinforces key concepts in core subjects. Additionally, Saturday School fosters responsibility, encourages consistent engagement, and provides a quieter setting for individualized attention and benefiting students who may struggle during the regular school week.	$25,535.00	No

Action #	Title	Description	Total Funds	Contributing
4.7	Transportation Costs - Fowler Academy Independent Study	Offering transportation to pick up students increases access and attendance, especially for those facing barriers getting to school. It helps reduce chronic absenteeism, supports timely re-engagement for students in independent study programs, and ensures equity by providing all students the opportunity to attend consistently. Reliable transportation also strengthens communication with families, builds trust, and shows a commitment to student success and well-being.	$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,327,038	$1,104,929

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
33.133%	2.500%	$687,805.91	35.633%

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
1.4	**Action:** Intervention and Support Staff **Need:** As described in the "Reflections" section, Low-Income students showed improvement in the 2024 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students closed the equality gap between that group and the Overall group. The 2024 SBAC percentages of students	The District will retain/hire intervention and support staff to provide intervention and support for Low-Income students, English Learners, and Foster Youth in grades TK–12. These may include: • Curriculum and Instruction (C&I) Specialists • Support Teachers • Instructional Aides The District will continue with a Punjabi-speaking instructional aide to provide academic support.	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	"Meeting or Exceeding Standard" displayed All Students and Low-Income students improving in ELA, and Low-Income students closing the inequalities between them and the All Students group. English Learners showed a slight increase in ELA, and a 1.6% decline in math. Increases for Low-Income students kept pace with the Overall results in ELA and were slightly behind in math, suggesting that our intervention and support staff's efforts for Low-Income students are helping sustain the gains they made in 2023 in closing equality gaps in academic assessments.While data for Foster Youth were not reported, our experience is that academic results for Foster Youth generally align with results for Low-Income students. Also as described in the "Reflections" section, our Long-Term English Learners (LTEL) showed declines in 2024 results, which will be addressed. Action 1.10 to address the specific needs of LTEL is currently in its first year of implementation, and is expected to lead to improvements on this year's State assessments. Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students, reflecting a need to continue additional support staff who will provide	Concentration Grant add-on funds will be used for instructional aide FTE to support student learning at schools with 55% or more of unduplicated students, and to continue with Support Teachers to support student learning at schools with 55% or more of unduplicated students. This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because the additional intervention and support staff will focus their efforts on students' identified needs and provide more individualized instruction. ELA and math data show positive outcomes for Low-Income students from this action during the past two years of implementation. We believe that those data show that our efforts are in the right direction. In order for interventions and supports to sustain effectiveness, the supports must be well-designed, implemented with integrity, and sustained over time. That is the fundamental purpose of the intervention teams created by this action. The Curriculum and Instruction Specialists will coordinate, facilitate, and monitor the work of the intervention teams at each school site to ensure that students' needs are identified and addressed. District C&I Specialists will model strategies and provide guidance to teachers in the implementation of effective intervention instructional strategies. These strategies will be used by teachers to develop literacy skills and academic vocabulary that improve reading and writing and support the decoding and reading comprehension to be able to understand and communicate in writing for Low-Income students,	students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

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
	targeted interventions that meet students' individual needs. The District will address these gaps by continuing the actions that have shown to have positive impacts on those students' performance. An deeper examination of the 2024 SBAC state assessment data showed that 31% of Low-Income students were Below Standard in Reading, and 30% below in Writing, the two areas in which they struggled most. Results were similar for our English Learners; 57% were Below Standard in Reading, and 61% below in Writing. A local discussion and evaluation of the data identified a lack of early literacy skills and limited vocabulary were both impacting ELA performance. Those students had not mastered the foundational skills of phonics and decoding strategies and lacked sufficient academic and general vocabulary to connect decoding to a known word, comprehending what they have read, and to express themselves fluently in writing. In examining Math results, we found that 39% of Low-Income students were "Below Standard" in using mathematical rules and ideas, and 35% below in showing and applying their problem-solving skills. For our English Learners, 62% were "Below Standard" in using mathematical rules and ideas, and 61% below in showing and applying their problem solving skills. It became clear that continuing actions focused on developing literacy skills and academic vocabulary that improve reading and writing would support the decoding and	English Learners, and Foster Youth. Additionally, the Specialists will provide support to teachers to enhance instruction in the mathematical rules and operations that are needed to accelerate improvement. Providing students with ongoing supports from intervention teachers, instructional aides -- including both Spanish-speaking aides and a Punjabi speaking aide -- and tutors will help sustain the positive outcomes of interventions. Paraprofessionals will work closely with the teachers to provide small group or individual instructional support to accelerate learning in ELA, math, and ELD. Feedback and acceleration in a small group setting is expected to have an effect size on improvement of almost twice (.76) the threshold for gains. C&I Specialists and support teachers will assist classroom teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

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
	reading comprehension to be able to understand and communicate in writing for Low-Income students, English Learners, and Foster Youth to make great progress in ELA and Math. We also determined that, coupled with increased comprehension and vocabulary, providing support with mathematical rules and operations were needed to accelerate improvement. The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), declined for the second consecutive year, from 50.4% to 46.9% (Orange). Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 48.9% making a year or more progress, resulting in a Green performance level. Though the results for these indicators were disappointing, the increases described above in the "Distance from Standard" indicator for ELA and math suggest that the efforts of our intervention and support staff are creating improved academic outcomes for our English Learners. Data for English Learners are promising, and show the expected improvements in decreasing the distance from standard. As described in the "Reflections" section, the discrepancy in comparison of results in meeting/exceeding versus the distance from standard results suggest that English Learner students who have struggled more in the past		

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
	to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back slightly. We will continue to improve those results by keeping focus on the needs of EL as the action is implemented. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement. **Scope:** LEA-wide		
1.5	**Action:** Supplemental Learning Program **Need:** As described in the "Reflections" section, Low-Income students showed improvement in the 2024 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students closed the equality gap between that group and the Overall group. The 2024 SBAC percentages of students "Meeting or Exceeding Standard" displayed All Students and Low-Income students improving in ELA, and Low-Income students closing the inequalities between them and the All Students group. English Learners showed a slight increase in ELA, and a 1.6% decline in math.	The District will use the iReady program, which includes a data analysis system, a student assessment program, a progress monitoring and data collection element, and an intervention program, focused on supporting student needs. Low-Income students, English Learners, and Foster Youth will be provided summer access to the program in order to address learning recovery and acceleration. This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because the program diagnoses the needs of individual students, and provides teachers with actionable data and suggestions for intervention to address the needs of each student. Based on these diagnoses, more targeted support can be provided to a class, individuals, or small groups. ELA and math data show positive outcomes for Low-Income students	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed

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
	Increases for Low-Income students kept pace with the Overall results in ELA and were slightly behind in math, suggesting that our intervention and support staff's efforts for Low-Income students are helping sustain the gains they made in 2023 in closing equality gaps in academic assessments.While data for Foster Youth were not reported, our experience is that academic results for Foster Youth generally align with results for Low-Income students. Also as described in the "Reflections" section, our Long-Term English Learners (LTEL) showed declines in 2024 results, which will be addressed. Action 1.10 to address the specific needs of LTEL is currently in its first year of implementation, and is expected to lead to improvements on this year's State assessments. An deeper examination of the 2024 SBAC state assessment data showed that 31% of Low-Income students were Below Standard in Reading, and 30% below in Writing, the two areas in which they struggled most. Results were similar for our English Learners; 57% were Below Standard in Reading, and 61% below in Writing. A local discussion and evaluation of the data identified a lack of early literacy skills and limited vocabulary were both impacting ELA performance. Those students had not mastered the foundational skills of phonics and decoding strategies and lacked sufficient academic and general vocabulary to connect decoding to a known word,	from this action during the past two years of implementation. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	meeting or exceeding standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • iReady Reading • iReady Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	comprehending what they have read, and to express themselves fluently in writing. In examining Math results, we found that 39% of Low-Income students were "Below Standard" in using mathematical rules and ideas, and 35% below in showing and applying their problem-solving skills. For our English Learners, 62% were "Below Standard" in using mathematical rules and ideas, and 61% below in showing and applying their problem solving skills. It became clear that continuing actions focused on developing literacy skills and academic vocabulary that improve reading and writing would support the decoding and reading comprehension to be able to understand and communicate in writing for Low-Income students, English Learners, and Foster Youth to make great progress in ELA and Math. We also determined that, coupled with increased comprehension and vocabulary, providing support with mathematical rules and operations were needed to accelerate improvement. As noted above, inequalities continue to exist between the All Students group and Low-Income students and English Learners in ELA and Math, reflecting a need to provide targeted interventions that meet students' individual needs through a supplemental learning program that provides teachers with specific data of where a student is struggling, and suggested interventions and supports.		

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
	Teachers give high marks for iReady; they also look forward to more professional learning as the feeling of staff around the school is eagerness to improve. The iReady program to support students through intervention and allow students to succeed academically also provides useful data for instructional decisions at the classroom, school, and District levels. The most recent data show that Overall results in Reading held steady from 2024 to 2025, and most student groups showed slight increases in the percentages at or above grade level in Reading. The two exceptions were English Learners and African American students, with both groups showing significant declines. Math results from 2025 were similar, with Overall and Low-Income results unchanged from the prior year, and English Learners showing a double-digit decline in this area as well. African-American students, however, showed a large increase in math. The information garnered from the iReady assessments in both areas was used to identify students' needs and provide intervention and support prior to the end of the school year. The 2025 iReady data emphasize the District's the need to continue improving in how our English Learners are prepared for academic success, and will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including re-designated English Learner students who experience academic difficulties.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The data cited in the "Reflections" section show that the efforts that the District has undertaken in this action have had a positive effect for Low-Income students and should be continued. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement. **Scope:** LEA-wide		
1.6	**Action:** Library Support Services **Need:** As described in the "Reflections" section, Low-Income students showed improvement in the 2024 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students closed the equality gap between that group and the Overall group. The 2024 SBAC percentages of students "Meeting or Exceeding Standard" displayed All Students and Low-Income students improving in ELA, and Low-Income students closing the inequalities between them and the All Students group. English Learners showed a slight increase in ELA, and a 1.6% decline in math. Increases for Low-Income students kept pace with the Overall results in ELA and were slightly behind in math, suggesting that our intervention and support staff's efforts for Low-	The District will continue to improve library services. Improved services will include: • Purchasing books, materials, and increasing computer/mobile devices that reflect the diversity of our learning community, language acquisition for English Learners, and literacy supports for Low-Income students and Foster Youth. • Staffing and training of library techs that enables educationally and culturally responsive library services. By providing Low-Income students, English Learners, and Foster Youth access to reading materials -- on-line and hard copies -- that are engaging and at reading levels accessible all users, this action is expected to encourage independent reading. As more practice leads to greater fluency, we anticipate that the action will significantly increase academic outcomes. Books that reflect the diversity of our student populations	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard

