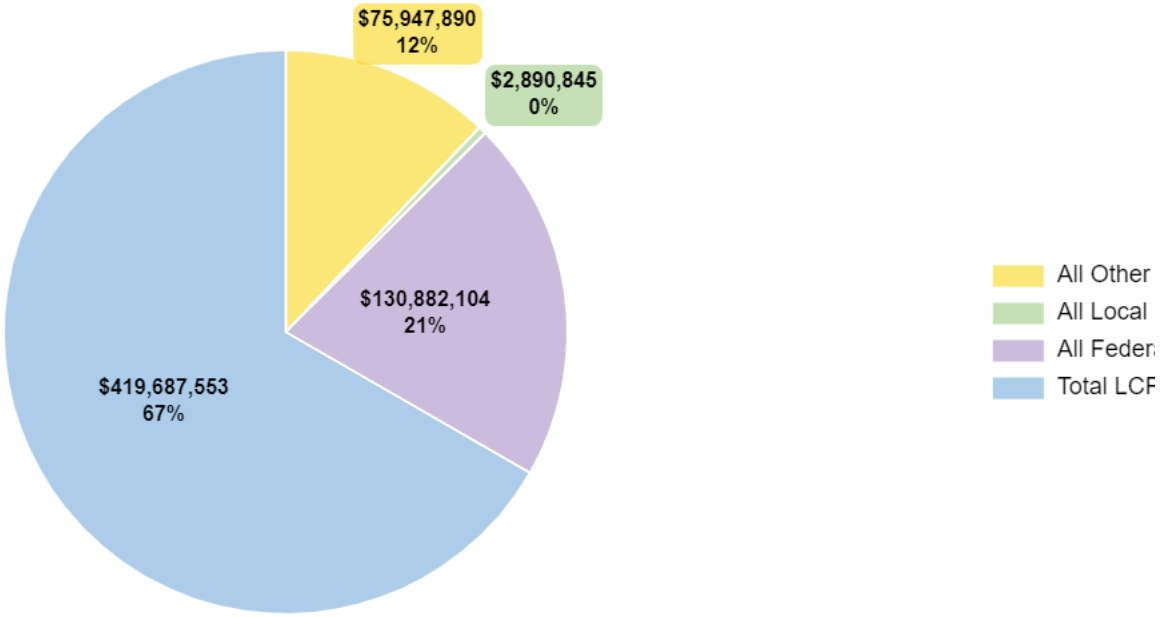
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fontana Unified
CDS Code: 36677100000000
School Year: 2021-22
LEA Contact Information: Randal S. Bassett | randal.bassett@fusd.net | 909-357-5000

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).

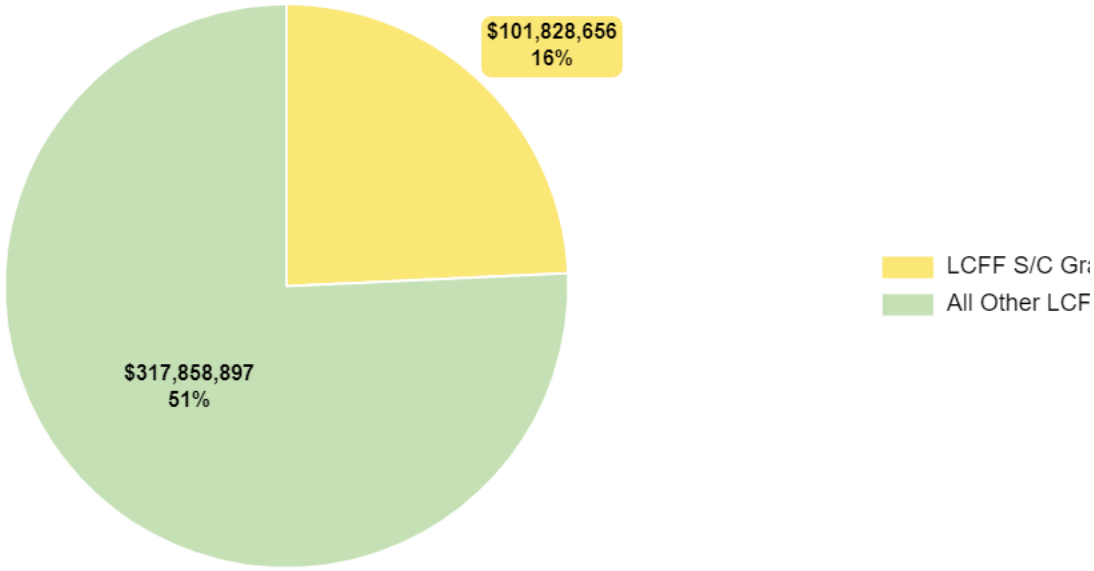
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$75,947,890	12%
All Local Funds	$2,890,845	0%
All Federal Funds	$130,882,104	21%
Total LCFF Funds	$419,687,553	67%

Breakdown of Total LCFF Funds



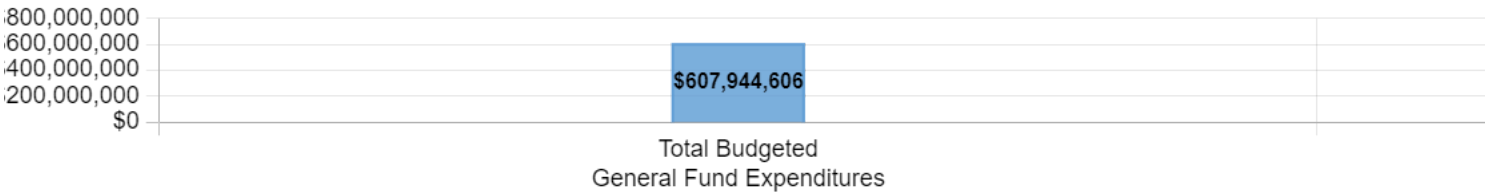
Source	Funds	Percentage
LCFF S/C Grants	$101,828,656	16%
All Other LCFF Funds	$317,858,897	51%

These charts show the total general purpose revenue Fontana Unified expects to receive in the coming year from all sources.

The total revenue projected for Fontana Unified is $629,408,392, of which $419,687,553 is Local Control Funding Formula (LCFF), $75,947,890 is other state funds, $2,890,845 is local funds, and $130,882,104 is federal funds. Of the $419,687,553 in LCFF Funds, $101,828,656 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Fontana Unified plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Fontana Unified plans to spend $607,944,606 for the 2021-22 school year. Of that amount, $128,426,724 is tied to actions/services in the LCAP and $479,517,882 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The following is a summary of General Fund Budget Expenditures not included in the LCAP:

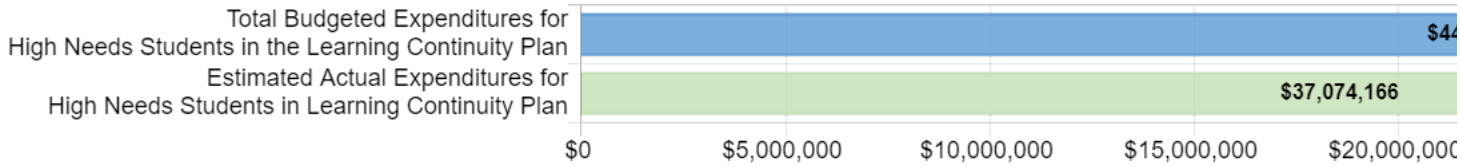
General Fund Budget Expenditures not included in the LCAP include but are not limited to: Salaries and benefits not associated with S&C, general operating costs, utilities, Special Education, and Routine Restricted Maintenance.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Fontana Unified is projecting it will receive $101,828,656 based on the enrollment of foster youth, English learner, and low-income students. Fontana Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Fontana Unified plans to spend $105,047,518 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

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



This chart compares what Fontana Unified budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Fontana Unified estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Fontana Unified's Learning Continuity Plan budgeted $44,282,549 for planned actions to increase or improve services for high needs students. Fontana Unified actually spent $37,074,166 for actions to increase or improve services for high needs students in 2020-21.

The difference between the budgeted and actual expenditures of $7,208,383 had the following impact on Fontana Unified's ability to increase or improve services for high needs students:

n/a Total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is more than the total budgeted expenditures for those planned actions and services.

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
Fontana Unified	Randal S. Bassett Superintendent	randal.bassett@fusd.net 909-357-5000

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

EVERY STUDENT SUCCESSFUL
Increase Proficiency and Strategic Thinking
Board Goals:
Increase Academic Achievement and Close the Achievement Gap to Provide Students with a Competitive Edge
Strengthen the District's Kindergarten Program
Create an Environment where 21st Century Skills are Infused within the Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2
4

8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Expected	Actual
Metric/Indicator: SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards State Metric: CAASPP Baseline: 43.3 scaled score points below Meets Standards Spring 2016 Expected Outcome: 5 scaled score points below Meets Standards	ALL: 22.3 points below EL: 46.1 points below SED: 26.6 points below FY: 69.3 points below SWD: 106.5 points below
Metric/Indicator: SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards State Metric: CAASPP Baseline: 71 scaled score points below Meets Standards Spring 2016 Expected Outcome: 25 scaled score points below Meets Standards	ALL: 63.7 points below EL: 81.3 points below SED: 68 points below FY: 98 points below SWD: 143 points below
Metric/Indicator: NWEA MAP Reading: % of students who meet expected growth Local Metric: NWEA MAP Assessments Baseline: 47.7% meeting expected growth Fall 2016 Spring 2017 Expected Outcome: 54% meeting expected growth	ALL: 51% EL: 51% SED: 52% FY: 46% SWD: 47%
Metric/Indicator: NWEA Math: % of students who meet expected growth Local Metric: NWEA MAP Assessments Baseline: 45.9% meeting expected growth Fall 2016 Spring 2017 Expected Outcome: 54% meeting expected growth	ALL: 49% EL: 49% SED: 50% FY: 43% SWD: 48%
Metric/Indicator: Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking Local Metric: Aggregate classroom observation data collected throughout the school year Baseline: 24% 2016-2017 Expected Outcome: 39%	Suspended due to COVID-19 school closures
Metric/Indicator: Students will receive instruction in CCSS aligned materials through units of study, adopted textbooks, and instructional materials, including English Learners State/Federal Metric: Implementation of CCSS for all students, including English Learners Baseline: 100% 2016-2017 Expected Outcome: 100%	100%

Expected	Actual
Metric/Indicator: Student access to Standards Aligned instructional materials Score on Academic Performance Index (API) State Metric: NOT APPLICABLE Suspended	Suspended