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
	Income students are helping sustain the gains they made in 2023 in closing equality gaps in academic assessments.While data for Foster Youth were not reported, our experience is that academic results for Foster Youth generally align with results for Low-Income students. Also as described in the "Reflections" section, our Long-Term English Learners (LTEL) showed declines in 2024 results, which will be addressed. Action 1.10 to address the specific needs of LTEL is currently in its first year of implementation, and is expected to lead to improvements on this year's State assessments. Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students, reflecting a need to continue additional support staff who will provide targeted interventions that meet students' individual needs. The District will address these gaps by continuing the actions that have shown to have positive impacts on those students' performance. An deeper examination of the 2024 SBAC state assessment data showed that 31% of Low-Income students were Below Standard in Reading, and 30% below in Writing, the two areas in which they struggled most. Results were similar for our English Learners; 57%	will: “bridge the gap between the school and the world of the student; provide positive perspectives on parents and families; demonstrate cultural sensitivity” and support culturally-responsive instruction. Literature relevant to our students’ cultures can support increased academic achievement, promote educationa and teach all students to understand a wider perspective and appreciate cultural differences within a collaborative community. As a modification, "library staff will meet four times each year to discuss best practices in guiding students in the selection of materials that are in a reading "zone of proximal development" (ZPD), the readability range within which pupils should read to best develop their reading, while avoiding frustration. They will also meet with library staff from FCSS for professional learning to improve their skills and enhance their knowledge of digital literacy" will be added to this action. This benefits our Low-Income students, English Learners, and Foster Youth who are struggling with reading by providing support targeted to the students' abilities and selected to improve their reading skills. The library is also often used by students researching information for class assignments. From surveys and home contacts the District conducted in regarding technology access, we learned that many of our Low-Income families, Foster families, and families of English Learner students conflate cell-phone service with internet access and have limited experience in identifying appropriate sources of information for research. Having the necessary computer devices and	• ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

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
	were Below Standard in Reading, and 61% below in Writing. A local discussion and evaluation of the data identified a lack of early literacy skills and limited vocabulary were both impacting ELA performance. Those students had not mastered the foundational skills of phonics and decoding strategies and lacked sufficient academic and general vocabulary to connect decoding to a known word, comprehending what they have read, and to express themselves fluently in writing. In examining Math results, we found that 39% of Low-Income students were "Below Standard" in using mathematical rules and ideas, and 35% below in showing and applying their problem-solving skills. For our English Learners, 62% were "Below Standard" in using mathematical rules and ideas, and 61% below in showing and applying their problem solving skills. It became clear that continuing actions focused on developing literacy skills and academic vocabulary that improve reading and writing would support the decoding and reading comprehension to be able to understand and communicate in writing for Low-Income students, English Learners, and Foster Youth to make great progress in ELA and Math. We also determined that, coupled with increased comprehension and vocabulary, providing support with mathematical rules and operations were needed to accelerate improvement. The percentage of Fowler Unified English learners making appropriate progress towards	access to technology in our libraries, with staff trained in digital literacy, age- appropriate sites, and accessing culturally-relevant information will be a boon to those students. ELA data show positive outcomes for Low-Income students from this action during the past three years of implementation. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

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
	English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), declined for the second consecutive year, from 50.4% to 46.9% (Orange). Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 48.9% making a year or more progress, resulting in a Green performance level. Though the results for these indicators were disappointing, the increases described above in the "Distance from Standard" indicator for ELA and math suggest that the efforts of our intervention and support staff are creating improved academic outcomes for our English Learners. Data for English Learners are promising, and show the expected improvements in decreasing the distance from standard. As described in the "Reflections" section, the discrepancy in comparison of results in meeting/exceeding versus the distance from standard results suggest that English Learner students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back slightly. We will continue to improve those results by keeping focus on the needs of EL as the action is implemented. The data cited in the "Reflections" section show that the efforts that the District has undertaken in this action have had a positive effect for Low-Income students and English Learners, and should be continued. These		

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
	data indicate the need to continue to provide Low-Income students and English Learners access to reading materials -- on-line and hard copies -- that are engaging and at reading levels accessible all users to encourage independent reading. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement. **Scope:** LEA-wide		
1.7	**Action:** Summer School **Need:** As described in the "Reflections" section, Low-Income students showed improvement in the 2024 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students closed the equality gap between that group and the Overall group. The 2024 SBAC percentages of students "Meeting or Exceeding Standard" displayed All Students and Low-Income students improving in ELA, and Low-Income students closing the inequalities between them and the All Students group. English Learners showed a slight increase in ELA, and a 1.6% decline in math.	The District will provide a summer extended learning program for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades K-12. This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because it will address the needs of those students who are struggling with ELA and math to receive additional, targeted support. Expanded learning time in summer school provides extended time for teachers to work with students on basic literacy and mathematics skills. English Learners can accelerate language development by taking summer courses, and build background knowledge that is necessary for building vocabulary and increasing reading and writing achievement. For high school students, the	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students

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
	Increases for Low-Income students kept pace with the Overall results in ELA and were slightly behind in math, suggesting that our intervention and support staff's efforts for Low-Income students are helping sustain the gains they made in 2023 in closing equality gaps in academic assessments.While data for Foster Youth were not reported, our experience is that academic results for Foster Youth generally align with results for Low-Income students. Also as described in the "Reflections" section, our Long-Term English Learners (LTEL) showed declines in 2024 results, which will be addressed. Action 1.10 to address the specific needs of LTEL is currently in its first year of implementation, and is expected to lead to improvements on this year's State assessments. Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students, reflecting a need to continue additional support staff who will provide targeted interventions that meet students' individual needs. The District will address these gaps by continuing the actions that have shown to have positive impacts on those students' performance. The percentage of Fowler Unified English learners making appropriate progress towards	summer program provides opportunities to take or retake classes they may need to pass to meet A-G requirements. Enrichment opportunities can enhance background knowledge that helps prepare a student to pass an AP exam that can contribute to classification as "ready" in the College and Career Indicator. ELA and math data show positive outcomes for Low-Income students from this action during the past three years of implementation. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	assessed meeting or exceeding standard • Early Assessment Program Readiness: Percentage of 11th grade students scoring "ready" in ELA and Math • A-G Completion Rate • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • California School Dashboard: College and Career Indicator

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
	English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), declined for the second consecutive year, from 50.4% to 46.9% (Orange). Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 48.9% making a year or more progress, resulting in a Green performance level. Though the results for these indicators were disappointing, the increases described above in the "Distance from Standard" indicator for ELA and math suggest that the efforts of our intervention and support staff are creating improved academic outcomes for our English Learners. In 2024, the percentages of graduating seniors meeting the criteria for "Prepared" on the Dashboard College and Career Indicator continued to increase. FUSD seniors scored at the Green (High) performance level Overall. Low-Income students, as a group, also achieved the Green level. With the exception of the White students group, all student groups showed improvement. English Learners and LTELs showed very high percentages of increase. The District is proud of the students who have shown College and Career Readiness, and helped us meet this Green performance level. These results demonstrate the effectiveness of our Summer School program. The percentage of students completing the requirements for admission to UC/CSU,		

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
	otherwise known as A-G, showed an Overall decline for the second consecutive year, along with declines for most student groups. English Learners, however, showed a double-digit increase that complements the significant increases in College and Career readiness. Asian students also had a large increase in the percentage meeting A-G requirements. The data cited in the "Reflections" section from distance from standard and College and Career readiness show that the efforts that the District has undertaken in this action have had a positive effect for Low-Income students, and should be continued. Data for English Learners are promising, and show the expected improvements in decreasing the distance from standard. We will continue to improve those results by keeping focus on the needs of EL as the action is implemented. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement. These data also revealed a need to provide English Learners, Foster Youth, and Low-Income students with additional learning time in an enriched atmosphere that promotes language acquisition, exploration in curricular areas, and participation in schoolwork and physical education. the data also showed a need for additional opportunities for secondary unduplicated pupils to take classes to meet A-G requirements and continue the excellent		

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
	results in College and Career readiness requirements. The contributing funds will be used to ensure sufficient spaces for Low-Income, English Learner, and Foster Youth students, to whom we are not able to otherwise provide access. **Scope:** LEA-wide		
1.8	**Action:** Supplemental/ Intervention Materials **Need:** As described in the "Reflections" section, Low-Income students showed improvement in the 2024 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students closed the equality gap between that group and the Overall group. The 2024 SBAC percentages of students "Meeting or Exceeding Standard" displayed All Students and Low-Income students improving in ELA, and Low-Income students closing the inequalities between them and the All Students group. English Learners showed a slight increase in ELA, and a 1.6% decline in math. Increases for Low-Income students kept pace with the Overall results in ELA and were slightly behind in math, suggesting that our intervention and support staff's efforts for Low-Income students are helping sustain the gains they made in 2023 in closing equality gaps in	The District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs to provide interventions and additional supports for Low-Income students, English Learners, and Foster Youth. These materials may include supplementary materials provided by the publishers of the Board-adopted instructional programs and/or other supplemental materials determined by the site administration and staff as they engage in ongoing assessments of the needs of Low-Income students, English Learners, and Foster Youth in academic subject areas and respond to those needs. This action is expected to increase outcomes for Low-Income students, English Learners, and Foster Youth in ELA and Math. Supplemental materials provide instructors a means to fill in identified inequalities within the prescribed instructional materials and can offer additional approaches to motivate students. Complementary supplemental learning materials can also aid instructors in meeting the diverse needs of different learners. Administrators and C&I	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • iReady Reading • iReady Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic assessments.While data for Foster Youth were not reported, our experience is that academic results for Foster Youth generally align with results for Low-Income students. Also as described in the "Reflections" section, our Long-Term English Learners (LTEL) showed declines in 2024 results, which will be addressed. Action 1.10 to address the specific needs of LTEL is currently in its first year of implementation, and is expected to lead to improvements on this year's State assessments. Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students, reflecting a need to continue additional support staff who will provide targeted interventions that meet students' individual needs. The District will address these gaps by continuing the actions that have shown to have positive impacts on those students' performance. An deeper examination of the 2024 SBAC state assessment data showed that 31% of Low-Income students were Below Standard in Reading, and 30% below in Writing, the two areas in which they struggled most. Results were similar for our English Learners; 57% were Below Standard in Reading, and 61% below in Writing. A local discussion and	Specialists will assist teachers in determining, by examining research and results, which materials have the greatest potential for positive impacts and how they might be best implemented. These materials will be used by teachers to develop literacy skills and academic vocabulary that improve reading and writing and support the decoding and reading comprehension to be able to understand and communicate in writing for Low-Income students, English Learners, and Foster Youth. Coupled with increased comprehension and vocabulary, the supplemental materials will providing support with mathematical rules and operations that are needed to accelerate improvement. The ELPI metric will be added to this action as an additional measure of its impact on English Learners. This measure will be monitored by the District English Learner counselor, who will work with school site EL intervention staff to ensure targeted skill lessons are provided to students. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	• ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

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	evaluation of the data identified a lack of early literacy skills and limited vocabulary were both impacting ELA performance. Those students had not mastered the foundational skills of phonics and decoding strategies and lacked sufficient academic and general vocabulary to connect decoding to a known word, comprehending what they have read, and to express themselves fluently in writing. In examining Math results, we found that 39% of Low-Income students were "Below Standard" in using mathematical rules and ideas, and 35% below in showing and applying their problem-solving skills. For our English Learners, 62% were "Below Standard" in using mathematical rules and ideas, and 61% below in showing and applying their problem solving skills. It became clear that continuing actions focused on developing literacy skills and academic vocabulary that improve reading and writing would support the decoding and reading comprehension to be able to understand and communicate in writing for Low-Income students, English Learners, and Foster Youth to make great progress in ELA and Math. We also determined that, coupled with increased comprehension and vocabulary, providing support with mathematical rules and operations were needed to accelerate improvement. The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency		

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	Assessments for California (ELPAC), declined for the second consecutive year, from 50.4% to 46.9% (Orange). Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 48.9% making a year or more progress, resulting in a Green performance level. Though the results for these indicators were disappointing, the increases described above in the "Distance from Standard" indicator for ELA and math suggest that the efforts of our intervention and support staff are creating improved academic outcomes for our English Learners. The above data for English Learners are generally promising, and show the expected improvements in decreasing the distance from standard. As described in the "Reflections" section, the discrepancy in comparison of results in "Meeting/Exceeding" versus the "Distance from Standard" results suggest that English Learner students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back slightly. We will continue to improve those results by keeping focus on the needs of EL as the action is implemented. The iReady program to support students through intervention and allow students to succeed academically also provides useful data for instructional decisions at the classroom, school, and District levels. The iReady program to support students through		

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	intervention and allow students to succeed academically also provides useful data for instructional decisions at the classroom, school, and District levels. The most recent data show that Overall results in Reading held steady from 2024 to 2025, and most student groups showed slight increases in the percentages at or above grade level in Reading. The two exceptions were English Learners and African American students, with both groups showing significant declines. Math results from 2025 were similar, with Overall and Low-Income results unchanged from the prior year, and English Learners showing a double-digit decline in this area as well. African-American students, however, showed a large increase in math. The information garnered from the iReady assessments in both areas was used to identify students' needs and provide intervention and support prior to the end of the school year. The 2025 iReady data emphasize the District's the need to continue improving in how our English Learners are prepared for academic success, and will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including re-designated English Learner students who experience academic difficulties. PAC members suggested providing additional online supports for students to access at home. The District will connect Low-Income students, English Learners, and Foster Youth who request interventions and supports in		

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	addition to those already provided by the District to Varsity Tutors, an online platform for students needing support, including homework help, writing support, and scholarship application guidance. **Scope:** LEA-wide		
1.11	**Action:** Reducing Class Sizes **Need:** As described in the "Reflections" section, Low-Income students showed improvement in the 2024 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students closed the equality gap between that group and the Overall group. The 2024 SBAC percentages of students "Meeting or Exceeding Standard" displayed All Students and Low-Income students improving in ELA, and Low-Income students closing the inequalities between them and the All Students group. English Learners showed a slight increase in ELA, and a 1.6% decline in math. Increases for Low-Income students kept pace with the Overall results in ELA and were slightly behind in math, suggesting that our intervention and support staff's efforts for Low-Income students are helping sustain the gains they made in 2023 in closing equality gaps in academic assessments.While data for Foster	The District will continue to hire and retain properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-12, in order to provide additional support to Low-Income students, English Learners, and Foster Youth. By providing smaller class sizes in grades 4-12, we expect that our English Learners, Foster Youth, and Low-Income students will show increased achievement in ELA and math as demonstrated on SBAC assessments, EAP results, and percentages of students completing requirements for UC/CSU admission. Glass and Smith concluded in their 1979 study of the impact of class size on student achievement that “A clear and strong relationship between class size and achievement has emerged... There is little doubt, that other things being equal, more is learned in smaller classes.” Based on research, and in our experience, having smaller class sizes allows teachers and instructional aides to provide extra, more individualized support to students in math to support acceleration is expected to increase learning outcomes for English learners, Foster Youth, and Low-Income students who are struggling. Feedback and acceleration in a small	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC ELA Assessments • Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC Math Assessments • SBAC ELA: Percentage of

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	Youth were not reported, our experience is that academic results for Foster Youth generally align with results for Low-Income students. Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students, reflecting a need to continue additional support staff who will provide targeted interventions that meet students' individual needs. The District will address these gaps by continuing the actions that have shown to have positive impacts on those students' performance. The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), declined for the second consecutive year, from 50.4% to 46.9% (Orange). Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 48.9% making a year or more progress, resulting in a Green performance level. Though the results for these indicators were disappointing, the increases described above in the "Distance from Standard" indicator for ELA and math suggest that the efforts of our intervention and support staff are creating improved academic outcomes for our English Learners.	group setting is expected to have an effect size on improvement for those students of almost twice (.76) the threshold for gains. ELA and math data show positive outcomes for Low-Income students from this action during the past two years of implementation. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis, with the exception of Marshall Elementary School.	students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • A-G Completion Rate • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

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	2024 EAP results in ELA show Overall percentages and those for Low-Income students classified as "ready" increased for the second year in a row. The increase for Low-Income students did not keep pace with the Overall increase; additionally, percentages for Low-Income students in math declined while the Overall increased. This increase appears to be due, in part, to the significant increase in math scores for non-Low-Income students, underscoring the need to continue to provide math instructional supports for Low-Income students. No English Learner students were at the 'Ready" level in either subject. As a result, inequalities in performance results between the Overall students and the English Learners and LTEL widened. Regarding the English Learner students, a review of the Distance from Standard scores for those 11th graders shows that they maintained the level from the prior year in ELA, and improved over eight points in math. These data may support the idea that English Learner students at FHS who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges are not progressing as quickly. We would also note that FHS English Learners who were reclassified as Fluent English Proficient (RFEP) had 42.9% "ready" in ELA, and 6.0% in math. These data also demonstrated a need to provide English Learners and Low-Income		

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	students with more individual attention to identify and target their specific learning needs in ELA, Math, and, for English Learners, English language acquisition. The greater individual attention will be provided by smaller class sizes that result in a lower student/instructional staff ratio. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement. The data cited in the "Reflections" section show that the efforts that the District has undertaken in this action have had a positive effect for Low-Income students. Data for English Learners are promising, and show the expected improvements in decreasing the distance from standard. We will continue to improve those results by keeping focus on the needs of EL as the action is implemented. **Scope:** LEA-wide		
1.13	**Action:** Expanded Learning Program **Need:** As described in the "Reflections" section, Low-Income students showed improvement in the 2024 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students closed the equality gap between that group and the Overall group. The 2024 SBAC percentages of students	The District will continue to contract with Fresno County Superintendent of Schools to provide an After-School Program, in addition to programming provided by the District. Student slots for Expanded Learning Opportunities will be prioritized for Low-Income students, English Learners, and Foster Youth in need of academic supports. Students in grades 7-12 will also be provided opportunities to participate in Expanded Learning, funded by the District.	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of

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	"Meeting or Exceeding Standard" displayed All Students and Low-Income students improving in ELA, and Low-Income students closing the inequalities between them and the All Students group. English Learners showed a slight increase in ELA, and a 1.6% decline in math. Increases for Low-Income students kept pace with the Overall results in ELA and were slightly behind in math, suggesting that our intervention and support staff's efforts for Low-Income students are helping sustain the gains they made in 2023 in closing equality gaps in academic assessments.While data for Foster Youth were not reported, our experience is that academic results for Foster Youth generally align with results for Low-Income students. Also as described in the "Reflections" section, our Long-Term English Learners (LTEL) showed declines in 2024 results, which will be addressed. Action 1.10 to address the specific needs of LTEL is currently in its first year of implementation, and is expected to lead to improvements on this year's State assessments. The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), declined for the second consecutive year, from 50.4% to 46.9% (Orange). Separate results were	The expanded learning program is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth in ELA and Math because it will provide them with extra support and enrichment in the areas that the students themselves have identified as most important to them. Since participation in the expanded learning program is voluntary, students who participate are more highly motivated to get the tutoring or extra homework help that the program provides; or to participate in other activities that increase background and experiential knowledge. The District's experience has been that it is more effective to conduct an after-school program based on a youth development framework rather than a deficit-based model, and that our students respond better to positive reinforcement and being told what they can do better than they do to being told what not to do. The latter seems to affect them as being scolded or demeaned, while the positive reinforcement is encouraging to our students at all levels. The after-school program provided by the Fresno County Superintendent of Schools in conjunction with the District is designed to include enrichment activities, social development, homework help, and interactive learning experiences. ELA and math data show positive outcomes for Low-Income students from this action during the past three years of implementation. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

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	reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 48.9% making a year or more progress, resulting in a Green performance level. Though the results for these indicators were disappointing, the increases described above in the "Distance from Standard" indicator for ELA and math suggest that the efforts of our intervention and support staff are creating improved academic outcomes for our English Learners. Data for English Learners are promising, and show the expected improvements in decreasing the distance from standard. As described in the "Reflections" section, the discrepancy in comparison of results in meeting/exceeding versus the distance from standard results suggest that English Learner students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back slightly. We will continue to improve those results by keeping focus on the needs of EL as the action is implemented. Increased academic support and explanation, in and out of the classroom, continues to be a concern from many of our student and parent educational partners. Student educational partners, 85% of whom are Low-Income students, continued to express an appreciation for the many activities that are provided as part of the expanded learning program. Fowler Unified believes that these results point to our		

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	students experiencing an increase in positive academic motivation. This action was expanded for this LCAP to include "Students in grades 7-12 will also be provided opportunities to participate in Expanded Learning, funded by the District" based on Educational Partner suggestions that academic support outside the classroom was needed for all students, including secondary. Parent Educational Partners with Low-Income students submitted statements such as "opportunities for her to experience various choices!" reflecting their appreciation for, and that their children enjoy, participating in the activities the District provides as part of Action 1.13. Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students, reflecting a need to continue an expanded learning program that provides English Learners and Low-Income students with opportunities for extra support and enrichment, tutoring, or extra homework help. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement.		