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain positions to support efficient library support systems: 41 library specialists.	$1,950,893 Supplemental Concentration Classified Salaries Benefits	$1,935,526.98 Supplemental Concentration Classified Salaries Benefits
Pilot and/or purchase core instructional and STEM textbooks/materials for grades K-12th grade and continue to provide coaching and professional development support.	$7,000,000 Base Lottery Textbooks	$3,309,914.30 Base Lottery Textbooks
Purchase/print TK-12 supplemental core, standards-aligned instructional materials including technology-based resources, extra hourly for professional development, writers workshop, and Math Field Day, as well as additional activities.	$1,100,000 Supplemental Concentration Certificated Salaries Benefits Other Services & Operating Expenditures Textbooks	$597,794.79 Supplemental Concentration Certificated Salaries Benefits Other Services & Operating Expenditures Textbooks
Purchase Advanced Placement and International Baccalaureate textbooks and materials.	$400,000 Supplemental Concentration Textbooks	$13,056.73 Supplemental Concentration Textbooks
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This action was deleted and integrated into Goal 1 Action 3.	0	0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Supply closet for each site to provide instructional supplies and materials for students.	$945,198 Supplemental Concentration Materials & Supplies	$792,618.91 Supplemental Concentration Materials & Supplies
This action has been Deleted deleted.	0	0
Maintain the following positions for academic support to all sites: Reading/English Language Arts Intervention Support Personnel to all sites; 30 Elementary Instructional Support Teachers; 14 Secondary English Language Arts Intervention Teacher; 7 Middle school Math Intervention Teachers; 7 Middle School C-STEM Teachers; 5 High School Math Intervention Teachers.	$8,074,137 Supplemental Concentration Title I Certificated Salaries Benefits	$7,845,814.07 Supplemental Concentration Title I Certificated Salaries Benefits
Maintain class size below requirement (Class Size Reduction).	$6,258,425 Supplemental Concentration Certificated Salaries Benefits	$7,929,201 Supplemental Concentration Certificated Salaries Benefits
NWEA Measurement of Academic Progress (MAP) Assessment for Grades K-8.	$317,000 Base Other Services & Operating Expenditures	$317,610 Base Other Services & Operating Expenditures
Management system for student assessment data	$207,000 Base Other Services & Operating Expenditures	$202,419.60 Base Other Services & Operating Expenditures
Provide professional development to teachers and administrators on the purposes and administration of assessments and use of data.	$127,500 Base Certificated Salaries Benefits	$10,075.44 Supplemental Concentration Certificated Salaries Benefits
Support the development, review, refinement, and implementation of District-created common assessments	$55,000 Base Other Services & Operating Expenditures	$12,942.02 Base Other Services & Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide each site with supplemental/concentration budget to meet the instructional needs of unduplicated students.	$1,460,766 Supplemental Concentration Certificated Salaries Classified Salaries Benefits Materials and Supplies Travel & Conference Other Services & Operating Expenditures	$1,161,039.97 Supplemental Concentration Certificated Salaries Classified Salaries Benefits Materials and Supplies Travel & Conference Other Services & Operating Expenditures
Implement differentiated instructional support for increased academic achievement through Multi-tiered System of Supports including supplemental instructional resources, software, and curricula for blended learning, PLCs, and PD.	$400,000 Title I Other Services & Operating Expenditures	$345,281.43 Title I Other Services & Operating Expenditures
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This action was deleted and integrated into Goal 1 Action 17.	0	0
This action was deleted and integrated into Goal 1 Action 3.	0	0
This action was deleted and integrated into Goal 1 Action 17.	0	0
Provide operational support for enrichment program.	$5,787 Supplemental Concentration Materials & Supplies	$611.65 Supplemental Concentration Materials & Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement and support a robust GATE Education program (Coordinators, multiple assessments, instructional materials, extended learning opportunities, PD, and related costs).	$280,000 Base Certificated Salaries Benefits Materials & Supplies Other Services & Operating Expenditures	$214,223.11 Base Certificated Salaries Benefits Materials & Supplies Other Services & Operating Expenditures
This action was deleted and integrated into Goal 1 Action 24.	0	0
This action was deleted and integrated into Goal 1 Action 24.	0	0
This action has been deleted and placed into the Federal Addendum.	0	0
This action has been deleted and placed into the Federal Addendum.	0	0
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Advanced Math Summer Academy to incoming sixth-grade students who qualify for the program.	$80,000 Supplemental Concentration Certificated Salaries Benefits Materials & Supplies	$6,058.24 Supplemental Concentration Certificated Salaries Benefits Materials & Supplies
High School students will be offered the opportunity to accelerate, remediate, or grade recovery during summer break to meet A-G and graduation requirements.	$850,000 Supplemental Concentration Certificated Salaries Classified Salaries Clerical Support Salaries Benefits Materials & Supplies	$413,262.68 Supplemental Concentration Certificated Salaries Classified Salaries Clerical Support Salaries Benefits Materials & Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide support for full-day Kindergarten at selected school sites, including staffing, professional development, and instructional material support at select sites.	$3,249,241 Supplemental Concentration Certificated Teacher Salaries Benefits	$ 3,118,645.32 Supplemental Concentration Certificated Teacher Salaries Benefits
Instructional supplies and materials, including professional development, to support Transitional Kindergarten (TK) program.	$107,000 Supplemental Concentration Certificated Salaries Benefits Materials & Supplies	$75,963.33 Supplemental Concentration Certificated Salaries Benefits Materials & Supplies
Support early literacy initiative with program support in targeted schools to receive Intensive and Strategic support to build K3 literacy skills and close the achievement gap.	$400,000 Supplemental Concentration Title I Materials & Supplies Other Services & Operating Expenditures	$212,723.49 Supplemental Concentration Title I Materials & Supplies Other Services & Operating Expenditures
Maintain the following positions to support technology throughout the District: 1 Coordinator, Computer Services, 1 Coordinator, Assessment, 2 Network Systems Analyst, 1 Local Area Network Analyst, 1 Electronic Data Analyst, 3 Instructional Technology Specialist, and 1 Research Analyst.	$1,063,965 Base Classified Supervisor Salaries Classified Salaries Benefits	$1,005,270.49 Base Classified Supervisor Salaries Classified Salaries Benefits
Replace aged-out technology (including teacher computers, assessment computers, and student computers) and identify and implement additional Educational Technology to promote technology-enriched learning.	$3,500,000 Base Noncapitalized Equipment	$4,929,029.04 Base Noncapitalized Equipment
Expand 1:1 device program in core curricular areas and school sites.	$2,500,000 Supplemental Concentration Noncapitalized Equipment	$1,196,804.51 Supplemental Concentration Noncapitalized Equipment
This action will be discontinued for 2019-2020	0	0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development for teachers and staff on technology integration including the use of online resources, digital tools, digital literacy, and computer science.	$305,000 Supplemental Concentration Certificated Salaries Classified Salaries Benefits	$105,021.14 Supplemental Concentration Certificated Salaries Classified Salaries Benefits
Maintain support of schools incorporating computer science into curriculum and instruction, including keyboarding, digital citizenship, and coding application for elementary, middle, and high schools.	$130,755 Base Other Services & Operating Expenditures	$123,039.06 Supplemental Concentration Other Services & Operating Expenditures
This action was deleted and integrated into Goal 1 Action 139	0	0
Student writing application for all middle, comprehensive and continuation high schools, including professional development	$59,570 Base Certificated Salaries Benefits Other Services & Operating Expenditures	$48,129.84 Base Certificated Salaries Benefits Other Services & Operating Expenditures
Maintain data dashboard and District Student Information System (SIS)	$120,000 Base Other Services & Operating Expenditures	$123,278.15 Base Other Services & Operating Expenditure
Maintain the following positions to support the Visual & Performing Arts Programs: Coordinator VAPA; 4 Elementary Music Teachers; 43.1 VAPA positions	$4,693,578 Supplemental Concentration Certificated Supervisor Salaries Certificated Salaries Benefits	$4,571,966.51 Supplemental Concentration Certificated Supervisor Salaries Certificated Salaries Benefits
Provide operational support for Visual & Performing Arts program	$32,751 Supplemental Concentration Materials and Supplies	$3,086.64 Supplemental Concentration Materials and Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase and/or repair musical instruments, software and other resources to integrate technology within the general music program	$350,000 Supplemental Concentration Materials & Supplies Repairs	$299,329.48 Supplemental Concentration Materials & Supplies Repairs
Provide inschool and extended learning opportunities for students, including field trip performances	$190,000 Supplemental Concentration Transfer of Direct Costs	$132,267.49 Supplemental Concentration Transfer of Direct Costs
Maintain dance program at identified elementary and middle schools	$105,000 SUPC Materials & Supplies Other Services & Operating Expenditures	$85,068.62 Supplemental Concentration Materials & Supplies Other Services & Operating Expenditures
Action discontinued as it was completed in 2017 - 2018	0	0
Action discontinued	0	0
Provide operational support for GATE department	$22,817 Base Materials & Supplies	$7,399.98 Base Materials & Supplies
Provide professional development and instructional material support at select sites for full-day Kindergarten.	$50,000 Supplemental Concentration Certificated Salaries Benefits Materials & Supplies	$18,053.21 Supplemental Concentration Certificated Salaries Benefits Materials & Supplies
Provide instructional support to K-6 teachers through student enrichment, including 40 enrichment positions	$11,072,072 Supplemental Concentration Certificated Salaries Benefits	$4,797,802.99 Supplemental Concentration Certificated Salaries Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions/services for Goal 1 that were modified because of COVID-19 school closure and the transition to distance learning included:

Action 2: Pilot and/or purchase core instructional and STEM textbooks/materials for grades K-12th grade and continue to provide coaching and professional development support. Pilot and/or purchase of core & STEM instructional materials, professional development was held off as of Spring 2020 and replaced with online core & STEM instructional materials to support distance learning. Pilot and purchase of core and STEM textbooks and related professional development will continue for 2020-2021.

Action 3: Purchase/print TK-12 supplemental core, standards-aligned instructional materials including technology-based resources, extra hourly for professional development, writers workshop, and Math Field Day, as well as additional activities. Materials and online instructional applications were purchases in place of materials described above to support distance learning. Professional development occurred but was moved to a virtual setting. Math Field Day and other related activities were postponed due to COVID-19 safety restrictions.

Action 4: Purchase Advanced Placement and International Baccalaureate textbooks and materials. Purchase of textbooks and instructional materials were replaced with online instructional materials to support distance learning for Advanced Placement and International Baccalaureate. Purchase of textbooks and instructional materials for Advanced Placement and International Baccalaureate will resume in 2020-2021 and 2021-2022.

Action 8: Supply closet for each site to provide instructional supplies and materials for students. Decrease in cost of supplies due to teachers teaching in a virtual setting. Regular supply distribution resumed in April 2020 with the return to in-person instruction.

Action 14: Provide professional development to teachers and administrators on the purposes and administration of assessments and use of data. Professional development occurred but was moved to a virtual setting and decreased costs.

Action 15: Support the development, review, refinement, and implementation of District-created common assessments. Limited development of District-created common formative assessment due to transition to distance learning and will resume in 2020-2021.

Action 23: Provide operational support for enrichment program. Materials needed for in-person enrichment program were not needed as of Spring 2020 and were replaced with virtual options at a lesser cost.

Action 30: Advanced Math Summer Academy to incoming sixth-grade students who qualify for the program. Decreased costs due to program being moved to a virtual setting which resulted in a lower enrollment.

Action 31: High School students will be offered the opportunity to accelerate, remediate, or grade recovery during summer break to meet A-G and graduation requirements. Decreased costs due to program being

moved to a virtual setting which resulted in a lower enrollment.

Action 34: Support early literacy initiative with program support in targeted schools to receive Intensive and Strategic support to build K3 literacy skills and close the achievement gap. Decreased costs due to program being moved to a virtual setting and used online materials and not printed materials.

Action 36: Replace aged-out technology (including teacher computers, assessment computers, and student computers) and identify and implement additional Educational Technology to promote technology-enriched learning. Increased costs due to a greater need for updated technology to support distance learning.

Action 38: Provide professional development for teachers and staff on technology integration including the use of online resources, digital tools, digital literacy, and computer science. Professional development occurred but was moved to a virtual setting and decreased costs.

Action 44: Provide operational support for Visual & Performing Arts program. Many in-person events were postponed due to COVID-19 safety restrictions and will resume in 2020-2021.

Action 51: Provide operational support for GATE department. GATE activities were limited and many in-person activities were moved to a virtual setting due to COVID-19 restrictions.

Action 52: Provide professional development and instructional material support at select sites for full-day Kindergarten. Decrease in needed in-person classroom materials until return to in-person instruction in April 2021.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The most significant challenges implementing the actions/services to achieve Goal 1 were the transition from in-person instruction and delivery of services to distance learning and providing services virtually. Funding needed to be used to ensure that all staff and students had access to devices and technology support. In addition, our regular in-person professional development and purchase of core curriculum materials was limited to focus on support staff with training on providing online instruction via TEAMs and purchasing online supplement instructional tools to. In addition, gathering reliable data on student achievement in Math and Reading because of the challenges with attendance for remote testing and some inflation due to parents assisting students with online exams.

However, there were successes in continuing to provide instructional support, continued professional development, and ongoing support for students, families, certificated and classified staff in the transition to distance learning. There was also tremendous success in providing our students with 1:1 devices to provide all students with online access to distance learning.

Goal 2

EVERY STUDENT SUCCESSFUL
Promote Multilingualism and Multiculturalism
Board Goals:
Increase Academic Achievement and Close the Achievement Gap to Provide Students with a Competitive Edge
Strengthen the District's Kindergarten Program
Create an Environment where 21st Century Skills are Infused within the Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities:
4
7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator: The district will increase the English Learner Progress Indicator State Metric: State Dashboard Baseline: 67.2% 2016-2017 Expected Outcome: 71.7%	2018-2019 (2019 CA Dashboard) 47.6%
Metric/Indicator: The district will increase the percentage of English Learners demonstrating at least one level growth toward English language proficiency on the ELPAC (based on state/federal minimum threshold) State Metric: ELPAC Data Baseline: 63.5% 2016-2017 Expected Outcome: 68%	Due to Spring 2020 school closures, Summative ELPAC was not administered to all EL students in 2019-2020.
Metric/Indicator: The district will maintain or increase the English Learner reclassification rate State Metric: ELPAC Data Baseline: 12.6% 2016-2017 Expected Outcome: 12.6% or more	6.6%

Expected	Actual
Metric/Indicator: SBAC ELA for English Learners Grades 3-8: Change in average scaled score points from Meets Standards State Metric: CA Dashboard Baseline: 54.5 scaled score points below Meets Standards 2016-2017 Expected Outcome: 24 scaled score points below Meets Standards	2018-2019 (2019 Dashboard) EL: 46.1 points below meets standards
Metric/Indicator: SBAC Mathematics for English Learners Grades 3-8: Change in average scaled score points from Meets Standards State Metric: CA Dashboard Baseline: 79.9 scaled score points below Meets Standards 2016-2017 Expected Outcome: 60 scaled score points below Meets Standards	2018-2019 (2019 Dashboard) EL: 81.3 points below meets standards
Metric/Indicator: The district will ensure 40% or more of high school students enroll in world language courses Local Metric: State Dashboard Baseline: 44% 2016 2017 Expected Outcome: 40% or more	54%