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	Scope: LEA-wide		
1.14	**Action:** Technology Implementation **Need:** As described in the "Reflections" section, Low-Income students showed improvement in the 2024 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students closed the equality gap between that group and the Overall group. The 2024 SBAC percentages of students "Meeting or Exceeding Standard" displayed All Students and Low-Income students improving in ELA, and Low-Income students closing the inequalities between them and the All Students group. English Learners showed a slight increase in ELA, and a 1.6% decline in math. Increases for Low-Income students kept pace with the Overall results in ELA and were slightly behind in math, suggesting that our intervention and support staff's efforts for Low-Income students are helping sustain the gains they made in 2023 in closing equality gaps in academic assessments.While data for Foster Youth were not reported, our experience is that academic results for Foster Youth generally align with results for Low-Income students. Also as described in the "Reflections" section, our Long-Term English Learners (LTEL)	The District will provide computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs that increases access for Low- Income students, English Learners, and Foster Youth. • To ensure our Low-Income students, English Learners, and Foster Youth have access to the internet outside of the classroom/school environment the district will provide hotspots, as needed. • Sufficient staff will be maintained to ensure repairs and address Chromebook issues right away so students don't go without a Chromebook for a period of time. • Additional supplies/materials/Chromebooks will be kept on hand to repair or trade out Chromebooks to ensure our Low-Income students, English Learners, and Foster Youth have devices to continue learning from home. This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth. "Incorporating the use of technological applications allows for students to participate in higher-order thinking, enhance communication, engage in collaborative problem-solving activities and discussions, critically reflect on content and expand digital competencies" (Schindler et al., 2017). Studies have compared differences in academic achievement between	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC ELA Assessments • Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC Math Assessments • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students

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	showed declines in 2024 results, which will be addressed. Action 1.10 to address the specific needs of LTEL is currently in its first year of implementation, and is expected to lead to improvements on this year's State assessments. Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students, reflecting a need to continue additional support staff who will provide targeted interventions that meet students' individual needs. The District will address these gaps by continuing the actions that have shown to have positive impacts on those students' performance. The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), declined for the second consecutive year, from 50.4% to 46.9% (Orange). Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 48.9% making a year or more progress, resulting in a Green performance level. Though the results for these indicators were disappointing, the increases described above in the "Distance from Standard" indicator for ELA and math suggest that the efforts of our intervention and support staff are	students who have been taught with technological enhancement (i.e. lecture recordings and podcasts) and those who been taught without it. The results demonstrated that students who learned academic content in the technology enhanced classroom outperformed those who learned the content without technology (Carle, Jaffee & Miller, 2009). Numerous studies have supported the idea that overall student motivation and engagement in learning is enhanced by the implementation of instructional technology (Mo, 2011) and we believe that increased engagement will also support improved academic results. Feedback from teacher educational partners stressed the need for up-to-date, working hardware for our students and reliable access to the internet. Because of the limited access some students experience at home, and our students' increasing dependence on technology and connectivity to access learning, the District is committed to removing any technology barriers. Additional staff will ensure that Chromebook and system repairs and connectivity or software issues are addressed right away so students don't go without a Chromebook for a period of time. Having additional supplies/materials/Chromebooks on hand to repair or trade out will ensure that our Low-Income students, English Learners, and Foster Youth have devices to continue learning in class and from home. Increased access to devices at school and home is expected to result in improved performance on SBAC assessments and EAP results, percentages of students completing requirements for UC/CSU admission. ELA and math data show positive outcomes for Low-Income	assessed meeting or exceeding standard • A-G Completion Rate • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

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	creating improved academic outcomes for our English Learners. The 2024 percentage of graduating students completing the requirements for admission to UC/CSU, otherwise known as A-G, showed an Overall decline for the second consecutive year, along with declines for most student groups. English Learners, however, showed a double-digit increase that complements the significant increases in 2024 College and Career readiness. Asian students also had a large increase in the percentage meeting A-G requirements. 2024 EAP results in ELA show Overall percentages and those for Low-Income students classified as "ready" increased for the second year in a row. The increase for Low-Income students did not keep pace with the Overall increase; additionally, percentages for Low-Income students in math declined while the Overall increased. This increase appears to be due, in part, to the significant increase in math scores for non-Low-Income students, underscoring the need to continue to provide math instructional supports for Low-Income students. No English Learner students were at the 'Ready" level in either subject. As a result, inequalities in performance results between the Overall students and the English Learners and LTEL widened. Regarding the English Learner students, a review of the Distance from Standard scores for those 11th graders shows that they maintained the level from the prior year in ELA, and improved over	students from this action during the past two years of implementation. We believe that those data show that our efforts are in the right direction. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

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	eight points in math. These data may support the idea that English Learner students at FHS who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges are not progressing as quickly. We would also note that FHS English Learners who were reclassified as Fluent English Proficient (RFEP) had 42.9% "ready" in ELA, and 6.0% in math. The data cited show that the efforts that the District has undertaken in this action have had a positive effect for Low-Income students and should be continued. Data for English Learners are promising, and show the expected improvements in decreasing the distance from standard and increasing A-G completion rates. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement. Issues accessing technology at home remain problematic for many Low-Income and English Learner families, especially those in more rural locales. Many of our low-income and families of English Learner students conflate cell-phone service with internet access. A lack of computers in their homes limits their child's ability to complete assignments there, since they cannot access online dictionaries, encyclopedias, or other resources, placing those students at a disadvantage and promoting continued learning loss. A 2020 MIT		

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	News article stated that "Disparities in access to information and communication technologies can exacerbate existing educational inequalities. Students without access at school or at home may struggle to complete web-based assignments and may have a hard time developing digital literacy skills." **Scope:** LEA-wide		
1.16	**Action:** Professional Development **Need:** As described in the "Reflections" section, Low-Income students showed improvement in the 2024 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students closed the equality gap between that group and the Overall group. The 2024 SBAC percentages of students "Meeting or Exceeding Standard" displayed All Students and Low-Income students improving in ELA, and Low-Income students closing the inequalities between them and the All Students group. English Learners showed a slight increase in ELA, and a 1.6% decline in math. Increases for Low-Income students kept pace with the Overall results in ELA and were slightly behind in math, suggesting that our intervention and support staff's efforts for Low-	District instructional staff will participate in targeted professional development to improve practices that uses student data to make instructional decisions and enhances the available strategies that teachers have to promote learning for Low-Income students, English Learners, and Foster Youth. Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Areas may include: • Core Subject Areas • Special Education • CTE/ROP • Visual & Performing Arts • Technology The District will provide teachers in grades 3-5 with additional time for professional learning activities by hiring P.E. teachers for those grades.	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard

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	Income students are helping sustain the gains they made in 2023 in closing equality gaps in academic assessments.While data for Foster Youth were not reported, our experience is that academic results for Foster Youth generally align with results for Low-Income students. Also as described in the "Reflections" section, our Long-Term English Learners (LTEL) showed declines in 2024 results, which will be addressed. Action 1.10 to address the specific needs of LTEL is currently in its first year of implementation, and is expected to lead to improvements on this year's State assessments. The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), declined for the second consecutive year, from 50.4% to 46.9% (Orange). Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 48.9% making a year or more progress, resulting in a Green performance level. Though the results for these indicators were disappointing, the increases described above in the "Distance from Standard" indicator for ELA and math suggest that the efforts of our intervention and support staff are creating improved academic outcomes for our English Learners.	Teachers will use that time for data review and collaborative planning to support Low-Income, English learners, and Foster Youth students. Instructional Leadership Collaborative, teams of administrators, teachers, and C&I Specialists, will regularly meet at all school sites across the District. These teams are examining current practices and are developing systematic responses to meet the needs of Low-Income students, English Learners, Foster Youth. The next steps Instructional Leadership Collaboratives will take are to solidify essential standards, develop rigorous formative assessments related to those standards, and create more systematic responses to students' needs through Response to Intervention (RtI). Professional Learning Communities (PLCs) will enhance instructional skills through focusing on using data to drive instruction during weekly Advancing Academic Achievement days (AAA). This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth because we are confident that enhancing the self-efficacy of individual teachers will also build team effectiveness, enabling enhanced data analysis, more confident and responsive lesson planning, and increasingly engaging instructional delivery that will result in improved academic outcomes for the identified students. Professional learning activities that have been identified through survey input and that are evidence based, followed by peer coaching and collaboration, will be essential	• A-G Completion Rate • California School Dashboard: College and Career Indicator - % of Students "Prepared" • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

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	Data for English Learners are promising, and show the expected improvements in decreasing the "Distance from Standard." We will continue to improve those results by keeping focus on the needs of EL as the action is implemented. The percentage of graduating students completing the requirements for admission to UC/CSU, otherwise known as A-G, in 2024 showed an Overall decline for the second consecutive year, along with declines for most student groups. English Learners, however, showed a double-digit increase that complements the significant increases in College and Career readiness. Asian students also had a large increase in the percentage meeting A-G requirements. In 2024, the percentages of graduating seniors meeting the criteria for "Prepared" on the Dashboard College and Career Indicator continued to increase. FUSD seniors scored at the Green (High) performance level Overall. Low-Income students, as a group, also achieved the Green level. With the exception of the White students group, all student groups showed improvement. English Learners and LTELs showed very high percentages of increase. The District is proud of the students who have shown College and Career Readiness, and helped us meet this Green performance level. These results demonstrate the effectiveness of our Summer School program.	in enhancing our teachers' self-efficacy, an educator's belief in his or her ability to impact student learning that is one of the most powerful determiners of student success (Hattie, 2008). The District will provide professional development and support that builds each teacher's self-efficacy. In order to provide further professional development for teachers in ELD strategies, the District will convene a Multilingual Advancement Committee to develop and implement these sessions for teachers. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

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	These data indicate a need to continue to provide instructional staff with high-quality professional development activities that expand their "toolkit", enabling them to better meet the specific learning needs of Low-Income students, English Learners, and Foster Youth. Teachers need a greater range of strategies available to them to respond to the wide range of students' abilities indicated by the data. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement. Teachers' ratings of the implementation of state standards increased to 3.7 on a scale of 1 (Research and Development) to 5 (Full and Sustained implementation), suggesting that our commitment to high-quality professional learning is better meeting our teachers' needs. More than half of the Teacher Educational Partners identified professional support as a need. The data cited in the "Reflections" section show that the efforts that the District has undertaken in this action have had a positive effect for Low-Income students and should be continued. Data for English Learners are promising, and show the expected improvements in decreasing the distance from standard and increasing A-G completion rates and College and Career readiness. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions		

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	have had a similar impact on their achievement. **Scope:** LEA-wide		
2.1	**Action:** Access to Health Services **Need:** The 2024 graduation rate, which was among the highest in Fresno County at 95.1%, a Blue (Very High) performance level on the California School Dashboard. Graduation rates increased for Low-Income students, who were also at the Blue level. The District's focused supports showed positive results in substantial increases for English Learners, with all Long-Term English Learners in the 2024 cohort earning diplomas, a Blue-level performance. Of the Overall 2024 graduates, 13 earned the California State Seal of Biliteracy, and 57 earned the Golden State Seal of Merit. Chronic absenteeism rates continued to show notable declines Overall, and for English Learners, Long-Term English Learners, and Low-Income students on the 2024 Dashboard. The percentage of students who responded to the survey prompt that they feel safe at school increased from 2024 to 87.6% in 2025. The percentage of respondents who agreed that they feel connected to their school was 84.5%, which was an increase of 4.4% from the Spring of 2024. Both these results indicate the effectiveness of this action to address	The District will provide health services and LVN support in addition to what is legally required for Low-Income students, English Learners, and Foster Youth. Schools will also provide information on access to health services both on campus and off campus through local agencies that provide wrap-around services to students with health needs. The data indicate that this action has been effective and should be continued. This action is expected to continue to sustain high graduation rates, lower chronic absenteeism rates, and maintain high levels of students' feelings of safety and connectedness by providing health and wellness services beyond those required for Low-Income students, English Learners, and Foster Youth. Our Low-Income students are twice as likely to be absent than non-Low-Income students often for reasons beyond their control. A survey of local circumstances indicates that our Low-Income students, English Learners, and Foster youth continue to experience unstable housing, unreliable transportation and a lack of access to health care. Absences result in less instructional time and adversely affect student learning. Providing increased access to health services at school sites will respond to our Parent Educational Partners belief that such access will result in better	• California School Dashboard: High School Graduation Rate • California School Dashboard: Chronic Absenteeism (K-8) • Educational Partner Feedback

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	students' physical and emotional well-being by providing a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging is having a significant beneficial impact on our students. These data combine to show that this action has delivered positive results and needs to be continued. Parents' and staff's input about their children's schools -- “students feel safe and supported in their learning environments,” "support staff value how the team works together to ensure a safe, engaging, and supportive learning space for students," and teachers see "positive climate and culture in FUSD schools...more positive, energetic, and safe learning environments that reflect a culture of growth, improvement, and respect" confirm its effectiveness. Educational Partners have shared that many of our families, particularly those Low-Income families and families of Foster Youth, face health challenges and barriers to accessing care that result in their children missing school. Many of those children lack the basic and consistent health screenings and preventive care, which may create chronic absenteeism. This suggests the need to continue nursing services in addition to what is legally required within our school district to provide personalized health support and advocacy for Low-Income students, English Learners, and Foster Youth.	health, increased in attendance rates, and lower chronic absenteeism rates. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

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	Parents expressed the belief that increased access to health care at school will result in better health and lower chronic absenteeism rates. **Scope:** LEA-wide		
2.2	**Action:** Social and Emotional Learning and Supports **Need:** The District's 2024 graduation rate is among the highest in Fresno County at 95.1%, a Blue (Very High) performance level on the California School Dashboard. Graduation rates increased for Low-Income students, who were also at the Blue level. The District's focused supports showed positive results in substantial increases for English Learners, with all Long-Term English Learners in the 2024 cohort earning diplomas, a Blue-level performance. Chronic absenteeism rates continued to show notable declines. As suggested by educational partners, we will continue implementation of a three-pronged approach to closing those gaps between Low-Income students and All Students, and the inequalities apparent between Low-Income students and English Learners, and non Low-Income students.	The District will create school environments that welcome and support our Low-Income students, English Learners, and Foster Youth and their mental and emotional health by: • Hiring and/or retaining intervention and support staff, including Student Support Counselors to provide pro-social behavior intervention and support and counseling by working directly with students, primarily based on the identified needs of Low-Income students, English Learners, and Foster Youth in grades TK-12, their parents, and the staff who work with them. Student Support Counselors at the secondary level will prioritize their supports to students who are struggling to meet graduation requirements, which will promote the increase of graduation rates. • Increase social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning, including a culture and climate teacher on special assignment to work with teachers and students, and site-	• California School Dashboard: High School Graduation Rate • California School Dashboard: Chronic Absenteeism (K-8) • % of Students Feeling Connected to School % of Students Feeling Safe at School

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Another strong indicator that the action has had a positive effect is our students feelings of safety and school connectedness. Over a three-year span (2022 to 2025), the social-emotional supports and positive behavior system put in place seem to be having a positive impact, as the percentage of students who responded to the survey prompt that they feel connected to their school rose from 50.3% to 84.5%; the percentage who feel safe at school rose from 47.9% to 86.7%. Of those students, over 70% were Low-Income students. We believe that this current survey data (March, 2025) is a strong indicator that the action has had a positive effect that has manifested itself in lower Chronic Absenteeism and increased attendance. As noted above. Chronic absenteeism rates showed notable declines over the last three years, overall and for all student groups, including English Learners and Low-Income students, suggesting the need to continue this action. Climate and engagement data from surveys suggest that our efforts in this action have been effective. 93% of parents and 86% of staff agreeing or strongly agreeing that the school facilities are clean and well-maintained. In addition to maintaining staff to provide necessary services, the effectiveness of Action 2.2 is demonstrated in the parent survey results that showed only 4% of parents responding did not agree that the schools provide a welcoming environment, and 90%	based SEL teams to support implementation of best practices in classrooms. • Recognition of students and staff who demonstrate the positive, student and peer affirming behaviors that reflect social-emotional growth and development through programs such as Fowler Famous. This recognition will promote school connectedness as it is a positive public celebration. • Provide staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills and restorative practices that support a positive climate for learning. Social-emotional learning is an essential concept within education, providing a framework through which students, specifically Foster Youth, English Learners, and Low-Income, acquire the skills required to navigate through school, working life, and beyond. Additionally, staff will be trained in and will implement restorative practices as a framework to expand students' skills in interacting positively with their peers. This action is expected to continue to sustain high graduation rates, lower chronic absenteeism rates, and maintain high levels of Low-Income, English Learners, and Foster Youth students' feelings of safety and connectedness. Research shows that Social Emotional Learning activities not only improve achievement by an average of 11 percentile points, but it also increase prosocial	

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	agreed that the staff members care about their children. The above data suggest that this action was generally effective and should be continued. We believe that this action has been effective, as intended, and will continue to be so. While no data are reported for Foster Youth due to privacy concerns, we believe that the action will have had a similar impact on their attitudes and attendance. **Scope:** LEA-wide	behaviors (such as kindness, sharing, and empathy), improve student attitudes toward school, and reduce depression and stress among students (Durlak et al., 2011). Our experience as educators confirms that students who experience prosocial behaviors help establish positive relationships, which, in turn, cause students to feel safer and more connected to school. Additionally, students who feel increased school connectedness are less likely to be chronically absent, as based on District experiences. Increased attendance rates will also have a positive impact on graduation rates, as Low-Income students, English Learners, and Foster Youth need to be in school to increase the likelihood of their graduating. The data indicate that this action has been generally effective and should be continued. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	
2.4	**Action:** Student Behavior and Attendance Supports **Need:** The District's 2024 graduation rate is among the highest in Fresno County at 95.1%, a Blue (Very High) performance level on the California School Dashboard. Graduation rates increased for Low-Income students, who were also at the Blue level. The District's focused supports showed positive results in substantial increases for English Learners, with all Long-	The District will promote social and emotional well-being by providing behavior support and intervention programs. These services will include: • Positive Based Intervention and Support (PBIS) • Restorative Practices • Opportunities for Service Learning • School Attendance and Review Board (SARB) • The use of Parent Square to allow better communication regarding student attendance.	• California School Dashboard: High School Graduation Rate • California School Dashboard: Suspension Rate • California School Dashboard: Chronic Absenteeism (K-8)

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
	Term English Learners in the 2024 cohort earning diplomas, a Blue-level performance. Chronic absenteeism rates continued to show notable declines. As suggested by educational partners, we will continue implementation of a three-pronged approach to closing those gaps between Low-Income students and All Students, and the inequalities apparent between Low-Income students and English Learners, and non Low-Income students. Another strong indicator that the action has had a positive effect is our students feelings of safety and school connectedness. Over a three-year span (2022 to 2025), the social-emotional supports and positive behavior system put in place seem to be having a positive impact, as the percentage of students who responded to the survey prompt that they feel connected to their school rose from 50.3% to 84.5%; the percentage who feel safe at school rose from 47.9% to 86.7%. Of those students, over 70% were Low-Income students. Suspension rates declined Overall and for Low-Income students, improving to the Green performance level. Those for English Learners and LTEL increased to the Orange level. We know from experience and fact-finding that many confrontations are the result of misunderstandings and could be avoided if the participants had means of communicating and understanding each other before the	• Using Concentration Grant Add-on funds to maintain and train campus supervisors at schools with 55% or greater enrollment of unduplicated students to connect with students in support of mental health and well-being that will help lower Chronic Absenteeism rates for Low-Income, English Learners, and Foster Youth. • Using Concentration Grant add-on funds to maintain an employee who will monitor the air quality at all schools with 55% or greater enrollment of unduplicated students to ensure proper ventilation at each school site that will support our Low-Income students', English Learners, and Foster Youth's respiratory health and prevent absences due to air-borne disease. • School site staffs will regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. • Schools will provide local attendance incentive programs. With the continued implementation of PBIS and the additional supports, we expect students to feel increasingly connected to school and safe there, as well. Connectedness will improve attendance and reduce suspension rates and chronic absenteeism rates. A critical component to student success in learning is a positive school climate that engages English Learners, Low-Income students, and Foster Youth in learning. PBIS	• % of Students Feeling Connected to School • % of Students Feeling Safe at School

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	circumstances got out of hand. Also, confrontations are often due to hostilities that are the residue of prior, unresolved confrontations. Restorative practices are designed to address those issues in a positive manner. Staff will continue implementation of this action in anticipation that deeper implementation with integrity will produce the desired improvements. To help ensure the best conditions for teaching and learning, health must be a top priority. The pandemic has accentuated the link between health and learning, especially among groups in which inequities of access to care exist. Our Low-Income students are twice as likely to be chronically absent than non-Low-Income students (26.6% vs. 13.7%), often for reasons beyond their control. A survey of local circumstances indicates that our Low-Income students, English Learners, and Foster youth continue to experience a lack of access to health care. Additionally, absences result in less instructional time and adversely affect student learning. These factors can also contribute to higher suspension rates and behavior problems. Our parent educational partners have verified the importance of communication with ParentSquare regarding attendance. As suggested by educational partners, we will continue our efforts to close inequalities in Chronic Absenteeism between Low-Income students and All Students, and the inequalities	focuses on preferred behaviors and rewards those, rather than telling students what not to do and focusing on punishments. It is our experience that students who engage with their peers through preferred behaviors add to the harmony of a school site and therefore, feel an increased connection to their school with the positive relationships with their peers. Restorative practices are in the early stages of implementation, and we expect as our school staffs learn more and improve the fidelity of implementation, we will see decreases in suspension rates and maintain high rates of school connectedness. Restorative practices provide greater opportunities for building empathy, bridging differences, and strengthening relationships through guided conversations and communication where everyone's voice is heard and valued. They are structured to build and heal relationships, and serve as a means to work through and resolve conflicts by putting the emphasis collaborative problem solving and collective responsibility. Service learning is designed to create a culture of strong personal relationships as students interact with each other and the community; beneficial social and communication skills; and important life skills as students learn to plan, contribute to a team effort, resolve conflicts, speak in public, make good decisions, and take responsibility for their efforts. Youth.gov cites evidence that service learning promotes increased school connectedness and promotes social-emotional skills. We know from experience and research that	