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement ELPAC Administration.	$186,487 Supplemental Concentration Certificated Salaries Classified Salaries Benefits	$100,485.94 Supplemental Concentration Certificated Salaries Classified Salaries Benefits
Adopt and implement district ELD Benchmarks, alternative ELD assessments for SpEd/ELs, World Language Placement Exams, and Spanish Language Assessment to support the implementation of the Pathways to Biliteracy programs.	$243,470 Supplemental Concentration Services & Operating Expenditures	$9,573.90 Supplemental Concentration Services & Operating Expenditures
This action was deleted and integrated into Goal 2 Action 2.	0 N/A N/A	0 N/A N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action was deleted and integrated into Goal 2 Action 17.	0 N/A N/A	0 N/A N/A
Maintain contracted translation services to evaluate foreign transcripts that will support the appropriate placement of English Learners.	$10,000 SUPC Services & Operating Expenditures	$5,000 Supplemental and Concentration Services & Operating Expenditures
Maintain positions to support the Pathways to Biliteracy programs: Director EL Services; Coordinator EL Services; Intermediate Clerk Typist; Fiscal Analyst; Intermediate Secretary; Senior Secretary II	$755,034 Supplemental Concentration Certificated Supervisor Classified Salaries Benefits	$563,224.30 Supplemental Concentration Certificated Supervisor Classified Salaries Benefits
Maintain positions to support the Dual Immersion Program at Dolores Huerta International Academy and Redwood Elementary: Principal; 50%Counselor; Secretary I; Intermediate Clerk Typist; School Site Aides; Certificated Teachers, additional support staff.	$3,398,141 Supplemental Concentration Certificated Supervisor Certificated Salaries Classified Salaries Benefits	$3,268,774.77 Supplemental Concentration Certificated Supervisor Certificated Salaries Classified Salaries Benefits
This action was deleted and integrated into Goal 2 Action 36.	0 N/A N/A	0 N/A N/A
Provide ELA/ELD Textbooks (TK-12), including Designated and Integrated ELD core instructional materials.	0 (Amount included in Goal 1 Action 2) SUPC N/A	0 N/A N/A
This action has been deleted and placed into the Federal Addendum.	0 N/A N/A	0 N/A N/A
Maintain Structured Academic and Linguistic Interventions for LTELs: Implement revised course descriptors for ALD 1 and ALD 2 and implement core ELD Intervention Textbooks for ALD Courses.	$75,000 Supplemental Concentration Materials & Supplies	0 Supplemental Concentration Materials & Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action was deleted and integrated into Goal 2 Action 36.	0 N/A N/A	0 N/A N/A
This action was deleted and integrated into Goal 2 Action 2.	0 N/A N/A	0 N/A N/A
Maintain Seal of Biliteracy Program.	$8,000 Supplemental Concentration Materials & Supplies	$7,996.13 Supplemental Concentration Materials & Supplies
This action was deleted and integrated into Goal 2 Action 21.	0 N/A N/A	0 N/A N/A
Revise and implement ethnic studies courses, including Chicano Studies, Women's Studies, African American Studies, Ethnic Studies and Social Equity, and Multicultural Literature and provide training for teachers to teach these courses and to equip them to address students' cultural and ethnic needs.	$91,181 Supplemental Concentration Certificated Salaries and Benefits	Suspended for 2019-20
Monitor English Learners towards and beyond reclassification: maintain EL Site Monitor at each school site, maintain custom EL Reports, revise and implement reclassification process/criteria for ELs and SpEd/ELs, and maintain EL Data Workshops for English Learners in upper elementary, middle and high school.	$101,178 Supplemental Concentration Other Certificated Salaries Benefits	$65,182 Supplemental Concentration Other Certificated Salaries Benefits
This action was deleted and integrated into Goal 2 Action 2.	0 N/A N/A	0 N/A N/A
Maintain EL TOA Coaching Program to provide professional development and coaching to support the in-depth implementation of the essential language routines/strategies, highly effective research-based EL program components, and workshops to involve and engage EL parents. District and school-based professional development plans will identify professional development and coaching support needed from EL Services. Maintain 15 EL Teacher on Assignment positions, including EL/Pathways to Biliteracy Teacher on Assignment.	$2,176,029 Supplemental Concentration Title III - LEP Other Certificated Salaries Benefits	$1,893,828.47 Supplemental Concentration Title III - LEP Other Certificated Salaries Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Bilingual Aide program to support primary language support: maintain 70 Bilingual Aide positions (Spanish and Arabic).	$2,525,192 Supplemental Concentration Classified Salaries Benefits	$2,425,602.32 Supplemental Concentration Classified Salaries Benefits
Maintain professional development opportunities to better serve language learners: Integrated and Designated ELD/ALD curriculum, instruction, and assessment, lesson design, culturally responsive pedagogy, dual program/services and placement of SpEd/ELs, programs, pedagogy, and services to support the implementation of the Pathways to Biliteracy programs (English Learners, Dual Language Immersion, and World Language).	$160,000 Supplemental Concentration Certificated Salaries Benefits	$87,886.41 Supplemental Concentration Certificated Salaries Benefits
This action has been deleted and placed into the Federal Addendum.	0 N/A N/A	0 N/A N/A
Provide professional development to staff, including EL administrators and EL TOAs in order to build capacity and provide high-quality professional development that is of sufficient intensity and duration to have a positive and lasting impact on curriculum, instruction, and assessment. This includes maintaining attendance for EL focused conferences and training.	$100,000 Supplemental Concentration Certificated Salaries Classified Salaries Benefits Materials & Supplies Travel & Conference Other Services & Operating Expenditures	$6,024.23 Supplemental Concentration Certificated Salaries Classified Salaries Benefits Materials & Supplies Travel & Conference Other Services & Operating Expenditures
This action has been deleted and placed into the Federal Addendum.	0 N/A N/A	0 N/A N/A
Maintain regularly scheduled professional development for Bilingual Aides on primary language support and instructional approaches.	$5,000 SUPC Classified Instr. Aide, Benefits	$108.71 Supplemental Concentration
Maintain Professional Development for District Translators on technical skills and specialized terminology.	$20,000 SUPC Classified Salaries Benefits	$17,840.21 Supplemental Concentration Classified Salaries Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action was deleted and integrated into Goal 2 Action 19.	0 N/A N/A	0 N/A N/A
Maintain the following positions to support communication with EL parents and other community stakeholders: Centralized Translation and Interpretation Services (14 district Spanish Language Translator positions).	$1,073,260 Supplemental Concentration Classified Salaries Benefits	$1,057,505 Supplemental Concentration Classified Salaries Benefits
Maintain opportunities for parents to participate in decision making related to site and district initiatives (i.e. LCAP, SAC, DELAC, ELAC, SSC, GATE, PTA, CAC).	$5,000 Supplemental Concentration Materials & Supplies	$1,504.53 Supplemental Concentration Materials & Supplies
This action has been deleted and placed into the Federal Addendum.	0 N/A N/A	0 N/A N/A
Provide required Parental Notifications and communications to parents in a timely manner including identification as EL, program placement options, program placement notification, English language proficiency level (as determined by results on state and any local English Proficiency assessments used), academic achievement level, re-designation information, and at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.	$8,000 SUPC Materials & Supplies	$9,780.10 Supplemental Concentration Materials & Supplies
This action has been deleted and placed into the Federal Addendum.	0 N/A N/A	0 N/A N/A
This action has been deleted and placed into the Federal Addendum.	0 N/A N/A	0 N/A N/A
Provide parent workshops to inform, engage, and empower parents of English Learners and English Only students participating in the Dual Language Immersion Program.	$8,000 SUPC Materials & Supplies	$3,201.58 Supplemental Concentration Materials & Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide childcare for parents to attend workshops.	$8,000 SUPC Other Classified Salaries Benefits	$5,411 Supplemental Concentration Other Classified Salaries Benefits
Develop, implement, monitor and evaluate program practices and services, to support the vertical and horizontal expansion of Pathways to Biliteracy programs, including the English Learner (EL) Program, Dual Language Immersion (DLI) Program, and World Language (WL) Program, in order to promote multilingualism and multiculturalism. As part of the ongoing development and evaluation of the district's strategic plans and the school site's SPSAs, the district and school sites will conduct informal and formal program reviews to monitor implementation, compliance, and effectiveness, in the areas of curriculum, instruction, assessment, professional development, and program practices and services.	$75,000 Supplemental Concentration Materials & Supplies	$74.478.04 Supplemental Concentration Materials & Supplies
This action was deleted and integrated into Goal 2 Action 36.	0 N/A N/A	0 N/A N/A
This action was deleted and integrated into Goal 2 Action 36.	0 N/A N/A	0 N/A N/A
This action was deleted and integrated into Goal 2 Action 36.	0 N/A N/A	0 N/A N/A
Maintain additional hourly for extra interpretation and translation assignments to support communication with parents and other community stakeholders.	$50,000 Supplemental Concentration Classified Salaries Benefits	$30,141.03 Supplemental Concentration Classified Salaries Benefits
Provide operational support for English Learner Services.	$153,000 Supplemental Concentration Materials & Supplies	$108,677.18 Supplemental Concentration Materials & Supplies

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions/services that were modified because of COVID-19 school closure and the transition to distance learning included:

Action 2: Adopt and implement district ELD Benchmarks, alternative ELD assessments for SpEd/ELs, World Language Placement Exams, and Spanish Language Assessment to support the implementation of the Pathways to Biliteracy programs. Assessments for the Pathways to Biliteracy programs were suspended as of Spring 2020 due to COVID-19 and will resume in 2020-2021.

Action 5: Maintain contracted translation services to evaluate foreign transcripts that will support the appropriate placement of English Learners. Decrease in need to maintain contracted translation services to evaluate foreign transcripts.

Action 6: Maintain positions to support the Pathways to Biliteracy programs: Director EL Services; Coordinator EL Services; Intermediate Clerk Typist; Fiscal Analyst; Intermediate Secretary; Senior Secretary II. Coordinator position hiring was postponed due to finding a qualified candidate.

Action 11: Maintain Structured Academic and Linguistic Interventions for LTELs: Implement revised course descriptors for ALD 1 and ALD 2 and implement core ELD Intervention Textbooks for ALD Courses. Finalizing revised courses and implementation of textbooks were postponed until 2020-2021 due to the focus on transitioning to distance learning and building supports for EL students to be able to access online curriculum.

Action 16: Revise and implement ethnic studies courses, including Chicano Studies, Women's Studies, African American Studies, Ethnic Studies and Social Equity, and Multicultural Literature and provide training for teachers to teach these courses and to equip them to address students' cultural and ethnic needs. Finalizing revised courses and transition were suspended until 2020-2021 due to the focus on transitioning to distance learning.

Action 17: Monitor English Learners towards and beyond reclassification: maintain EL Site Monitor at each school site, maintain custom EL Reports, revise and implement reclassification process/criteria for ELs and SpEd/ELs, and maintain EL Data Workshops for English Learners in upper elementary, middle and high school. Data workshops were moved to a virtually setting.

Action 21: Maintain professional development opportunities to better serve language learners: Integrated and Designated ELD/ALD curriculum, instruction, and assessment, lesson design, culturally responsive pedagogy, dual program/services and placement of SpEd/ELs, programs, pedagogy, and services to support the implementation of the Pathways to Biliteracy programs (English Learners, Dual Language Immersion, and World Language). In-person professional development was moved to virtual setting at the start of distance learning due to COVID-19.

Action 23: Provide professional development to staff, including EL administrators and EL TOAs in order to build capacity and provide high-quality professional development that is of sufficient intensity and duration to have a positive and lasting impact on curriculum, instruction, and assessment. This includes maintaining attendance for EL focused conferences and training. There was a decrease in-person conference attendance and trainings due to COVID-19 safety restrictions. All conferences and trainings

were moved to a virtual setting.

Action 25:Maintain regularly scheduled professional development for Bilingual Aides on primary language support and instructional approaches. There was a decrease in-person trainings due to COVID-19 safety restrictions and virtual professional development was held to help support EL students in the virtual classroom.

Action 29: Maintain opportunities for parents to participate in decision making related to site and district initiatives (i.e. LCAP, SAC, DELAC, ELAC, SSC, GATE, PTA, CAC). All parent meetings were moved to an online setting and reduced in-person costs.

Action 31: Provide required Parental Notifications and communications to parents in a timely manner including identification as EL, program placement options, program placement notification, English language proficiency level (as determined by results on state and any local English Proficiency assessments used), academic achievement level, re-designation information, and at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements. Increased funds used to support additional parental notifications due to parent outreach on distance learning and supports for our EL students.

Action 34: Provide parent workshops to inform, engage, and empower parents of English Learners and English Only students participating in the Dual Language Immersion Program. Parent workshops moved to an virtual setting which was at a reduced costs than in-person workshops.

Action 35: Provide childcare for parents to attend workshops. With the start of COVID-19 school closures, parent workshops moved to a virtual setting and childcare costs reduced.

Action 40: Maintain additional hourly for extra interpretation and translation assignments to support communication with parents and other community stakeholders. Additional hourly for extra interpretation and translation assignments were reduced.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The most significant challenges implementing the actions/services to achieve Goal 2 were the transition from in-person instruction and delivery of services to distance learning and providing services virtually. Funding needed to be used to ensure that all staff and students had access to core curriculum and effective instruction. Staff had to have additional professional development on meeting the needs of English Learners in a virtual setting. All revisions of courses and programs were postponed. In addition, providing online assessments were challenging because not all assessments were able to be administered online (i.e. Seal of Biliteracy exams) or were difficult to administer (i.e. ELPAC).The virtual training was provided after school and on Saturdays because limited staffing was available to provide substitutes during the school day.

There were successes in continuing to provide instructional support, continued professional development, and continued support for students, families, certificated and classified staff in the transition to distance learning. Another success was the holding of parent/guardian meetings online. Increased parent/guardian

attendance due to increased accessibility because of the 1:1 devices that were provided to students challenges that we faced focused on the amount of time spent on supporting distance learning and the increased training for all staff to provide effective high-quality instruction for EL students.

Goal 3

EVERY STUDENT SUCCESSFUL
Increase Graduation and College & Career Readiness
Board Goals:
Increase Academic Achievement and Close the Achievement Gap to Provide Students with a Competitive Edge
Strengthen the District's Kindergarten Program
Create an Environment where 21st Century Skills are Infused within the Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities:
4 5
7
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator: The district will maintain or increase the CTE Secondary Completion rate. State Metric: CalPass/Perkins Baseline: 94.20% (2015-2016) Expected Outcome: 94.2%	98.2% (CTE Secondary Completion Rate)
Metric/Indicator: The district will maintain or increase technical skill attainment for students. State Metric: CalPass/Perkins Baseline: 85.70% (2015-2016) Expected Outcome: 85.70%	95.7% (as reported 2018-2019--not reported in CALPADS for 2019-2020)
Metric/Indicator: The district will design and implement themed academies s at each comprehensive high school. Local Metric: Master Schedules Baseline: 0 High School Pathways (2016-2017) Expected Outcome: 5 High School Pathways	5 High School Pathways

Expected	Actual
Metric/Indicator: The district will increase the cohort graduation rate at the comprehensive high schools. State Metric: HS Graduation Rates Baseline: 90.1% (2015-2016) Expected Outcome: 93.7%	96.2% (cohort graduation rate)
Metric/Indicator: The district will increase the overall cohort graduation rate (comprehensive & continuation). State Metric: HS Graduation Rates Baseline: 85.2% (2015-2016) Expected Outcome: 88.2%	93% (cohort graduation rate for both comprehensive and continuation high schools)
Metric/Indicator: The district will increase the UC and/or CSU completion rate State Metric: UC/CSU Eligibility Rate Baseline: 38.0% (2015-2016) Expected Outcome: 53%	54.8% (UC and/or CSU completion rate)
Metric/Indicator: The district will increase the EAP Ready for College ELA and Math rate State Metric: EAP test results Baseline: ELA 14%; Math 4% (2015-2016) Expected Outcome: ELA 20%; Math 10%	ELA 54.91%; Math 27.34% (2018-2019 11th grade CAASPP)
Metric/Indicator: The district will increase the percentage of students scoring a 3 or higher on AP exams State Metric: Advancement Placement Report Baseline: 45% (2015-2016) Expected Outcome: 58%	59.8% (students scoring a 3 or high on the AP exam)
Metric/Indicator: The district will increase the percentage of students enrolled in the Advance Placement program Local Metric: AP Course Enrollment Baseline: 30.7% of grade 10-12 enrollment (2015-2016) Expected Outcome: 35.2% of grade 10 - 12 enrollment	34.9% of grade 10 - 12 enrollment
Metric/Indicator: The district will increase the percentage of students enrolled in the International Baccalaureate program Local Metric: IB Course Enrollment Baseline: 13.6% (2015-2016) Expected Outcome: 18.1%	24.2% (percentage of students enrolled in the IB Program)

Expected	Actual
Metric/Indicator: The district will maintain current pathways (38) while increasing the percentage of students considered College and Career ready by completing a CTE pathway. State & Local Metric: College & Career Indicator, Sequence Pathways Baseline: 20% of students (208 students) 38 CTE pathways Expected Outcome: 22% of students 38 CTE pathways	37.2% of students 38 CTE pathways

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain positions to support a College & Career support system: Director College and Career Readiness; 1 Senior Secretary II; 35 counselors.	$4,673,008 Supplemental Concentration Certificated Pupil Support Salaries Classified Supervisor Salaries Classified Salaries Benefits	$4,417,223.47 Supplemental Concentration Certificated Pupil Support Salaries Classified Supervisor Salaries Classified Salaries Benefits
This action was deleted and integrated into Goal 3 Action 18.	0 N/A N/A	0 N/A N/A
Support and maintain high-quality CTE programs.	$1,275,955 Supplemental Concentration Materials & Supplies Travel & Conference Other Services & Operating Expenditures	$1,149,908.54 Supplemental Concentration Materials & Supplies Travel & Conference Other Services & Operating Expenditures
Maintain existing CTE teachers and staff to support and scale up CTE pathways and college and career readiness.	$1,228,850 College & Career Education Certificated Salaries Benefits	$698,331.28 College & Career Education Certificated Salaries Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Naviance, a planning and tracking system for students, parents, and educators to ensure that students are on - track to graduate College and Career.	$228,695 Supplemental Concentration Other Services & Operating Expenditures	$211,825.07 Supplemental Concentration Other Services & Operating Expenditures
Provide online courses for credit recovery and acceleration for high school students, including professional development	$188,922 Supplemental Concentration Other Services & Operating Expenditures	$220,300 Supplemental Concentration Other Services & Operating Expenditures
Assist and support elementary, middle, and high schools in developing a College and Career Readiness Culture by providing college fair partnerships, activities, workshops and field trips.	$40,000 Base Materials & Supplies Other Services & Operating Expenditures	$33,479.49 Base Materials & Supplies Other Services & Operating Expenditures
Provide college and career training, workshops, conferences for counselors and AVID coordinators, including extra hourly support to work with students to create college and career readiness plans.	$93,000 Base Supplemental Concentration Certificated Salaries Benefits Travel & Conference	$62,351.99 Base Supplemental Concentration Certificated Salaries Benefits Travel & Conference
This action was deleted and integrated into Goal 3 Action 10.	0 N/A N/A	0 N/A N/A
Provide test prep opportunities and administer college prep/admissions exams (e.g. PSAT and SAT) to all high school students in grades 9-12.	$251,338 Supplemental Concentration Other Services & Operating Expenditures	$272,441.60 Supplemental Concentration Other Services & Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide support for college application fees for students.	$30,000 Supplemental Concentration Other Services & Operating Expenditures	$47,595 Supplemental Concentration Other Services & Operating Expenditures
This action has been deleted.	0 N/A N/A	0 N/A N/A
This action was deleted and integrated into Goal 1 Action 31.	0 N/A N/A	0 N/A N/A
Maintain districtwide AVID program and support cost of membership fees.	$2,139,509 Supplemental Concentration Certificated Salaries Certificated Supervisor Classified Salaries Benefits	$2,139,509 Supplemental Concentration Certificated Salaries Certificated Supervisor Classified Salaries Benefits
Implement an AVID action plan to support the elementary counseling program and systems with a college/career focus.	0 N/A N/A	0 N/A N/A
Maintain positions to support CTE department for pathways and programs: Director Linked Learning, Senior Secretary, Budget Technician , 4 JROTC teachers.	$371,052 Supplemental Concentration Certificated Salaries Certificated Supervisor Salaries Classified Salaries Benefits	$486,732.52 Supplemental Concentration Certificated Salaries Certificated Supervisor Salaries Classified Salaries Benefits
Additional staff to support high schools with industry contacts for internship advisory and work-based learning experiences.	$206,750 Supplemental Concentration Certificated Salaries Benefits	$70,651.25 Supplemental Concentration Certificated Salaries Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide operational support to the College, Career, and Economic Development Department.	$48,121 Supplemental Concentration Materials & Supplies Travel & Conference Other Services & Operating Expenditures	$29,302 Supplemental Concentration Materials & Supplies Travel & Conference Other Services & Operating Expenditures
Provide robust & quality Career Technical Education teachers which include pathways and instruction aligned to industry sectors.	$4,972,769 Supplemental Concentration Certificated Teacher Salaries Benefits	$3,811,715.89 Supplemental Concentration Certificated Teacher Salaries Benefits
Provide consultants/vendors to support CTE teachers, pathways and programs; with support systems for credentialing, reporting systems, industry professional development, industry experts, and marketing support.	$76,705 Supplemental Concentration Other Services & Operating Expenditures	$55,425.12 Supplemental Concentration Other Services & Operating Expenditures
Support Site, District and Regional Next Generation Science Standards-related activities including coding and robotic competitions.	$55,000 LCFF Other Services & Operating Expenditures	$30,972.29 Base Other Services & Operating Expenditures
Support sites with STEM/STEAM integration across the curriculum including professional development and extra hourly.	$116,039 Base Certificated Salaries Benefits Materials & Supplies Travel & Conference Other Services & Operating Expenditures	$116,654.16 Base Certificated Salaries Benefits Materials & Supplies Travel & Conference Other Services & Operating Expenditures
Provide coaching support (TOA) for K12 STEM related and computer science courses to increase instructional engagement and integrate technology.	$138,838 Base Certificated Salaries Benefits	$138,8744.36 Base Certificated Salaries Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Explore and Develop Academy Signature themes & pathways at all levels that transform and expand learning opportunities.	$1,000,000 Supplemental Concentration Materials & Supplies Other Services & Operating Expenditures	$327,288.27 Supplemental Concentration Materials & Supplies Other Services & Operating Expenditures
Provide administrative support to schools in order to develop and support robust innovative programs & academies.	$959,922 SUPC Other Certificated Salaries Benefits	$337,032.78 Supplemental Concentration Other Certificated Salaries Benefits
Provide professional development to personnel in order to develop and support robust innovative programs & academies.	$400,000 SUPC Certificated Salaries Benefits Travel/Conference	$150,896.13 Supplemental Concentration Certificated Salaries Benefits Travel/Conference
Maintain positions to support Advanced Placement and International Baccalaureate programs. 5 full-time-release teachers to provide support for (AP/IB site coordinator).	$680,743 BASE Supplemental Concentration Certificated Salaries Benefits	$677,159.03 Supplemental Concentration Certificated Salaries Benefits
Maintain and provide support for a robust Advanced Placement (AP) program across comprehensive schools, as well as the International Baccalaureate programs including supplemental materials, training, and professional development.	$265,611 Supplemental Concentration Certificated Salaries Benefits Materials & Supplies Travel & Conference Other Services & Operating Expenditures	$164,157.50 Supplemental Concentration Certificated Salaries Benefits Materials & Supplies Travel & Conference Other Services & Operating Expenditures
This action was deleted and integrated into Goal 3 Action 28.	0 N/A N/A	0 N/A N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action was deleted and integrated into Goal 3 Action 28.	0 N/A N/A	0 N/A N/A
Provide funding to offset the cost of Advanced Placement and International Baccalaureate exam fees for students.	$400,000 SUPC Other Services & Operating Expenditures	$251,164 Supplemental Concentration Other Services & Operating Expenditures
Provide test preop support for students taking Advancement Placement (AP), International Baccalaureate exams (IB), PSAT and SAT.	$90,000 Supplemental Concentration Certificated Salaries Benefits Materials & Supplies Other Services & Operating Expenditures	$50,441.94 Supplemental Concentration Certificated Salaries Benefits Materials & Supplies Other Services & Operating Expenditures
This action was discontinued for 2018-2019.	0 N/A N/A	0 N/ N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions/services to support students that were modified because of COVID-19 for Goal 3 due to COVID-19 were:

Action 4: Maintaining existing CTE teachers and staff to support and scale up CTE pathways and college and career readiness. All existing CTE teachers and staff were maintained. All workshops and meetings to plan to scale CTE pathways were moved to a virtual setting until 2020-2021.

Action 8: Provide college and career training, workshops, conferences for counselors and AVID coordinators, including extra hourly support to work with students to create college and career readiness plans. College and career training, workshops, conferences for counselors and AVID coordinators including extra hourly were moved from in-person and moved to virtual due to COVID-91 safety precautions. Meetings/trainings were scaled back in number due to training needed to transition to distance learning due to the COVID-19 school site closures as of Spring 2020.

Action 11: Provide support for college application fees for students. Support for college application fees for students was provided, however there was a decrease in the demand for support for college fees.

Action 16: Maintain positions to support CTE department for pathways and programs: Director Linked Learning, Senior Secretary, Budget Technician , 4 JROTC teachers. Increased funding needed to support CTE department for pathways and programs due to wage and benefit increase.

Action 17: Additional staff to support high schools with industry contacts for internship advisory and work-based learning experiences. Additional staff to support high school students with industry contacts for internship advisory and work-based learning experiences were put on hold for the reminder of the school year starting in Spring 2020 due to COVID-19.

Action 18: Provide operational support to the College, Career, and Economic Development Department. Need for in-person operational support for trainings, meetings, field trips, etc. was reduced in the Spring 2020 due to the transition to distance learning and moving trainings and meetings to a virtual setting.

Action 19: Provide robust & quality Career Technical Education teachers which include pathways and instruction aligned to industry sectors. Decrease costs in extra hourly for trainings and meetings due the transition to distance learning in the Spring of 2020 since trainings and meetings were canceled due to COVID-19.

Action 20: Provide consultants/vendors to support CTE teachers, pathways and programs; with support systems for credentialing, reporting systems, industry professional development, industry experts, and marketing support. Decrease in the costs for consultants and vendors due to some being unavailable due to COVID-19 in the Spring 2020.

Action 21: Support Site, District and Regional Next Generation Science Standards-related activities including coding and robotic competitions. Spring end of the year coding and robotics competitions that were in-person were canceled due to COVID-19 safety precautions.

Action 24: Explore and Develop Academy Signature themes & pathways at all levels that transform and expand learning opportunities. Expansion of themes and pathways were put on hold in the Spring of 2020 and resumed in 2020-2021.

Action 25: Provide administrative support to schools in order to develop and support robust innovative programs & academies. Extra administrative support in schools to develop and support robust innovative programs and academies needed in the Spring 2020 was put on hold due to the transition to distance learning due to COVID-19.

Action 26: Provide professional development to personnel in order to develop and support robust innovative programs & academies. Professional development to develop and support robust innovative programs and academies was put on hold for Spring 2020 due to COVID-19 safety precautions.

Action 28: Maintain and provide support for a robust Advanced Placement (AP) program across comprehensive schools, as well as the International Baccalaureate programs including supplemental materials, training, and professional development. AP professional development in the Spring of 2020 was put on hold due to COVID-19 safety precautions.

Action 31: Provide funding to offset the cost of Advanced Placement and International Baccalaureate exam fees for students. Decrease in exams fees for students due to decrease in tests taken due to COVID-19

Action 32: Provide test prep support for students taking Advancement Placement (AP), International Baccalaureate exams (IB), PSAT and SAT. Decrease in test prep needed due to decrease in Advanced Placement (AP) tests taken due to COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges for Goal 3 were that professional development had to occur virtually, rather than in-person, due to COVID-19 in the Spring of 2020. Test prep for AP and IB was also limited to virtual sessions and both programs suffered a drop in participation due to COVID-19. Field trips and in-person college and career fairs were also suspended with the school closures due to COVID-19 and moved to a virtual setting. In addition, internships and in-person work-based learning were also limited as of Spring 2020 due to COVID-19.

Successes included an increase number of students applying for colleges and the transfer of college and career workshops for students and families to a virtual setting that increased attendance.

Goal 4

ENGAGING SCHOOLS
Cultivate Effective Teachers & Leaders
Board Goal:
Improve School Culture and Create a Positive Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Expected	Actual
Metric/Indicator: Certificated Professional Development Rating Local Metric: Professional Development Surveys Baseline: 4.1 out of 5 Expected Outcome: 4.2 out of 5	3.6 out of 4
Metric/Indicator: Classified Professional Development Rating Local Metric: Professional Development Surveys Baseline: 2017-2018 will be baseline year Expected Outcome: TBD based upon baseline results.	Suspended due to COVID-19 and school closures.
Metric/Indicator: Instructional Leadership Team Rating focused on the implementation of Common Core State Standards Local Metric: Professional Development Surveys Baseline: 4.1 out of 5 Expected Outcome: 4.2 out of 5	4.2 out of 5
Metric/Indicator: General Education teachers Education teachers will be highly qualified. State/Federal Metric: Rate of teacher misassignment Baseline: General Education 100%; Special Education 95% (2016-2017) Expected Outcome: General Education 100%; Special Education 95%.	General Education 100%; Special Education 100%.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide job-embedded coaching and program support for quality first instruction and professional learning communities; 15 elementary Teachers on Assignment.	$2,175,315 Supplemental Concentration Title I Other Certificated Salaries Benefits	$2,025,056.77 Supplemental Concentration Title I Other Certificated Salaries Benefits
This action was deleted and integrated into Goal 4 Action 1.	0 N/A N/A	0 N/A N/A
Provide job-embedded coaching and program support for quality first instruction and professional learning communities; 8 secondary Teacher on Assignments and 5 high school math ISTs.	$1,750,138 Supplemental Concentration Title I Other Certificated Salaries Benefits	$1,586,812.22 Supplemental Concentration Title I Other Certificated Salaries Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action was deleted and integrated into Goal 4 Action 3.	0 N/A N/A	0 N/A N/A
Provide coaching and program support for academic interventions; 6 academic intervention Teachers on Assignment.	$944,236 Title I Other Certificated Salaries Benefits	$861,852.36 Title I Other Certificated Salaries Benefits
Professional development for Elementary & Secondary Teachers to support Core Instructional Program and District Initiatives.	$1,657,661 Supplemental Concentration Certificated Salaries Benefits	$365,884.77 Supplemental Concentration Certificated Salaries Benefits
This action was deleted and integrated into Goal 4 Action 6.	0 N/A N/A	0 N/A N/A
Professional development for General Education, Special Education teachers, and Instructional Support staff in order to support students in Special Education.	$169,061 Base Certificated Salaries Classified Salaries Benefits	$45,444.85 Base Special Education Certificated Salaries Classified Salaries Benefits
Two (2) contracted professional development days for certificated bargaining unit members.	$3,495,948 Supplemental Concentration Certificated Salaries Benefits	$3,357,982 Supplemental Concentration Certificated Salaries Benefits
Online professional development program.	$35,000 SUPC Other Services & Operating Expenditures	$25,178.35 Supplemental Concentration Other Services & Operating Expenditures
Professional development minimum day release days for certificated staff to support students.	$3,901,809 Supplemental Concentration Certificated Salaries Benefits	$3,701,479 Supplemental Concentration Certificated Salaries Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support school site ILT implementation of Professional Learning Communities (PLCs), including professional development, around high-quality first instruction and multi-tiered system of academic supports.	$187,500 SUPC Certificated Salaries Benefits	$220,610.58 Supplemental Concentration Certificated Salaries Benefits
This action was deleted and integrated into Goal 4 Action 14.	0 N/A N/A	0 N/A N/A
Train, implement and monitor effective visible learning practices and strategies, including support for professional learning communities and learning walks.	$372,500 Supplemental Concentration Other Certificated Salaries Benefits Materials & Supplies Other Services & Operating Expenditures	$375,815.18 Supplemental Concentration Other Certificated Salaries Benefits Materials & Supplies Other Services & Operating Expenditures
Maintain: Five (5) additional elementary school assistant principals.	$773,289 Supplemental Concentration Certificated Supervisor Salaries Benefits	$703,785.88 Supplemental Concentration Certificated Supervisor Salaries Benefits
Maintain Principal Extended Work Year.	$275,220 Supplemental Concentration Certificated Supervisor Salaries Benefits	$278,576.13 Supplemental Concentration Certificated Supervisor Salaries Benefits
Maintain "Grow Your Own" leadership program for aspiring and current leaders within the district.	$73,000 SUPC Materials & Supplies Other Services & Operating Expenditures	$26,187.46 Supplemental Concentration Materials & Supplies Other Services & Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to explore Tier II ACSA coaching program or coaching support for new Administrators.	0 N/A N/A	0 N/A N/A
Maintain the following high quality support programs for certificated staff: Induction & Credentialing Program to support newly hired teachers.	$7,237 LCFF Other Services & Operating Expenditures	$2,312.94 LCFF Other Services & Operating Expenditures
Peer Assistance and Review program to support certificated staff.	$17,805 LCFF Certificated Salaries Benefits	$15,559.45 Base Certificated Salaries Benefits
In order to recruit and retain quality certificated teachers, additional support will be offered to hard to fill positions to improve the instructional programs.	$353,528 Supplemental Concentration Certificated Salaries Benefits	$235,852.96 Supplemental Concentration Certificated Salaries Benefits
Professional development opportunities for classified staff.	$210,000 Supplemental Concentration Classified Salaries Benefits	$28,299.76 Supplemental Concentration Classified Salaries Benefits
Provide operational support for Professional Development.	$20,636 Supplemental Concentration Materials & Supplies	$11,953.59 Supplemental Concentration Materials & Supplies
Maintain the following positions: Director Professional Development, Senior Secretary II.	$259,398 Supplemental Concentration Title II Certificated Supervisor Salary Classified Salary Benefits	$266,857.54 Supplemental Concentration Title II Certificated Supervisor Salary Classified Salary Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions/services for Goal 4 that were modified at reduced costs due to COVID-19 were:

Action 6: Professional development for Elementary & Secondary Teachers to support Core Instructional Program and District Initiatives. In-person professional developed for core instructional programs and District initiatives were suspended as of March 2020 to transition to distance learning due to COVID-19 school closures.