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	apparent between Low-Income students and English Learners, and non Low-Income students. Parents of Low-Income students and English Learners also expressed a need for increasing discipline measures and curtailing campus confrontations. The PBIS and Restorative Practices in Action 2.4 will continue to be implemented as training and practice improve the fidelity of implementation. The above data suggest that this action was generally effective and should be continued. **Scope:** LEA-wide	stronger social-emotional skills, coupled with with significant relationships, will result in increased school connectedness for our Low-Income students, English Learners, and Foster Youth as a result of the programs implemented in this initiative. Our SARB model will continue to implement a multi-tiered approach, driven by data, to engage students and families in school. It will include a three- phase program of: 1. Early intervention, in which members recognize their role as the catalyst in supporting and improving student attendance and behavior, with a focus on Tier 1 early interventions is key to de-escalating trends toward chronic absenteeism; 2. Professional development focused on enhancing cultural competencies, elevating social and emotional learning, and recognizing and addressing mental health needs supported by counselors who respond rapidly and positively to mitigate the needs of disengaged students; and 3. Family engagement and school connectedness through the means described in goal 1 and through the use of Parent Square. The results we saw in the student surveys are confirmed by a recent Ed Trust article (2021), that "Building and maintaining strong “developmental relationships” that reconnect students with adults in school buildings will matter more now and in coming months than in previous school years. Without these trusting relationships and connections, educators cannot catch students up." Our experience, and the research cited by Ed Trust, is that strong relationships between students and adults on campus is one of the most	

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		effective ways of building school connectedness. Maintaining campus supervisors to build relationships with students is an additional means to provide Low-Income students, English Learners, and Foster Youth students with significant adult relationships in support of mental health and well-being that will help increase school connectedness. Ensuring that HVAC is operating properly, with filters changed on schedule to promote students' respiratory health, will result in better attendance and lower chronic absenteeism for our students. Regularly reviewing students' attendance data and notifying families of students are on course to be chronically absent, and providing recognition for good attendance is expected to curtail chronic absenteeism. Continuation of Positive Based Intervention and Support (PBIS), Restorative Practices, Opportunities for Service Learning, and the campus supervisors, with clear direction and support from site administrators is expected to lower suspension rates and sustain high feelings of school safety. As a modification, the metric of students' feelings of school safety and connectedness will be added to this action. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	
2.6	**Action:** Foster Youth Supports **Need:**	The District is committed to support our Foster Youth through Family Liaisons providing transitional services and supports to Foster Youth new to the District. The District will also provide	• California School Dashboard:

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	Suspension Rates for Foster Youth were not reported on the 2024 Dashboard due to the small number of students in their cohort. No other data are reported for them due to privacy concerns. Educational partners have recognized and supported the need to provide Foster Youth with social-emotional supports. It has been our experience that a foster child is often abruptly and even unexpectedly moved from one home to another, landing in a new school with no acquaintances and no system of support. Without individualized attention and help, the lack of connection and the trauma of losing prior relationships can result in withdrawal or frustration, which, in turn, may result in a lack of connectedness to others. The trauma of being placed into the foster care system and changes in family and relationships can last far beyond the transitional period and impact their positive relationships that lead to feelings of school connectedness. **Scope:** LEA-wide	social/emotional supports for all our Foster Youth. These supports may include auxiliary school materials (backpacks, binders, etc.), clothing or personal necessities, and/or counseling services. The District expects the Suspension Rate for Foster Youth to decline as we provide services to address the identified needs of our Foster Youth, including providing ongoing social/emotional and academic supports to deal with the trauma of being placed into the foster care system and/or changes in family and relationships that can lead to "acting out" or inappropriate behaviors. The action is targeted remove any barriers for our Foster Youth so the focus can be on building positive relationships and increasing their feelings of connectedness to school that will, in turn, discourage the desire to engage in inappropriate behaviors. Providing the resource of a Family Liaison at each site to identify and reach out to the families of those students to provide support will have a positive impact on students' feelings of connectedness to school. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	Suspension Rate for Foster Youth • % of Students Feeling Connected to School
2.8	**Action:** Additional Transportation **Need:** Student and parent educational partners have indicated that, for Low-income students,	The District will provide student transportation to and from school for extra-curricular activities outside of normal school hours, as many Low-Income students do not have access to private transportation outside of school hours.	- California School Dashboard: Chronic Absenteeism (K- 8)

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	transportation to and from after school activities is often not possible from family members. The opportunities for these students to participate is impacted by the lack of available, reliable transportation. Parent Educational Partners with Low-Income students submitted statements such as "opportunities for her to experience various choices!" reflecting their appreciation for the additional after school transportation provided through Action 2.8. Parents of English Learners expressed appreciation that their children were able to access after school help, also using the provided transportation. While 2024 Chronic Absenteeism rates declined from 2023, those for Low-Income students and Long-Term English Learners remained above the Overall rates and those for non-Low-Income students. Data were not reported for Foster Youth, but we know from experience that their rates tend to be equal to of higher than those of the Low-Income group. Significant inequalities are evident when comparing Low-Income students, English Learners, and Foster Youth to non Low-Income students, who generally have easier and more extensive access to private transportation. Students' responses to 2025 surveys also stressed that one of the best things about school was the opportunities for after school participation in activities, or for help with their studies.	Providing Low-Income students with safe, reliable transportation to and from after school activities will continue to lower Chronic Absenteeism rates as it increases their access to participation in activities such as sports, clubs, academic support tutoring, and various enrichment experiences outside of normal school hours, when they might otherwise not be able to do so. The tutoring and academic support opportunities offered outside of the regular day will support struggling students and will increase the likelihood of students attending school so they can take advantage of the extra help. Our experience has shown that when students are more successful in their classes, they are likelier to attend -- and vice-versa. Parents of Low-Income and English Learners expressed positive feelings about the opportunities for their children to attend after school activities, for enrichment or additional support. The decreased chronic absenteeism rates have been due, in part, to students showing up to school regularly to take advantage of the opportunities to participate in these activities. Catherine Olson (2008) conducted a study which concluded that the absentee rate was significantly lower for the students who were involved in...activities as compared to those students who didn’t participate in any extracurricular activities at all. She also determined that participation in extracurricular activities is reliably related with regularity in attendance. We expect that such access to activities will also continue the declines in Chronic Absenteeism rates. This positive result cited in the "Need" suggests to the District that providing the service described in this action has	

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	Scope: LEA-wide	been effective in attaining its intended results and should be continued. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	
3.3	**Action:** Address the Needs of Our Learning Community **Need:** Results from the 179 parents and 170 staff who responded to the Family Engagement self-reflection instrument rated the District's efforts at a 3.9 on a scale of 5, equal to "High Implementation'. Parents scored the District high on excellent two-way communication, with appreciation for ParentSquare often mentioned. DELAC and PAC groups reconfirmed the effectiveness of using ParentSquare as a communication tool, as it allows parents to maintain quick and often contact with teachers and school administrators. Parents voiced they feel well informed about the activities taking place at school sites and also feel that teachers and school staff are able to respond to requests in a quicker manner. Several also commented on the welcoming environment at most schools, and results from the survey responses suggest that the District has had success in building trust and home/school relationships, with 81% of Low-Income families agreeing that they feel	The District will maintain procedures to specifically examine data for student groups and input from their families to identify the learning needs of students, support for their families, and support for the staff who teach them. Services will include: • Translation services above and beyond those required by law, such as for communications at family events • Maintaining welcoming environments at schools and District facilities by providing training for staff providing excellent service to our public. • Support family liaisons at school sites, which will include outreach to families new to the District and a particular focus on supporting families of Low-Income, English learners, and Foster Youth students. • Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students. • Engagement opportunities to support the families of high-needs students Parenting Workshops Site hosted Family Nights with a specific academic focus Back to School Night	- Parent Engagement: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board

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
	welcome at school. Additionally, 79% of Low-Income families agreed that the school staff works to build trusting relationships. Surveying local conditions again this year, we confirmed that parent participation is low in Parent Nights, and lower in advisory meetings, due to continued economic impacts on families. Many families are still struggling economically and work two jobs or longer hours. Participation in school activities is limited by these conditions and parents must prioritize which events in which to engage. The traditional events, such as Parent Conferences, Open House, and Back-to-School Night, and those in which their children participate, such as sports or music, become top priorities. Communication was cited as a strength by parents of English Learners, as were the relationships between schools and families, with 83% responding that staff "communicate with parents regularly", 78% responding that the staff and administrators at their child's school built trusting and respectful relationships with families, and 83% that their child's school had a welcoming environment. These results were supported by comments such as "Staff's willingness to help families", "My kids love their school and their teachers", and " from the staff to the way of education, they seem excellent to me, [with] friendly and respectful treatment".	Open House Academic Awards The Family Liaisons will have a primary focus of engaging Low-Income, English Learner, and Foster Youth families in their children's education. Liaisons engage families by acting as intermediaries between families and office and/or District staff, advocating for parents, students, and families when they may experience misunderstandings or miscommunication between school and home, and by providing information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students. Additionally, enhancing the welcome families feel at schools, along with providing translation services at all events will increase family engagement. Our experience with families of English Learners, Foster Youth, and Low-Income students repeatedly shows that when they have information to access school and community resources, they are eager to do so, and feel more positive about their child's school and likelier to participate in activities. We expect that this action will continue to increase Family Engagement as measured by the self-reflection instrument. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

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
	Generally, the results of this action suggest it has been moderately effective and should be continued. **Scope:** LEA-wide		
3.4	**Action:** Partner-Informed Decision Making **Need:** While the District has been successful in using ParentSquare to communicate day-to-day information, we have not been as successful in communicating our eagerness for parents to participate as advisors in District governance. In response to the prompt, "My child's school supports and builds the capacity of family members to effectively engage in advisory groups and decision-making", 68% agreed (Low-Income, 74%, EL, 83%, Students with Disabilities, 69%). Surveying local conditions again this year, we confirmed that Low-Income, English Learner, and Foster Youth parents' participation is low in advisory meetings, due to continued economic impacts on families. Many families are still struggling economically and work two jobs or longer hours. Participation in school activities is limited by these conditions and parents must prioritize which events in which to engage. This supports the need to make every effort to make the empowerment	The District will provide activities which include, Family Empowerment Workshops and the use of survey data as opportunities to collect information to make informed decisions that affect our school communities. We expect this action to increase actual participation of families in advisory meetings, to increase the percentage who feel that the District builds the capacity of families to engage in advisory groups, and to further increase the rating on the Family Engagement self-reflection instrument. By participating in the workshops, parents will be taught skills that will enable and empower parents to actively engage in their child's education and strengthen parent-school collaboration in order to improve the academic success of students. Empowering parents and guardians to be fully involved in the decisions regarding their child's education, and to advocate for them, will also increase family engagement. Workshops will support families in navigating school resources and how families can support college and career readiness. They will also give information on resources families can use and who to contact in	• Parent Engagement: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board • % of Parents of Low-Income Students Who Agree that the District "supports and builds the capacity of family members to effectively engage in advisory groups and decision-making" • % of Parents of English Learners Who Agree that the District "supports and builds the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	workshops conveniently available and to collect survey data that can be used to inform decision-making. **Scope:** LEA-wide	the District when parents have specific questions or concerns. Survey data will provide information upon which further opportunities for engagement may be designed. The District will also collect survey data on the "Percentage of Parents of Low-Income Students Who Agree that the District 'supports and builds the capacity of family members to effectively engage in advisory groups and decision-making'" and the "Percentage of Parents of English Learners Who Agree that the District 'supports and builds the capacity of family members to effectively engage in advisory groups and decision-making'". These results will be reported as part of the evaluation of the action. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	capacity of family members to effectively engage in advisory groups and decision-making"