Action 17: Maintain "Grow Your Own" leadership program for aspiring and current leaders within the district. Program meetings were suspended to due COVID-19 school closures in Spring 2020.

Action 19: Maintain the following high quality support programs for certificated staff: Induction & Credentialing Program to support newly hired teachers.

Action 21: In order to recruit and retain quality certificated teachers, additional support will be offered to hard to fill positions to improve the instructional programs. In-person recruitment was halted and replaced with virtual postings in Spring 2020 due to COVID-19 safety precautions.

Action 22: . Professional development opportunities for classified staff. As of Spring 2020, regular professional development opportunities for classified staff were postponed due to COVID-19 school closures and determining classified staff needs and training needed for distance learning.

Action 23: Provide operational support for Professional Development. Operations for professional development were reduced since classified professional development was postponed due to COVID-19 as of Spring 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to successfully continue professional development through Microsoft Teams which was already an existing platform. However, professional development shifted from in-person to virtual because of school closure due to COVID-19. In addition, classified training was a challenge to continue because professional development was limited due to the focus on training certificated staff to distance learning. Another challenge that we had to face was the transition from in-person to virtual recruiting efforts for highly qualified candidates for open positions or substitute positions due to the pandemic.

Goal 5

ENGAGING SCHOOLS
Engage Students & Decrease Dropout Rates
Board Goal:
Improve School Culture and Create a Positive Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities:
5
6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator: The district will reduce the dropout rate of secondary (Middle and High School) students. The percentage applies to both middle and high school. State/Local Metrics: Dropout Rates Baseline: 6.8% (2015-2016) Expected Outcome: 5.3%	5.7% (rates reported by CDE no longer include Middle School as of 2017-2018).
Metric/Indicator: The district will reduce the number of Middle School and High School student suspensions. State/Local Metric: Suspension Rates Baseline: Middle School 577 (2015-2016) High School 827 (2015-2016) Expected Outcome: Middle School 559 High School 800	Middle School 260 High School 388
Metric/Indicator: The district will reduce the number of suspensions for the following subgroups: Foster Youth, Hispanic, EL, African American, and Special Education students. State /Local Metric: Suspension Rates Baseline: Foster Youth: 34; Hispanic: 1183; African American: 245; Special Education: 382 (2015-2016) Expected Outcome: Foster Youth: 31; Hispanic: 1147; African American: 236; Special Education: 370	Foster Youth: 30; Hispanic: 609; African American: 104; Special Education: 171
Metric/Indicator: The district will reduce the number of student expulsions annually districtwide. State/Local Metric: Expulsion Rates Baseline: 21 Expulsions (2015-2016) Expected Outcome: 18 Expulsions	12 Expulsions

Expected	Actual
Metric/Indicator: The district will maintain or increase average attendance rate of 96% or higher. State/Local Metric: School Attendance Rates Baseline: 96.63% (2015-2016) Expected Outcome: 96%	96.34%
Metric/Indicator: The district will reduce chronic absenteeism. State/Local Metric: Chronic Absenteeism Rate Baseline: GRADE LEVEL COHORT 2015-2016 PERCENTAGE OF CHRONIC ABSENTEES K 15.40% 1 8.30% 2 7.10% 3 5.20% 4 4.40% 5 4.10% 6 6.30% 7 7.70% 8 9.40% 9 9.00% 10 12.20% 11 15.40% 12 17.50% District 9.38% Expected Outcome: K New Baseline 1 2018-2019 Baseline 2 2017-2018 Baseline 3 12.40% 4 5.30% 5 4.10% 6 2.20% 7 1.40% 8 1.10% 9 3.30% 10 4.70% 11 6.40% 12 6.00% District 6.38%	GRADE LEVEL COHORT PERCENTAGE OF CHRONIC ABSENTEES K 18.6% 1 9.4% 2 7.9% 3 7.7% 4 7.6% 5 6.8% 6 8.4% 7 10.6% 8 10.7% 9 9.1% 10 11.8% 11 13.9% 12 16% District 10.9%
Metric/Indicator: School cohorts participating in Positive Behavior Intervention Support (PBIS) will maintain or supersede a 70% in the Tiered Fidelity Inventory (TFI) metric during the implementation stages. Local Metric: Tiered Fidelity Inventory (TFI) Metric Baseline: COHORT 1 TIERED FIDELITY INVENTORY % Fontana High School 37% Sequoia Middle 47% Truman Middle 67% Date Elem. 23% Oleander Elem. 43% Citrus Elem. 37% Expected Outcome: TIERED FIDELITY INVENTORY % Each school will be =70% Citrus Elementary; Cypress Elementary; Date Elementary; Dolores Huerta International Academy; Juniper Elementary; Live Oak Elementary; Mango Elementary; Oleander Elementary; Poplar Elementary; Randall Pepper Elementary; Sierra Lakes Elementary; West Randall Elementary; Alder Middle School; Sequoia Middle; Truman Middle; Fontana High School; Jurupa Hills High School.	TIERED FIDELITY INVENTORY % Each school is at 80% or higher Citrus Elementary; Cypress Elementary; Date Elementary; Dolores Huerta International Academy; Juniper Elementary; Live Oak Elementary; Mango Elementary; Oleander Elementary; Poplar Elementary; Randall Pepper Elementary; Sierra Lakes Elementary; West Randall Elementary; Alder Middle School; Sequoia Middle; Truman Middle; Fontana High School; Jurupa Hills High School.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain positions to support Alternative Learning support systems: Coordinator, Alternative Education, Intermediate Secretary, 1 Certificated Teacher, 50% at-risk counselor.	$408,509 Base Supplemental Concentration Certificated Supervisor Salaries Certificated Pupil Support Certificated Teacher Salaries Clerical Support Salaries Benefits	$429,307.35 Base Supplemental Concentration Certificated Supervisor Salaries Certificated Pupil Support Certificated Teacher Salaries Clerical Support Salaries Benefits
Provide operational support for ALC department, including professional development.	$15,976 Supplemental Concentration Books and Supplies Services/Operating Expenditures	$314.15 Supplemental Concentration Books and Supplies Services/Operating Expenditures
Review recommendations of the action plan on the development of a Community Day School (CDS) program.	0 N/A N/A	0 N/A N/A
Maintain positions to support Multi-Tiered Systems of Support Director, Multi-Tiered Systems of Support; Coordinator of Positive School Culture and Climate; Coordinator of Social-Emotional Supports; 2 Social-Emotional Specialists; At-Risk counselor district level; 1 Senior Secretary II; Intermediate Secretary; 4 Culture Climate Specialists; 7 Teachers on Assignment, Climate & Culture Coaches.	$2,613,362 Supplemental Concentration Certificated Supervisor Salaries Certificated Salaries Classified Salaries Clerical Support Salaries Benefits	$2,612,271.77 Supplemental Concentration Certificated Supervisor Salaries Certificated Salaries Classified Salaries Clerical Support Salaries Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to implement and support PBIS and Restorative Practices: Cohort 1 Year 5; Cohort 2 Year 4; Cohort 3 Year 3; Cohort 4 Year 1.	$250,000 Supplemental Concentration Materials & Supplies Other Services & Operating Expenditure	$234,632.37 Supplemental Concentration Materials & Supplies Other Services & Operating Expenditure
Provide social/emotional targeted counseling and support to at-risk and foster, and homeless students.	$150,000 Supplemental Concentration Certificated Salaries Benefits Materials & Supplies Other Services & Operating Expenditures	$93,391.04 Supplemental Concentration Certificated Salaries Benefits Materials & Supplies Other Services & Operating Expenditures
Provide Additional Hourly and Instructional and other related materials to support PBIS and Restorative Practices Implementation.	$300,000 Supplemental Concentration Certificated Salaries Classified Salaries Benefits Materials & Supplies Other Services & Operating Expenditures	$157,003.07 Supplemental Concentration Certificated Salaries Classified Salaries Benefits Materials & Supplies Other Services & Operating Expenditures
Explore and Provide Diversity training program for staff to provide tools and techniques for identifying unconcscious biases to make informed decisions.	$75,000 LCFF Other Services & Operating Expenditures	$13,340.31 Supplemental Concentration Other Services & Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide operational support for MTSS department, including professional development.	$30,954 Supplemental Concentration Materials & Supplies	$22,384.39 Supplemental Concentration Materials & Supplies
Provide additional support for Foster Youth and Homeless students as it relates to extra curricular activities, instructional supplies, and other activities.	$15,000 Supplemental Concentration Instructional/Operat Materials & Supplies Other Services & Operating Expenditures	$14,578.91 Supplemental Concentration Instructional/Operat Materials & Supplies Other Services & Operating Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented to support students and families under Goal 5, but some in-person activities were scaled back to COVID-19 safety precautions:

Action 2: Provide operational support for ALC department, including professional development. As of Spring 2020, professional development was put on hold to determine how to serve the needs of students in an online distance learning setting.

Action 6: Provide social/emotional targeted counseling and support to at-risk and foster, and homeless students. Need for extra hourly for certificated staff to provide counseling decreased starting in the Spring 2020 because support time was built into the distance learning schedule.

Action 7: Provide Additional Hourly and Instructional and other related materials to support PBIS and Restorative Practices Implementation. Need for additional hourly was decreased due to the decrease of meetings beginning in Spring of 2020 because of COVID-19.

Action 8: Explore and Provide Diversity training program for staff to provide tools and techniques for identifying unconscious biases to make informed decisions. Diversity training staff was postponed starting in Spring 2020 due to COVID safety precautions and the needs to focus on training to transition to distance learning due to COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One possible success was that expulsions and suspensions decreased in number, due to increased practices and supports due to PBIS and increased support staff for student and parent/guardian outreach. However, this may have been due in part to the transition to in-person instruction to distance learning. Chronic absenteeism at the start of distance learning was a challenge to measure since students logged on to classes, but did not engage in online instruction or complete classwork/homework. Significant outreach measures by sites and district had to be taken to for two types of attendance issues: 1. Contact parent/guardians for students not logging on to distance learning; and 2. Contact parent/guardians for students initially logging on, but not engaging in daily lesson, classwork and/or homework. Another challenge was professional development and training. Both were also postponed or limited starting in Spring 2020 with COVID-19 school closure because of COVID-19 precautions as well as a focus on transitioning to distance learning.

Goal 6

EMPOWERED COMMUNITIES
Strengthen Family and Community Engagement
Board Goals:
Provide Clear Budget Transparency and Communication
Improve the District's Image

State and/or Local Priorities addressed by this goal:

State Priorities: 3

6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator: The district will increase the number of stakeholders participating in key parent/community events/activities. Local Metric: Participation sign-in sheets Baseline: 5,599 Participants (2016-2017) Expected Outcome: 13,543	5,723 (number of stakeholders participating in key parent/community events/activities).

Expected	Actual
Metric/Indicator: One hundred percent (100%) of schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheet Baseline:100% of Schools (2016-2017) Expected Outcome:100%	78% (% of schools that hosted at least 8 parent/community events annually)
Metric/Indicator: The district will increase the number of district sponsored parent/community workshops at the school site and district level Local Metric: Site/district Workshop database Baseline: 24 Workshops (2016-2017) Expected Outcome:36	30 (the number of district-sponsored parent/community workshops at school site and district level)
Metric/Indicator: The district will increase the number of parent logins in Q Parent Connect. Local Metric: Q Parent Login Reports Baseline: 40.37% (2016-2017) Expected Outcome:55.37%	88.04% (increase in parent logins for Q Parent Connect)
Metric/Indicator: The district will increase the overall culture and climate of the district with parent input. State/Local Metric: Parent Engagement and Local Climate Survey Baseline: 407 respondents (2016-2017) Expected Outcome:6,207 respondents	8,625 respondents (Local Climate Survey respondents)

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain positions to support FACE department for community engagement: Director, Family & Community Engagement, Intermediate Secretary, 14 School Outreach Liaisons, 34 Community Aides Bilingual, 13 Community Aides, 1 District Attendance Liaison CWA, 2 district Liaisons, District level.	$3,436,061 Supplemental Concentration Classified Supervisor Classified Salaries Benefits	$3,464,527.54 Supplemental Concentration Classified Supervisor Classified Salaries Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development to employees and stakeholders in order to maintain a quality FACE program through conferences, workshops, training, activities, recognition events and auxiliary items to support these events.	$45,000 SUPC Classified Salary Benefits Services/Operating Expenditures Travel/Conference Supplies and Materials	$34,799.38 Supplemental Concentration Classified Salary Benefits Services/Operating Expenditures Travel/Conference Supplies and Materials
Provide support to parent leadership groups in leadership training and supplemental programs.	1,000 SUPC Services/Operating Expenditures	0
Maintain communication branding, marketing, imaging, and recruitment of programs, services, personnel, and opportunities within the district in order to increase the district's image throughout the community.	$390,000 Supplemental Concentration Other Services & Operating Expenditures	$259,319.45 Supplemental Concentration Other Services & Operating Expenditures
Provide additional support in workshops, training, and resources for parents to support the academics and social-emotional supports of their students.	$14,500 Title I Other Services & Operating Expenditures	$6,848.21 Title I Other Services & Operating Expenditures
Action discontinued as it is addressed in the job reclassification process.	N/A	$5037.31 Title I
Provide additional workshops, training, and resources for parents and school sites of at-risk students to increase the capacity of support systems of at-risk, foster, and homeless students and families.	$14,500 Supplemental Concentration Other Services & Operating Expenditures	0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services used to support students, families, teachers and staff that were modified due to COVID-19 were:

Action 2: Provide professional development to employees and stakeholders in order to maintain a quality FACE program through conferences, workshops, training, activities, recognition events and auxiliary items to support these events. The number of parent/community events and district-sponsored parent/community workshops were reduced due to school closure because of COVID-19.
Action 3: Provide support to parent leadership groups in leadership training and supplemental programs. Extra costs not incurred with providing support to parent leadership groups in leadership training and supplemental programs.
Action 4: Maintain communication branding, marketing, imaging, and recruitment of programs, services, personnel, and opportunities within the district in order to increase the district's image throughout the community. A decrease of funds were used for marketing on the district's image due to efforts to communicate updates on COVID-19, safety protocols, and distance learning structure and supports on an ongoing basis to the community.
Action 5: Provide additional support in workshops, training, and resources for parents to support the academics and social-emotional supports of their students. Additional support in workshops, training and resources were moved to a virtual setting due to COVID-19 safety precautions.
Action 7: Provide additional workshops, training, and resources for parents and school sites of at-risk students to increase the capacity of support systems of at-risk, foster, and homeless students and families. Additional workshops did not incur amount budgeted and were moved to a virtual setting as of Spring 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One success for this goal was that the district and sites were able to hold over 75% of their parent/community meetings and events even with school closure due to COVID-19. A challenge was parent/community online participation at the start of school closures because of the lack of devices and Internet in the home. However, with the 1:1 districtwide distribution of technology and site and district outreach, we were able to hold online meetings/events with increased attendance after the distribution of the devices and distribution of Internet hot spots.

Goal 7

EMPOWERED COMMUNITIES
Promote Healthy Environments
Board Goals:
Provide Clear Budget Transparency and Communication
Improve the District's Image

State and/or Local Priorities addressed by this goal:

State Priorities: 1

6
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator: The district will increase work order completion. Local Metric: Maintenance & Operations work order report Baseline: Closure percentage of work orders 91.9% 9.25 days to close a work order Expected Outcome: Closure percentage of work orders to be over 92%. Days to close a work order is under 9 days.	Closure percentage of work orders to be over 92%. Days to close a work order is under 15 days.
Metric/Indicator: The district will increase number of students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test ("met satisfactorily any five of the six standards of the physical performance test...") State Metric: Healthy Fitness Zone Assessment Baseline: 5th Grade: 34.9% 7th Grade: 49.8% 9th Grade: 53.2% (2015-2016) Expected Outcome: Students meeting Healthy Fitness Zone on PFT 5th Grade: 43.9% 7th Grade: 58.8% 9th Grade: 62.2%	PFT not administered in 2019-2020 due to COVID-19 school closures.
Metric/Indicator: The district will increase the overall perception of clean and well-maintained facilities/properties. State/Local Metric: Parent Engagement and Local Climate Survey Baseline: 37% Strongly Agree (2016-2017) Expected Outcome: 52% Strongly Agree	85% Strongly Agree

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain the following positions to support a safe school environment: 1 Chief of School Police, 1 Lieutenant, 2 Sergeant, 1 Corporal, 1 Coordinator Safety, 1 Detective, 1 Office Manager, 1 Admin Services Tech, 1 Senior Secretary I, 5 School Police Dispatchers, 13 Sworn Officers, 5 Lead Campus Security, 49 District Safety Officers.	$7,674,195 Supplemental Concentration Classified Support Salaries Classified Supervisor Benefits	$7,454,554.60 Supplemental Concentration Classified Support Salaries Classified Supervisor Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain the following positions to support a safe, clean, healthy environment: 1 Coordinator Athletics & Physical Education, 7 Licensed Vocational Nurses (portion of salary), 45 Health Assistants (portion of salary), 33 Psychologists (portion of salary), 2 Senior Custodians, 11 Custodians, 4 Groundskeeper, 1 Plumber Maintenance, 10 locker room attendants.	$6,792,045 Supplemental Concentration Base Ongoing Major Maintenance Certificated Salaries Classified Salaries Benefits	$5,009,850.89 Supplemental Concentration Base Ongoing Major Maintenance Certificated Salaries Classified Salaries Benefits
Maintain online database of student athlete profiles.	$4,028 Supplemental Concentration Other Services/Operating Expenditures	$4,027.50 Supplemental Concentration Other Services/Operating Expenditures
This action was deleted and integrated into Goal 7 Action 2.	0 N/A N/A	0 N/A N/A
Maintain After School Program (ASES) matching grant.	$544,215 Supplemental Concentration Clerical Support Salaries Benefits Materials & Supplies Travel & Conference Sub agreements	$595,313.79 Supplemental Concentration Clerical Support Salaries Benefits Materials & Supplies Travel & Conference Sub agreements
Provide ongoing additional transportation for additional support.	$2,352,878 Supplemental Concentration Transfer of Direct Costs	$1,668,806.32 Supplemental Concentration Transfer of Direct Costs
Provide support for departments to monitor Key Performance Indicators (KPIs) in the areas of demographics, finance, operations, human resources and information technology.	$15,500 SUPC Other Services & Operating Expenditures	$15,780 Supplemental Concentration Other Services & Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Utilization of a work order system that has Key Performance Indicators (KPIs) to provide support to department on district-wide performance. Platform system will also track energy savings/costs and facility needs/repairs, and compare performance in these fields to other school districts nationwide through the program's KPI system.	$68,807 SUPC Other Services & Operating Expenditures	$49,463.85 Supplemental Concentration Other Services & Operating Expenditures
Extra hourly for site Wellness Champions to support site and district Wellness Policies.	$22,000 SUPC Certificated Salaries Other Classified Salaries Benefits	$16,163.68 Supplemental Concentration Certificated Salaries Other Classified Salaries Benefits
Action discontinued.	N/A N/A N/A	N/A N/A N/A
Provide operational support for School Police Services.	$379,350 Supplemental Concentration Classified Support Salaries Benefits Materials & Supplies Travel & Conference	$328,239.34 Supplemental Concentration Classified Support Salaries Benefits Materials & Supplies Travel & Conference

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services that were modified for Goal 7 starting with school closures on March 16, 2020, were the following:

Action 2: Maintain the following positions to support a safe, clean, healthy environment: 1 Coordinator Athletics & Physical Education, 7 Licensed Vocational Nurses (portion of salary), 45 Health Assistants (portion of salary), 33 Psychologists (portion of salary), 2 Senior Custodians, 11 Custodians, 4 Groundskeeper, 1 Plumber Maintenance, 10 locker room attendants. All positions maintained. However, with the onset of COVID-19 responsibilities moved to supporting a distance learning environment and planning to address COVID-19 safety protocols with the possibility of return to in person instruction.

Action 6: Provide ongoing additional transportation for additional support. Transportation costs were reduced with reduced need of transportation with school closures due to COVID-19.

Action 8: Utilization of a work order system that has Key Performance Indicators (KPIs) to provide support to department on district-wide performance. Platform system will also track energy savings/costs and facility needs/repairs, and compare performance in these fields to other school districts nationwide through the program's KPI system. Work order system continued but focused on COVID safety precautions for return to in-person instruction projects.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One success that was a result from school closures due to COVID-19 provided time for each facility to be inspected for ongoing maintenance needs to be determined and completed. Another success that resulted from school closures was the time it provided for each staff to prepare each facility to meet COVID-19 safety protocols to prepare for a possible return to in-person instruction. Another success was that our Wellness staff was also able to continue to provide support for students and families. The challenges faced were not being able to continue our in-person after-school student programs that helped with student engagement and foster social-emotional welfare for our at-risk, foster, and homeless students as of March-May 2020 and holding meetings virtually which were a challenge due to lack of devices until the 1:1 device and Internet hot spot distribution.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district continued to provide bilingual aides to support access to core instruction and language development to English Learners with services provided to English Learners who have been identified as having the most need and or loss of learning. Every school site was provided with a minimum of 1 Spanish language bilingual aide position. An additional district assigned Arabic language bilingual aide positions were established to provide districtwide services to Arabic speaking ELs with the greatest linguistic and academic needs.	$5,337,521	$4,159,917	Y
The district has developed Learning Centers at 3 locations for homeless students during the school closure and will remain open once the transition to the hybrid instructional model occurs so that the students can continue to have access to learning, to the internet, and nutrition as well as a safe place to learn.	$144,686	$144,686	Y
The district continued to provide elementary students in need of supplemental and intensive literacy interventions, with targeted instruction from the Title I Instructional Support Teacher. Each of the district's 30 elementary schools continued to receive one full-time IST focused on closing the achievement gap for low-income and EL students. ISTs offered daily supplemental and intensive literacy interventions for K-5 students during small group distant learning instruction through Teams. To ensure students did not miss first instruction, intervention instruction occurred when students were not receiving synchronous teacher-directed core instruction. ISTs provided instruction when students are working on asynchronous distance learning or during Student Support Time. Families of K-3 students received take-home instructional materials for working remotely with the IST. Each 4-9th grade student utilizing Read 180 Universal intervention curriculum received one take-home headset to replicate the classroom learning environment.	$4,110,347	$3,972,892	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district continued to provide secondary Intervention Teachers to deliver ELA and math interventions for low-income and EL students. Each of the district's middle schools received one full-time ELA Intervention Teacher and two full-time math Intervention Teachers. Each of the district's high schools received one full-time ELA Intervention Teacher and one full-time math Intervention Teacher. (L101)) In addition, the District continued to monitor secondary student progress using assessments, grades and teacher feedback. At-risk students were provided additional instructional support through the Student Support Time built into the daily schedule. Teachers scheduled reach out and provided small group instruction. Subgroup populations such as EL, Special Education and Foster continued to be provided additional support services permissible as specified in CDE Cohort Guidance Document.	$4,089,670	$4, 015,598	Y
The district continued to implement the NWEA MAP Growth assessment and the IO/Illuminate Student Assessment Management System to maintain a balanced assessment system (L120) Implementation of these assessments and analytics systems leads to improved services for targeted student groups and others with identified achievement gaps by providing the tools needed to monitor student progress, identify academic needs, identify students in need of support, and design instruction that targets identified needs.	$517,427	$550,773	Y
The district administered social-emotional learning and climate surveys to identify and support student needs. (L405) The use of these survey tools provided the data needed to improve services for student groups and individual students by identifying specific areas of need for targeted supports.	$111,650	$678,176	Y
The district continued to identify and implement a Spanish assessments as part of the district's balanced assessment system including the Dual Language Immersion program to measure the students' academic achievement in the target language.	$188,000	$188,000	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district provided Thermal Screeners and PPE to all school sites to ensure the health and safety of students, staff, and the community.	$2,536,660	$8,166,296.26	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were substantive differences between the planned actions or/or budgeted expenditures for the distance learning program. The substantive difference were:

Action 1: The district planned to provide bilingual aides to support access to core instruction and language development to English Learners with services provided to English Learners who have been identified as having the most need and or loss of learning. However, there was a decrease in the availability (and a decrease of cost) of bilingual aides and hiring for all the positions was not able to occur due to employment shortages.

Action 6: Increased cost due to the additional surveys needed to identify and address student needs during distance learning.

Action 8: Increased costs due to the increased cost and need of PPE.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

FUSD did not begin in--person instruction until April 2021 based on COVID-19 safety guidelines. We were successfully able to create three cohorts to be able to follow the challenges of the social distancing requirements. Cohorts A and B were the two in-person rotating groups of students with each cohort receiving two days of in-person instruction. Cohort C was comprised of students that opted to remain in distance learning. The cohorts were based on data gathered from families and students about preferences regarding in-person instruction or remaining in distance learning via an online survey that was updated weekly prior to the reopening of school. District parent advisory committees were also held in March 2021 and input was also provided by the Board of Education and the Bargaining Units as to possible model options. Below are the percentages of students that opted to return to in-person instruction:

Elementary School 60.7%
Middle Schools 41.2%
High Schools 29.3%
Continuation Schools 29.5%

The challenges to having three cohorts, was the limitation of students receiving two days of in-person instruction. In addition, there was an ongoing staff and parent/guardian concern for Cohort C receiving the same amount of synchronous live instruction as the in-person cohorts. To successfully deal with this