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
1.9	**Action:** English Learner Supports **Need:**	The District will provide English Learner intervention support from certificated staff, with paraprofessional support. These services will be based on an assessment of the student's level of language development, and include the following:	• California School Dashboard: ELA Distance from

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	As described in the "Reflections" section, English Learner students showed improvements on the 2024 California School Dashboard "Distance from Standard" results that closed the equality gap between that group and the Overall group, showing greater rates of improvement in both subject areas, evidence that the District's enhanced efforts, completely revising and expanding Action 1.9 to support English Learners, are having a positive impact. However, significant equality gaps still remain between Overall and English Learner results, so our implementation of that action will continue. At Sutter Middle School results for English Learners in Distance from Standard, ELA and Math, which improved by 16.7 points and 9.7 points, respectively. 2024 State Assessments in ELA and Math showed percentages of English Learner students "Meeting or Exceeding Standard" increased slightly in ELA, with a 1.6% decline in math. These results support the conclusion described above regarding the efficacy of our additional supports for English Learners in ELA. Long-Term English Learners showed declines in both "Distance from Standard" and "Meeting or Exceeding Standard." No LTEL met or exceeded standard in math. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. This discrepancy in comparison with the Distance from Standard results suggest that, comparing the two measures, it appears that English	• Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core, including oral language strategies and visuals, graphic organizers, manipulatives, and hands-on-activity kits to increase the academic outcomes. • Supplies for leveled interventions, including language-rich literature taking into account the background of students portrayed in the acquired literature. • Provide teachers with professional development in ELD strategies that increase English Learner students' access to the core and in ELD strategies that accelerate English Learner students' acquisition of English. • Provide instructional staff with professional development in use of the Observation Protocol for Teachers of English Learners (OPTEL) as a formative assessment tool to support student progress toward English proficiency. • Provide paraprofessional support for small groups and individuals. • Implementation of a revised English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students and RFEP students and immediately adjust instruction as warranted by data and students' needs. • A counselor to work with English Learners and their parents through outreach to	Standard for English Learners • California School Dashboard: Math Distance from Standard for English Learners • SBAC ELA: Percentage of students assessed meeting or exceeding standard for English Learners • SBAC Math: Percentage of students assessed meeting or exceeding standard for English Learners • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learner students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back slightly. Examining the state assessment data for English Learners, 53% were below standard in " communicating in writing" and 47% below in “understanding stories and information that they read”. Our experience tells us that expository texts and writing are the areas in which they struggle most. Looking more closely at math assessments, we saw that English Learners continue to struggle most with “explain[ing] and apply[ing] mathematical concepts or the ability to interpret and carry out mathematical procedures with ease and accuracy” which is in line with the struggles to understand and write about what they read. The need to provide additional supports in literacy, and use strategies that relate those back to math concepts, becomes evident from those data. All of the "Below Standard" percentages increased from the prior year, indicating the need for deeper implementation with integrity will produce the desired improvements. We have seen positives with "Distance from Standard" for EL overall, and progress for LTEL in acquiring English language skills, and recognize the need to expand those successes. The percentage of Fowler Unified English Learners making appropriate progress towards English language proficiency as measured by	families and organizing parent workshops. This action is expected to increase academic outcomes for English Learners because it has been completely rewritten to be more specific and more targeted than the past action for "English Learner Supports". Research-based support materials, including reading matter that is at an appropriate level, of high interest, and culturally-responsive will engage students; use of the OPTEL as a formative assessment tool will help staff to identify where improvements might be made in classroom instruction. Small group and greater individual attention will be employed to target identified needs and front-load vocabulary. The counselor will increase parents' awareness and involvement in their child's academic success, supporting accelerated language acquisition and support increased monitoring of EL progress that will be geared to preventing students from "falling through the cracks". In order to maximize its impact in increasing academic outcomes for English Learners, this action is being provided to EL on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the English Language Proficiency Assessments for California (ELPAC), declined for the second consecutive year, from 50.4% to 46.9% (Orange). Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 48.9% making a year or more progress, resulting in a Green performance level. Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students, demonstrating the need to continue the supports in Action 1.9. The District will address these gaps by continuing this action that has shown to have positive impacts on those students' performance. **Scope:** Limited to Unduplicated Student Group(s)		
1.10	**Action:** Long-Term English Learners (LTEL) Supports **Need:** Our Long-Term English Learners (LTEL) showed declines in results in ELA and math in the 2024 "Distance from Standard", which will be addressed. LTEL students had no one meet or exceed standard on the 2024 SBAC. Action 1.10 to address the specific needs of	The District will support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL) by identifying and informing teachers which of their students are LTEL; through collaboration among school and District staff to identify the unique needs and/or barriers to language acquisition progress; by providing professional development to teachers specific to supporting LTEL students and regularly monitoring progress; and by engaging parents and	• SBAC ELA: Percentage of students assessed meeting or exceeding standard for Long-Term English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	LTEL is currently in its first year of implementation, and is expected to lead to improvements on this year's State assessments. Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 48.9% making a year or more progress, resulting in a Green performance level. A survey of local practices showed that the needs of LTEL students have generally been subsumed under the English Learner group as a whole, as data has seldom been available or disseminated. We determined that there was a need to identify them as LTEL, as opposed to simply EL, and then identify what barriers to their progress in relation to their EL peers will be instrumental to their improved academic progress. Looking at ELPAC data, we found that 93% of LTEL are at the "Somewhat/Moderately" or "Beginning to Develop" levels in Reading. Though this is an improvement from the prior year, this is the area in which the progress is lowest, and slowest. The need remains to provide staff development in literacy strategies that will support acceleration in learning reading, monitoring those supports, and engaging parents and families in providing help at home in acquiring the skills. **Scope:**	families in supporting LTEL in acquiring the skills required for reclassification to RFEP. This action is expected to increase academic outcomes for Long-Term English Learners because staff at schools with LTEL students will identify who their LTELs are and identify how their instructional needs are unique. In the past, instructional staff may not have known who their LTEL students were, and identical supports and interventions were provided regardless of the EL students status. As a part of this action, data for LTEL students will be disaggregated at the schools and their specific instructional needs identified and addressed. In order to maximize its impact in increasing academic outcomes for Long-Term English Learners, this action is being provided to LTEL on an LEA-wide basis.	• SBAC Math: Percentage of students assessed meeting or exceeding standard for Long-Term English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

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.

Each school site in Fowler USD has a population of Foster Youth, English Learners, and Low-Income students that comprises greater than 55% of its total population. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at each school. Determination for how these funds were utilized was based on a comprehensive assessment to determine needs. These actions are outlined in the Goals and Actions sections of the LCAP as follows:
The District will use Concentration Grant Add-on funds to maintain and hire campus supervisors at schools with 55% or greater enrollment of unduplicated students to connect with students in support of mental health and well-being (Action 2.4).
The District will use Concentration Grant add-on funds to maintain an employee to will monitor the air quality at all schools with 55% or greater enrollment of unduplicated students to ensure proper ventilation at each school site that will support students' respiratory health (Action 2.4).
The District will use Concentration Grant add-on funds to maintain and increase instructional aide FTE to support student learning at schools with 55% or more of unduplicated students (Action 1.4).
The District will also use Concentration Grant add-on funds to maintain support teachers to support student learning at schools with 55% or more of unduplicated students (Action 1.4).

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

Staff-to-student 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 certificated staff providing direct services to students	n/a	n/a

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	28,150,401	9,327,038	33.133%	2.500%	35.633%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$32,767,158.00	$7,671,585.00	$183,008.00	$605,872.00	$41,227,623.00	$32,274,710.00	$8,952,913.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Qualified Teachers	All	No			All Schools		$20,420,205.00	$0.00	$17,678,372.00	$2,560,225.00	$181,608.00		$20,420,205.00	
1	1.2	Standards-Aligned Curriculum	All	No			All Schools		$0.00	$259,000.00		$259,000.00			$259,000.00	
1	1.3	English Language Acquisition	All	No			All Schools		$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.4	Intervention and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,769,378.00	$0.00	$4,594,398.00			$174,980.00	$4,769,378.00	0
1	1.5	Supplemental Learning Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	0
1	1.6	Library Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$291,567.00	$40,200.00	$327,767.00			$4,000.00	$331,767.00	0
1	1.7	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$125,804.00	$13,212.00	$139,016.00				$139,016.00	0
1	1.8	Supplemental/ Intervention Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$208,248.00	$51,431.00			$156,817.00	$208,248.00	0
1	1.9	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools		$164,732.00	$6,000.00	$170,732.00				$170,732.00	0