concern we provided Cohort C additional instructional time and set aside Wednesdays as an additional block of instructional time for Cohort C. To successfully provide certificated staff with support of teaching students both that were distance and in-person, additional technology was purchased, such as cameras, that facilitated instruction based on teacher and site administrator feedback gathered during faculty meetings, union meetings, and district administrator meetings. Each day also had student support time built in to be able to effectively meet with students to provide extra assistance. The support time continued due to feedback from staff, students and families that some students were struggling with understanding content and needed additional academic support. Another success were Wednesdays that were also designated as time for certificated directed and/or administrative directed time for PLC time or additional professional development. In addition, Wednesdays also successfully provided additional time for counseling staff to conduct student wellness checks for students who needed additional social and emotional support as self-reported by students, staff, and/or parents/guardians.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To facilitate the enrollment process for Foster and Homeless Youth, the district has implemented online enrollment procedures and provided training for Student Service support staff on how to enroll students and to help support community members needing walk up services. This process ensured that our students were provided quick access to education.	$141,842	$141,842	Y
The district provided training to Child Welfare and Attendance staff were trained on the requirements of AB 167/216 for Foster Youth and how to identify and reach out to students. This process ensured that we identified high school students that experience homelessness, notified them of the supports in place to help them, and put them on the path to graduation.	$66,366	$66,366	Y
The district provided TK-12 core curriculum instructional materials that are standards-aligned including technology-based resources to all students including foster youth, English learners, or low-income students.	$10,500,000 (L129)	$2,083,458	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district provided supplemental core standards-aligned instructional materials including technology-based resources such as Discovery Education Math and Science Techbooks for 6th-12th students, and printing of K-12 supplemental materials to all students including foster youth, English learners, or low-income students.	$1,321,039 (L122)	$1,166,662	Y
The district continued to provide elementary students in need of supplemental and intensive literacy interventions, with targeted instruction from the Title I Instructional Support Teacher. Each of the district's 30 elementary schools continued to receive one full-time IST focused on closing the achievement gap for low-income and EL students. ISTs offered daily supplemental and intensive literacy interventions for K-5 students during small group distant learning instruction through Teams. To ensure students do not miss first instruction, intervention instruction occurred when students were not receiving synchronous teacher-directed core instruction. ISTs provided instruction when students were working on asynchronous distance learning or during Student Support Time. Families of K-3 students received take-home instructional materials for working remotely with the IST. Each 4-9th grade student utilizing Read 180 Universal intervention curriculum received one take-home headset to replicate the classroom learning environment.	$4,110,347 Please note that this action is also listed under In-person Instruction Actions	$3,972,892	N
The district continued to provide secondary Intervention Teachers to deliver ELA and math interventions for low-income and EL students. Each of the district's middle schools received one full-time ELA Intervention Teacher and two full-time math Intervention Teachers. Each of the district's high schools received one full-time ELA Intervention Teacher and one full-time math Intervention Teacher. (L101).	$4,089,670 Please note that this action is also listed under In-person Instruction Actions	$4,015,598	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Long-term ELs and At-Risk of Long-Term ELs were enrolled in Academic Language Development (specially designed ELD courses) to support their unique literacy and language development needs and move to reclassification in a timely manner. ALD teachers and administrators engaged in EL specific professional development in ELD Standards, ALD curricular materials, and effective researched-based ELD instructional strategies. Administrators monitored the implementation of ALD courses, ALD curriculum, and ELD instructional strategies in the ALD courses.	0	0	Y
Bilingual Aides engaged in EL-specific professional development in the ELD standards and effective research-based ELD instructional strategies to support teacher-designed mini-lessons and ensured access to the standard instructional program.	0	0	Y
EL and EL/Pathways to Biliteracy Teachers-on-Assignment (TOA) and Multilingual Program and Services administrators continued to engage in EL specific professional development in the ELD Standards, curriculum, instruction, and assessment to better support and coach the implementation of I-ELD and D-ELD at school sites.	0	0	Y
The district provided 1 Coordinator Distance Learning, 8 Distance Learning teachers. (L319)	$1,076,068	$3,357,789	Y
The District purchased learning software to differentiate instruction and meet the needs of students receiving special education services.	$853	$857	Y
The District purchased learning devices to support the distance learning needs of students enrolled at Non-Public Schools.	$16,406	$66,992	Y
The District purchased technology tools to support staff interaction with students receiving special education services during Distance Learning.	$1,176	$29,376.23	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The District provided substitute staff to support the implementation of Individual Education Plans (IEP) for students receiving special education services during Distance Learning.	$232,221	$448,716.70	Y
The district provided additional distance learning opportunities through online courses for credit recovery and acceleration for high school students.	$261,651 (L320)	$379,226	Y
The district provided a Virtual Learning Academy for K-12 students.	0	0	Y
The district provided 1:1 devices for TK-12 students and wireless internet access.	$6,700,000 (L321)	$7,797,148	Y
All teachers engaged in professional development around building Professional Learning Communities (PLCs), high-quality first instruction and support for the instructional program, and a multitiered system of academic supports.	$1,632,000 (L112, L117)	$1,040,165	Y
All teachers and staff engaged in professional development on technology integration including the use of online resources, digital tools, digital literacy, and computer science.	$305,000 (L322)	$263,145	Y
The district provided a digital platform that allows students with exceptional needs to interface with the provider(s). Additional platforms that are more student and parent-friendly for particular ages such as Seesaw for ages preschool through kindergarten and for our moderate/severe population were also purchased.	$298,474	$63,619.05	Y
The District provided interactive, student-centered video lessons, District-wide through EDPuzzle.	$33,000	$38,300	Y
These actions contributed to meeting the increase or improved services requirement as described in the Increased or Improved Services section.	$3,090	0	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were substantive differences between the planned actions or/or budgeted expenditures for the distance learning program. However, all actions were implemented. The substantive difference were below:

* Action 3: The cost of TK-12 core curriculum instructional materials costs were overestimated because we implemented technology based instructional materials at a lower cost.

* Action 12: Increased costs needed to purchase additional learning devices to support distance learning needs of students enrolled in non-public schools.

* Action 13: Increase costs needed to purchase additional technology tools to instruction of Special Education Students.

* Action 14: Increased costs in providing additional support staff to support IEP Plans.

* Action 15: Increased costs to provide additional opportunities for credit recovery.

* Action 17: Increased costs to provide additional devices to meet goal of 1:1 student devices.

* Action 20: Decrease in costs of digital platform that allowed students with exceptional needs to interface with providers because Microsoft Teams and other platforms purchased provided the interface needed.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Below are the successes and challenges our distance learning program in the 2020-21 school year. Ongoing data and feedback were gathered via survey and discussion through 2020-21 from parent advisory groups, administrators, staff, bargaining units, school site councils, and community members to address issues with technology, student attendance and engagement, social and emotional support, and training needs.

Continuity of Instruction, Access to Devices, and Connectivity: During this Spring 2020 school closure period, the District continued to provide students with quality learning opportunities and supports including both digital and printed resources, the latter of which was made available on the district's website at www.fusd.net/learning. Maintaining quality instruction and student service supports to students and families continued to be a priority to Fontana Unified during the COVID-19 emergency. . However, based on family feedback data our challenge was that students lacked devices to access the virtual classroom. To have all students with a device, approximately 24,000 devices have been successfully issued to students to date in time for the first day of instruction of the 2020-21 school year. The district successfully provided at-home internet access to all students to ensure that all students have access to online learning options. During the implementation of this network, the district also successfully purchased approximately 5,000 hot spots to be issued to families in need in addition to allowing Wi-Fi access in school parking lots.

Pupil Participation and Progress: The District utilizes the Aequitas (“Q”) student information system to monitor attendance. At the start of every live session teachers were required to take attendance within the first 10 minutes. Once attendance was taken, designated office staff began contacting students not present and verifying the reasons for the absence. One challenge considered was the fact that connectivity/technology issues may be a reason that the student was not able to participate and we created additional attendance reporting codes so that the reason can be appropriately documented. In addition, an attendance code was created to reflect circumstances where a student may not participate in a live session, but submitted work. One success was that training sessions occurred with site administrators and support staff on August 18, 19 and 20 to discuss the attendance taking practices and the new codes to effectively be able to monitor attendance. Teachers successfully utilized Microsoft Teams to carry out the daily live interaction. Microsoft Teams can document when a student joins or leaves a session. Microsoft also effectively provided a dashboard showing student time spent on Office 365 applications that assisted teachers in determining which programs students were using for their assignments. ClassLink analytics can also be used to determined the amount of time students are spending using programs and applications in ClassLink that teachers have assigned other than Microsoft programs. The challenge of student non engagement/participating was another problem that needed to be addressed. Sites successfully collaborated with Student Services to identify students not engaging/participating so that a tiered intervention plan can be enacted to re-engage the students. Classroom staff also successfully identified participation and work completed during online instruction through the Class Engagement Application in the Q student information system.

Teachers successfully used daily checks for understanding and other formative assessments to determine student needs. Teachers also successfully met with their grade level professional learning communities to analyze current formative assessment data and determine next steps in addressing learning loss. The district continued to implement the NWEA MAP Growth assessments twice a year and the IO/Illuminate Student Assessment Management System to measure learning loss. However, the validity of many assessments may have been impacted due to parents/guardians assisting with the assessments.

Distance Learning Professional Development: In order to provide high-quality instruction and reduce any loss of learning occurring due to COVID-19, the Teaching & Learning Division successfully developed distance learning lesson plans for all content areas across the TK-12 grade span for the months of April and May. These plans included modifications for English Learners and Students with Disabilities. Staff were also provided effective training on grade specific instruction and curriculum to be delivered during distance learning (i.e. sessions on Caitlin Tucker, Teacher Clarity, TEAMS training, instructional online applications). All professional development was held virtually successfully. Students were successfully provided with two different sessions of distance learning opportunities with the option of accessing the lessons online through the district and school websites or packets (until all 1:1 devices were distributed with Internet access) were available for pick up at the district and site level for families who did not have internet access. Students were then able to return the packets at the end of April and obtain the May packet, which was turned in at the end of May for the final school year.

Staff Roles and Responsibilities: Certificated staff had daily scheduled classes and student support sessions. Staff were able to effectively work from home or on site. Classified staff were working in normal roles to provide regular services. However, one challenge was the reassignment of classified staff in positions not critical for distance learning. Reassignments ranged from student support online to providing communication to families.

Support for Pupils with Unique Needs: Until all devices were distributed, learning packets were successfully translated into Spanish for students and with accommodations for Special Education students. Another success was that teachers had office hours and online learning opportunities that were accessible to students and families during the instructional day. These were in addition to the prepared packets developed by the district office. Integrated and Designated English Learner Development instruction for all English Learners was also successfully designed for all core and content subject areas. Additional accommodations were designed within the lessons to support all student groups such as foster youth, homeless and low-income. The literacy and math instructional needs of English Learners, foster youth, and low-income students were successfully supported through the additional and targeted distance learning interventions received from Elementary ISTs and Secondary Intervention Teachers. In addition to core and content subject areas, additional supports for students to access during distance-learning included physical activities that were linked to STEM activities, VAPA courses for teachers to integrate into their lessons, and Integrated and Designated English Learner Development instruction for all English Learners. Schools and classrooms successfully maintained school connectedness through regular social, emotional teacher student check-ins, family support and engagement activities, and virtual school spirit days. Student Support time was successfully embedded daily to address the challenge of students who need additional support and connection have opportunity for small group or one on one instruction. The District employed seven Climate and Culture Teachers on Assignment, three Climate and Culture Specialists and two LFMTs. The twelve employees effectively worked directly with site level counselors to identify students in need to follow up with either one to one or small group meetings to address issues of social-emotional wellness.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district continued to implement the NWEA MAP Growth assessments twice a year and the IO/Illuminate Student Assessment Management System to measure learning loss. (L120)	$517,427	$550,773	N
The district purchased Pathblazer as an online digital resource for K – 6th-grade students that are aligned to MAP to serve as a personalized intervention program for students and to provide targeted instruction.	$1,697,500	$1,697,500	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To enhance differentiated instruction for all students, particularly low-income, Foster Youth, and English Learners, the district continued using Title I funds to provide online instructional software in English and Spanish as well as intervention materials and curricula above and beyond the core.	$2,137,815	$2,211,684	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantial differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The challenges faced in assessing learning loss were determining what assessment system would be effective in a virtual learning environment and what training was necessary for staff. After meeting with administrators and staff, the Department of Assessment and Accountability was determined to understand the extent of learning loss and design instruction that will accelerate learning for students. They also successfully developed an assessment system with additional opportunities to monitor student progress and provide flexibility as the instructional model shifted from distance learning to a hybrid model to an in-person model. Another success was that FUSD implemented a systematic cycle of assessments that include diagnostic, formative, interim-growth monitoring, and summative assessments that can all be administered either remotely or in person. Teachers were successfully provided with resources and training opportunities that guided them in understanding the role of assessment in distance learning, hybrid, and in-person instructional models, the remote administration of various types of assessments, how to use a variety of formal and informal online assessment tools, and how to strategically think through which types of assessments are best administered in-person or remotely in a hybrid instructional model.

The NWEA MAP assessment was administered in fall and spring to all students in grades K-12. This assessment was used to determine the learning losses from the Spring of 2020 and to measure the extent to which learning was accelerated over the course of the school year by measuring individual student growth. To monitor the level of learning and competency development throughout the year, teachers had access to a variety of diagnostic, progress monitoring, and formative assessments and assessment tools for day-to-day classroom assessments. Just a few examples of tools successfully implemented specifically to support instruction and assessment of student learning in distance-learning and hybrid models include Nearpod, Kahoot, and Pathblazer. In addition, all grade level PLC teams successfully administered a minimum of three (3) common formative assessments in both English language arts and math that will help them to gauge school-wide student learning.

The district effectively had established protocols and procedures to administer the Initial ELPAC (I-ELPAC)

to incoming Kindergartners during the summer and before the start of the school year (August 24, 2020). Timely administration of the I-ELPAC provided administrators and teachers data on newly identified English Learners. Instructional staff used the data to effectively make program and instructional decisions to provide appropriate EL program services immediately upon beginning the academic year. Measures were successfully taken to support the safety and well-being of students and staff as the in-person I-ELPAC is administered.

For ongoing identification of English Learners, grades TK-12, the Language Assessment Center (LAC) remained open to administer and score the I-ELPAC to students whose Home Language Survey indicates the need for follow-up testing. Appropriate measures were taken to support the safety and well-being of students, parents, and staff as in-person testing and consultations are completed. A comparison of Fall-to-Fall growth in student achievement using NWEA MAP for Fall 2019 to Fall 2020 compared to previous years indicates that the learning loss from the Spring 2020 school closure was minimal. Fall-to-Fall growth in reading and math were slightly below typical Fall-to-Fall growth for Fontana Unified. Data measuring growth from Fall 2020 to Spring 2021 indicates that efforts to address the pupil learning loss from Spring 2020 were largely ineffective, particularly at the elementary level. In fact, assessment data showing growth in achievement from Fall 2020 to Spring 2021 indicates that unfinished learning was significantly increased over the course of the year in all subject areas. No grade levels accelerated growth. It should be noted that data used for the analysis excludes data for Kindergarten and 1st-grade students as there were significant challenges with remote testing in the Fall that resulted in invalid results because of parent/guardian assistance with test questions.

In math, each elementary grade level made less than half a year’s growth as a group in 2020-21; Middle school grade levels made approximately 70-80% of a year’s growth and high school grade levels made nearly one year’s growth. There was no disproportionality in math growth for any ethnicity student groups, but there was for several program student groups, including SPED, EL, Foster, and Homeless. These groups ranged from the 31st to 34th percentile for growth, whereas growth for all FUSD students was in the 39th percentile.

In English language arts (ELA), elementary and middle school grades all made about half a year’s growth or less; high school grades made about 80-90% of a year’s growth. There was a similar pattern in ELA as there was in math with regard to growth for student groups. There was no disproportionality for ethnic groups, but SPED, EL, Foster, and Homeless all demonstrated less growth than the All Student Group in FUSD. The growth percentile for these four student groups ranged from the 33rd to the 35th percentile, while growth for all FUSD students was in the 38th percentile.

In NWEA MAP, students receive an achievement percentile based on a national norm. Maintaining an achievement percentile from Fall to Spring would indicate that the student made similar growth to “like peers” (those who also started at the same achievement percentile in the Fall). Overall, in math, 41% of FUSD students in grades 2-12 maintained or grew in their achievement percentile, 28% declined by 1-10 percentile points and 31% declined by 11 or more percentile points. In reading, 39% maintained or grew, 27% declined 1-10 percentile points, and 34% declined by 11 or more percentile points. These significant declines in percentile achievement further illustrate the limited amount of growth gained from the distance learning instructional model that was implemented from the start of school until late April/Early May.

It should also be noted that this growth analysis can only include students who had NWEA MAP scores for

both Fall 2020 and Spring 2021 and therefore do not include our most disengaged or disenfranchised students whom the schools had difficulty testing in a remote environment. Since participation in testing was significantly lower at the high school level, this could be one contributing factor to the high school growth being greater than at elementary and middle school – because students who were most disengaged and likely experienced little growth did not have test results to contribute to the analysis. With high school having had the highest rate of disengagement and the lowest rate of test completion, many students with very low growth are not factored into the average growth for high school.