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
					s)											
1	1.10	Long-Term English Learners (LTEL) Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fowler Academy, Fowler High, Sutter Middle, Fremont Elementary, Malaga Elementary		$0.00	$2,000.00	$2,000.00				$2,000.00	0
1	1.11	Reducing Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Fowler High, Sutter Middle, Fremont Elementary, Malaga Elementary		$1,770,947.00	$0.00	$1,770,947.00				$1,770,947.00	0
1	1.12	Early Education Support	All	No			Specific Schools: Early Learning Center at Marshall Elementary Preschool		$0.00	$220,000.00				$220,000.00	$220,000.00	
1	1.13	Expanded Learning Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$523,255.00	$3,442,933.00	$0.00	$3,966,188.00			$3,966,188.00	0
1	1.14	Technology Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$244,960.00	$273,150.00	$518,110.00				$518,110.00	0
1	1.15	CTE/ROP	All	No			Specific Schools: Fowler High		$497,157.00	$13,000.00	$510,157.00				$510,157.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.16	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$138,762.00	$159,902.00	$264,236.00			$34,428.00	$298,664.00	0
1	1.17	Access to a Broad Course of Study	All	No			All Schools		$943,347.00	$95,116.00	$543,255.00	$495,208.00			$1,038,463.00	
1	1.18	Services for Students with Exceptional Needs	Students with Disabilities	No			All Schools		$0.00	$2,100,000.00	$2,100,000.00				$2,100,000.00	
1	1.19	Required Action: Sutter Middle School English Learner Performance in ELA, Math, and ELPI	English Learner	No			Specific Schools: Sutter Middle		$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.20	Required Action: Fremont ES Students with Disabilities' Performance in ELA	Students with Disabilities	No			Specific Schools: Fremont Elementary		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.1	Access to Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$260,120.00	$0.00	$260,120.00				$260,120.00	0
2	2.2	Social and Emotional Learning and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$774,883.00	$33,910.00	$808,793.00				$808,793.00	0
2	2.3	Meeting the Needs of Homeless Students	Homeless	No			All Schools		$0.00	$3,400.00	$2,000.00		$1,400.00		$3,400.00	
2	2.4	Student Behavior and Attendance Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$774,254.00	$84,421.00	$858,675.00				$858,675.00	0
2	2.5	Speech Services	Students with Disabilities	No			All Schools		$0.00	$289,894.00		$289,894.00			$289,894.00	
2	2.6	Foster Youth Supports	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools		$16,616.00	$2,000.00	$18,616.00				$18,616.00	0
2	2.7	Facilities	All	No			All Schools		$0.00	$1,500,000.00	$1,500,000.00				$1,500,000.00	
2	2.8	Additional Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$48,212.00	$80,600.00	$128,812.00				$128,812.00	0

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	2.9	Required Action: Sutter MS Chronic Absenteeism Performance for Asian Students and White Students	Asian Students and White Students	No			Specific Schools: Sutter Middle		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.10	Required Action: Sutter MS Chronic Absenteeism Performance for Students with Disabilities	Students with Disabilities	No			Specific Schools: Sutter Middle		$0.00	$500.00	$500.00				$500.00	
2	2.11	Required Action: Fowler HS Suspension Rate Performance for English Learners	English Learners	No			Specific Schools: Fowler High		$0.00	$500.00	$500.00				$500.00	
2	2.12	Required Action: Fowler Academy Continuation School Suspension Rate Performance for All Students and for Low-Income Students	All Low-Income Students	No			Specific Schools: Fowler Academy Continuation		$0.00	$500.00	$500.00				$500.00	
3	3.1	Improve Communication to District Educational Partners	All	No			All Schools		$0.00	$48,000.00	$48,000.00				$48,000.00	
3	3.2	Increase Community Outreach and Family Engagement	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	Address the Needs of Our Learning Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$439,441.00	$20,427.00	$444,221.00			$15,647.00	$459,868.00	0
3	3.4	Partner-Informed Decision Making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,000.00	$3,000.00				$3,000.00	0
4	4.1	Project Based Learning to Support ELA & Math	All	No			Specific Schools: Fowler Academy Continuation		$0.00	$2,500.00		$2,500.00			$2,500.00	
4	4.2	Prep Buy Outs	All	No			Specific Schools: Fowler Academy Continuation		$30,000.00	$0.00		$30,000.00			$30,000.00	
4	4.3	Implement Restorative Practices	All	No			Specific Schools:		$0.00	$2,500.00		$2,500.00			$2,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Fowler Academy ContinuationFowler Academy Continuation										
4	**4.4**	Saturday School	All	No			Specific Schools: Fowler Academy Continuation		$15,535.00	$0.00		$15,535.00			$15,535.00	
4	**4.5**	Project Based Learning to Support ELA & Math - Independent Study	All	No			Specific Schools: Fowler Academy Independent Study		$0.00	$20,000.00		$20,000.00			$20,000.00	
4	**4.6**	Saturday School - Fowler Academy Independent Study	All	No			Specific Schools: Fowler Academy Independent Study		$25,535.00	$0.00		$25,535.00			$25,535.00	
4	**4.7**	Transportation Costs - Fowler Academy Independent Study	All	No			Specific Schools: Fowler Academy Independent Study		$0.00	$5,000.00		$5,000.00			$5,000.00	

2025-26 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
28,150,401	9,327,038	33.133%	2.500%	35.633%	$10,370,874.00	0.000%	36.841 %	**Total:**	$10,370,874.00
								LEA-wide Total:	$10,198,142.00
								Limited Total:	$172,732.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Intervention and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,594,398.00	0
1	**1.5**	Supplemental Learning Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0
1	**1.6**	Library Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$327,767.00	0
1	**1.7**	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,016.00	0
1	**1.8**	Supplemental/ Intervention Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,431.00	0
1	**1.9**	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$170,732.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.10	Long-Term English Learners (LTEL) Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fowler Academy, Fowler High, Sutter Middle, Fremont Elementary, Malaga Elementary	$2,000.00	0
1	1.11	Reducing Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Fowler High, Sutter Middle, Fremont Elementary, Malaga Elementary	$1,770,947.00	0
1	1.13	Expanded Learning Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0
1	1.14	Technology Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$518,110.00	0
1	1.16	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$264,236.00	0
2	2.1	Access to Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$260,120.00	0
2	2.2	Social and Emotional Learning and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$808,793.00	0
2	2.4	Student Behavior and Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$858,675.00	0
2	2.6	Foster Youth Supports	Yes	LEA-wide	Foster Youth	All Schools	$18,616.00	0
2	2.8	Additional Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,812.00	0
3	3.3	Address the Needs of Our Learning Community	Yes	LEA-wide	English Learners Foster Youth	All Schools	$444,221.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.4**	Partner-Informed Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	0
4	**4.3**	Implement Restorative Practices				Specific Schools: Fowler Academy Continuation		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$40,736,525.00	$41,812,911.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Qualified Teachers	No	$20,679,680.00	20,225,181
1	**1.2**	Standards-Aligned Curriculum	No	$162,000.00	699,863
1	**1.3**	English Language Acquisition	No	$185,991.00	182,243
1	**1.4**	Intervention and Support Staff	Yes	$5,041,034.00	5,073,541
1	**1.5**	Supplemental Learning Program	Yes	$100,000.00	240
1	**1.6**	Library Support Services	Yes	$333,679.00	343,944
1	**1.7**	Summer School	Yes	$242,437.00	274,826
1	**1.8**	Supplemental/ Intervention Materials	Yes	$202,721.00	133,264
1	**1.9**	English Learner Supports	Yes	$5,000.00	151,870
1	**1.10**	Long-Term English Learners (LTEL) Supports	Yes	$2,000.00	200
1	**1.11**	Reducing Class Sizes	Yes	$2,049,628.00	2,007,461

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	1.12	Early Education Support	No	$497,725.00	320,000
1	1.13	Expanded Learning Program	Yes	$3,447,213.00	3,940,500
1	1.14	Technology Implementation	Yes	$304,390.00	626,342
1	1.15	CTE/ROP	No	$510,157.00	510,430
1	1.16	Professional Development	Yes	$428,280.00	265,508
1	1.17	Access to a Broad Course of Study	No	$270,267.00	828,004
1	1.18	Services for Students with Exceptional Needs	No	$1,707,602.00	1,884,258
1	1.19	Required Action: Sutter Middle School English Learner Performance in ELA, Math, and ELPI	No	$3,000.00	0
1	1.20	Required Action: Fremont ES Students with Disabilities' Performance in ELA	No	$1,000.00	0
2	2.1	Access to Health Services	Yes	$268,100.00	310,325
2	2.2	Social and Emotional Learning and Supports	Yes	$1,219,339.00	937,856
2	2.3	Meeting the Needs of Homeless Students	No	$1,000.00	1,966
2	2.4	Student Behavior and Attendance Supports	Yes	$847,019.00	719,529

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Speech Services	No	$151,667.00	231,580
2	2.6	Foster Youth Supports	Yes	$500.00	500
2	2.7	Facilities	No	$1,365,000.00	1,470,000
2	2.8	Additional Transportation	Yes	$164,363.00	91,398
2	2.9	Required Action: Sutter MS Chronic Absenteeism Performance for Asian Students and White Students	No	$1,000.00	1,000
2	2.10	Required Action: Sutter MS Chronic Absenteeism Performance for Students with Disabilities	No	$500.00	0
2	2.11	Required Action: Fowler HS Suspension Rate Performance for English Learners	No	$500.00	500
2	2.12	Required Action: Fowler Academy Continuation School Suspension Rate Performance for All Students and for Low-Income Students	No	$500.00	500
3	3.1	Improve Communication to District Educational Partners	No	$43,600.00	43,550
3	3.2	Increase Community Outreach and Family Engagement	No	$14,180.00	0
3	3.3	Address the Needs of Our Learning Community	Yes	$377,953.00	435,544
3	3.4	Partner-Informed Decision Making	Yes	$7,500.00	1,588

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Project Based Learning to Support ELA & Math	No	$20,000.00	49,400
4	**4.2**	Project Based Learning Professional Development	No	$2,000.00	0
4	**4.3**	Exploration of CTE Courses	No	$25,000.00	0
4	**4.4**	Implement Restorative Practices	No	$3,000.00	0
4	**4.5**	Project Based Learning to Support ELA & Math	No	$50,000.00	50,000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9,490,237	$10,531,228.00	$10,053,384.00	$477,844.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Intervention and Support Staff	Yes	$4,067,971.00	4,077,118	0	
1	1.5	Supplemental Learning Program	Yes	$100,000.00	240	0	
1	1.6	Library Support Services	Yes	$333,679.00	343,944	0	
1	1.7	Summer School	Yes	$50,000.00	15,608	0	
1	1.8	Supplemental/ Intervention Materials	Yes	$137,850.00	74,143	0	
1	1.9	English Learner Supports	Yes	$5,000.00	151,870	0	
1	1.10	Long-Term English Learners (LTEL) Supports	Yes	$2,000.00	200	0	
1	1.11	Reducing Class Sizes	Yes	$2,049,628.00	2,007,461	0	
1	1.13	Expanded Learning Program	Yes	$354,333.00	0	0	
1	1.14	Technology Implementation	Yes	$304,390.00	626,342	0	
1	1.16	Professional Development	Yes	$428,280.00	265,508	0	
2	2.1	Access to Health Services	Yes	$268,100.00	310,325	0	
2	2.2	Social and Emotional Learning and Supports	Yes	$1,047,833.00	937,856	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Student Behavior and Attendance Supports	Yes	$847,019.00	719,529	0	
2	**2.6**	Foster Youth Supports	Yes	$500.00	500	0	
2	**2.8**	Additional Transportation	Yes	$164,363.00	91,398	0	
3	**3.3**	Address the Needs of Our Learning Community	Yes	$368,782.00	429,754	0	
3	**3.4**	Partner-Informed Decision Making	Yes	$1,500.00	1588	0	

2024-25 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)
27,517,662	9,490,237	4.546%	39.034%	$10,053,384.00	0.000%	36.534%	$687,805.91	2.500%

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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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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