With this student achievement data and the significant learning loss, the Department of Teaching and Learning worked with district and site staff to effectively develop lessons to address learning loss and accelerated learning. Professional development sessions were open to all certificated staff to be trained by curriculum and instruction directors, coordinators and teachers on special assignment. Continued training is being offered as well as for classified instructional support staff.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

One of the highest priorities during distance learning and return to in-person instruction was the social emotional learning of our students. In meetings with parent advisory groups, bargaining units, administrator meetings, school site council meetings and in ongoing monitoring of parent requests for assistance social emotional welfare was a top concern. To succesfully identify and address the social-emotional learning (SEL) needs of students, SEL surveys were available to all school sites to administer to all grade levels in fall, winter, and spring using the Panorama platform. Administering the surveys successfully established a baseline and provided schools with access to actionable data.

The challenge our staff faced was addressing these student needs in a virtual setting. The district has in place the office of Multi-Tiered System of Supports which is tasked with collaborating with individual school sites to promote and develop a positive school culture and working to implement interventions that meet the social and emotional needs of our students. The office currently employees 16 staff members, which include a Director, 2 coordinators, 1 counselor, 2 Licensed Marriage and Family Therapists (LFMT), 3 Climate and Support Specialists, and 7 Climate and Culture Teachers on Assignment. When the school shut down occurred, the 16 staff members shifted into a remote working environment . While working remotely, the staff successfully responded by providing virtual counseling sessions to students in need and also provided staff development to our counselors on how to respond to students in crisis as well as to successfully create staff development for teachers on creating nurturing online learning environments.

However, another set of challenges were the number of student in crisis increased and additional support was needed. In April of 2020, the district entered into a contract with Care Solace, an outside agency that connects students and employees in crisis with counselors. Staff development was successfully provided to all site-level administrators and counselors on how to utilize the service. In an 8-week time period, 655 student and 105 employee referrals were made and followed upon. The past July the Board of Education approved a contract with Care Solace for the 2020-2021 school year to ensure that the service continues.

Additionally, the district has a contract with South Coast Counseling Services. This is another outside counseling agency utilized to provide outside counseling services. The 16 dedicated staff members are also providing direct support as needed.

Of the 16 MTSS staff members, there is a Coordinator that is dedicated to assisting sites to implement PBIS. The Coordinator has been successfully working with school sites since the closure on maintaining contact with students. On Wednesday, August 12 we learned that 8 of our schools, Cypress Elementary, Deloris Huerta International Academy, Date Elementary, Juniper Elementary, Sequoia Middle, Southridge Middle, Truman Middle, and Fontana High School were recognized by the state as PBIS Community Cares Schools. Another success was that these 8 schools were recognized due to how well they were able to connect with and maintain relationships during the school closure.

The district has also successfully established a partnership with the Public Defenders Office in San Bernardino to provide support to families in need. As part of the partnerships the Public Defender's Office assigned a Social Worker to support the families. While the School Attendance Review Board (SARB) will look much different this school year, we will continue to effectively utilize the services of our Social Worker from the Public Defender. Additionally, we have 2 LMFTs and one At Promise Counselor, that works with students in need that are identified through the SARB process. The 3 employees have either coordinated referrals for support to outside agencies or provide direct support. As part of the tired re-engagement process attendance is monitored closely so staff can provide outreach when attendance becomes an issue.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil engagement and absenteeism are of great concern and areas of challenge for our staff and families. Chronic absenteeism was a challenge to overcome with distance learning with data reporting our Chronic Absenteeism rate for for 2019-2020 districtwide was 10.9%. To address students that continued to be absent for distance learning, sites collaborated with Student Services to identify students not engaging/participating so that a tiered intervention plan was enacted to re-engage the students. They also effectively developed multiple means to measure attendance and engagement/participation as stated below:

1. Logging on to Microsoft Teams
2. Participation in virtual office hours
3. Responding to teacher announcements or emails
4. Completing assignments or assessments
5. Contacts between teachers, students and parents by email or phone
6. Participating in daily check-in surveys

Based on feedback from staff and families through monthly meetings of parent advisory groups, PTA, and school site council meetings the strategies below were successfully implemented to increase attendance and engagement/participation:

1. Contact with members of the School Attendance Review Team
2. Assisting parents with Q Parent Connection accounts (parent portal) to monitor attendance, assignments, and teacher communication
3. Delivering technology, learning materials, and resources to families that have been impacted by COVID-19
4. Conducting wellness checks, connectivity issues, and attendance verification
5. Providing updates on the website, Q Parent Connection, Blackboard Connect, and social media regarding online learning, resources for families, and COVID-19.

Student Services and FACE also effectively collaborated with district sites to monitor student attendance/participation and to assist in the development of a Tiered Intervention system to re-engage students. Sites reached out to students/families on a daily basis in instances where instruction is missed. In the event, a student misses 60% or more of instruction within a week sites is to utilize the daily Student Support time in which counselor and or site administration may work with student/families to identify root causes and to implement interventions. On Wednesdays, there was increased time to go in-depth with interventions. The district successfully continued identifying students who were chronically absent and habitually truant. SART and Excessive Absence letters will continue to be generated. The Q attendance monitoring system is set up so that the sites and district can clearly differentiate between instances of truancy and connectivity. When issues of connectivity occur, the intervention focused on re-connecting. During instances where there were instances of habitual truancy sites will continue utilizing the district-level process to refer to the School Attendance Review Board (SARB). Bilingual Community Aides were available to assist in communicating with parents who speak languages other than English.

Efforts to address attendance and engagement/participation successfully resulted in a lower Chronic Absenteeism rate of 8.1% for 2020-2021.

In addition to the family outreach above, the FUSD Board of Education made stakeholder communication a focus when feedback showed that families had difficulty receiving updated information. Two divisions were successfully created that support outreach to families and the community--Marketing, Community and Engagement and Family and Community Engagement. Both departments worked together to provide ongoing communications on district protocols and programs during distance learning and COVID-19 safety updates. They also effectively helped host parent and student advisory committee meetings. Both divisions also provided community outreach surveys to gather data on what support families needed during distance learning and in the transition to in-person learning. Initially, participation was low due to lack of devices. However, with the 1:1 device distribution, participation increased. Translation was provided for all communications and meetings. The implementation of ParentSquare was initiated to provide families and the community ease of access to district and school site information.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

With the challenge of providing food service for the size of FUSD, the Food Services department, in cooperation with the City of Fontana, helped to ensure that all children in the community had access to food during the COVID-19 emergency school closure and when we began hybrid instruction in April 2020. Their success was attributed to their planning and hard work. Food Services began with Grab and Go

meal service on the first day of school closures beginning March 16, 2020. Distribution started with offering breakfast and lunch Monday through Friday at 10 sites throughout the District, which provided easy access for community members. Meals were also transported to families who were home-bound and unable to physically go to a school site to obtain meals. Based family feedback and direct observation of the high need within the community, supper and weekend services were added on April 24, 2020. In addition, Food Services has kept staff and the community safe by ensuring all CDC guidelines regarding Food Services has been followed. As of April 2021 with the return to in-person instruction, Grab-n-Go carts continued to be utilized for both breakfast and lunch meals at secondary sites. To adhere to the challenges of the COVID safety measures, multiple carts and staggered meal service will be implemented to promote physical distancing and to reduce the amount of students in one location. Staggered meal service will also allow for proper cleaning and sanitization of carts between meal service. To receive meals, students remained at least 6 feet apart while in line adhering to the designated markings on the floor to ensure proper distance is maintained. Upon reaching the front of the line, each student presented their identification card, which will be scanned into the POS by Food Services staff with a handheld scanner to reduce contact. Food Services staff wore masks and gloves while using the POS. Meals will then be consumed by the students outside at a designated location by the site. Supper and a snack was provided in grab and go bags at the exit of the schools for students to consume at home. On Fridays, students were able to take home supper and snack for Friday, Saturday and Sunday.

Elementary students retrieved their meals via one of two delivery methods. Some sites picked up grab and go breakfast as they walked into the school and carts were placed near the entrance. Other schools opted to have breakfast delivered to their classrooms via meal transport bags and to be eaten at the beginning of the school day. Lunch is similar to breakfast in the classroom at sites that do not have ample space in their common areas for social distancing during meal service. For sites that were able to socially distance, they used the cafeteria or Grab-n-Go cart to receive their meals. Lunch was served in the cafeteria by class/cohort. The site used staggered meal times to reduce the amount of students in one location and to allow for proper cleaning and sanitization between classes/cohorts of cafeteria service areas and/or Grab-n-Go carts. Students remained at least 6 feet apart while in line adhering to the designated markings on the floor to ensure proper distance is maintained. Food Services staff wore masks and gloves while serving the meals. Supper and a snack was provided in grab and go bags at the exit of the schools for students to consume at home. On Fridays, students took home supper and snack for Friday, Saturday and Sunday. All students in Fontana were served meals at no charge and had access to breakfast, lunch, supper and snack.

For students that opted to remain on distance learning, Grab-n-Go meals continued to be offered:

Meals can be picked up at any school in Fontana Unified (except for Citrus High and Birch High). The meals did not need to picked up at the school of attendance, although you may.

All Elementary Schools & Middle Schools
Wednesdays from 9 am - 11 am

AB Miller HS, Fontana HS, Jurupa Hills HS, Kaiser HS and Summit HS
Wednesdays from 9 am – 11 am & 2 pm - 5pm

Food service was also sensitive to the various nutritional needs of our students. If a child had a dietary

restriction to any food, the school Nurse or Health Assistant could be contacted for assistance. Access to menus and updated information was provided at our district website at www.fusd.net. All communications were provided in English and Spanish.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Mental Health and Social and Emotional Well-Being.	The District continued to provide 1 Director, Multi-Tiered Systems of Support, 1 Coordinator of Positive School Culture and Climate, 1 Coordinator of Social Emotional Supports, 2 Social Emotional Specialists, 1 Counselor district level, 1 Senior Secretary II, 1 Intermediate Secretary, 4 Culture Climate Specialists, 7 Teachers on Assignment, Climate & Culture Coaches to support mental health and social and emotional well-being of pupils and staff during the school year.	$2,798,4((L403)	$2,567,2(	Y
Mental Health and Social and Emotional Well-Being.	The District provided Positive Behavior and Restorative Practice Support Programs to support mental health and social and emotional well-being of pupils.	$711,650 (L405)	$678,176	Y
Mental Health and Social and Emotional Well-Being.	The District provided program support for Foster Youth, Homeless, and At-Promise students to support mental health and social and emotional well-being of pupils.	$40,000 (L406)	$35,307	Y
Mental Health and Social and Emotional Well-Being.	The District continued to provide Socio-Emotional Counseling and Support Programs to support mental health and social and emotional well-being of pupils.	$250,000 (L407)	$250,000	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Pupil and Family Engagement and Outreach	The District continued to provide Marketing, Communications and Family Engagement support positions including 1 Executive Director Marketing, Communications and Engagement, 1 Director, Family & Community Engagement, 1 Marketing and Analytics Specialist, 1 Organizational Brand Specialist, 1 Senior Secretary II, 14 School Outreach Liaisons, 38 Community Aides Bilingual, 9 Community Aides, 3 CWA Attendance Liaisons to support Marketing and Communication Initiatives.	$4,170,8 (L409, L411)	$3,935,6	Y
Pupil and Family Engagement and Outreach.	The District continued to provide Parent Workshops focused on Foster, At-Promise, and Homeless parents.	$14,500 (L412)	$9,500	Y
Pupil and Family Engagement and Outreach.	The District continued to provide Professional Development to Support English Learner Parents, Communications and Family Engagement.	$81,350 (L413, L414)	$6,970	Y
Pupil and Family Engagement and Outreach.	The District used the Panorama platform to provide research-based survey content that will be used for all student and family survey needs, including both social-emotional learning, climate, and needs/feedback surveys. Panorama’s analytics platform will allow the district and school sites to easily identify trends and areas of need, making the data relevant, timely, and actionable.	$111,650	$15,750	Y
Pupil and Family Engagement and Outreach.	The District utilized the ParentSquare platform as a communication tool to foster parent engagement and involvement as it offers multiple forms of communication platforms (such as email, text message, social media, phone call, integrated school calendaring, and interactive polls or surveys) and integrates with Q plus (FUSD's student information system).	$116,505	$116,505	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students.	The District continued to provide 1 Director, Multi-Tiered Systems of Support, 1 Coordinator of Positive School Culture and Climate, 1 Coordinator of Social-Emotional Supports, 2 Social-Emotional Specialists, 1 Counselor District level, 1 Senior Secretary II, 1 Intermediate Secretary, 4 Culture Climate Specialists, 7 Teachers on Assignment, Climate & Culture Coaches to collaborate with school sites to identify the needs of our Foster Youth and to help coordinate services.	$2,798,4((L403)	$2,567,2(	Y
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students.	The District provided Learning Centers so that students experiencing homelessness who lack both the internet and a safe place to learn had a place to go and connect.	$144,686	$144,686	Y
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students.	The District provided a Foster Liaison that assisted the sites in monitoring the academic progress, engagement and emotional well- being of our Foster Youth. The Liaison worked with the student's support system to coordinate services met the needs of the student.	$66,365	$66,365	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were a few substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions:

Action 7: Decrease in cost of professional development for English Learner Parents due to workshops being held virtually rather than in-person where funds were used to support child care for parents/guardians attending meeting.

Action 8: Panorama survey were implemented at a lower projected cost because climate survey was given once a year in the Spring to staff, students, and families. Microsoft TEAMS was used to gather additional survey data without a significant additional cost.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned from implementing distance learning and a hybrid learning model when the district was cleared to return to in-person instruction are many. We have implemented an assessment system that will monitor accelerated learning. Pupil learning loss and ongoing growth will continue to be assessed through FUSD's Balanced Assessment System to design effective instruction for accelerating learning moving forward. The FUSD Balanced Assessment System includes ongoing formative assessment practices as well as other summative and growth monitoring assessments. Implementation of FUSD assessments provide teachers, PLCs, site administrators, and district leaders with data needed to design effective instruction and programs based on the unique needs of individual students and student groups. Another lesson learned is the value of our students having access to 1:1 devices. This increased access to technology will provide certificated staff and students ongoing access to additional online instructional supports. A lesson learned from the hybrid learning model is the challenge that many certificated staff had in providing effective and equitable instruction to students that opted to return to in-person instruction versus opting to remain in distance learning. With the opening of the 2021-2022 school year, the district is exploring a completely separate online program for students K-12 that are excelling in a separate distance learning environment and would like to continue. In addition, feedback from students and families regarding needing increased access to social, emotional, and mental supports have led to further development of LCAP goals and actions that increase services for social, emotional, and mental welfare.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The 2021-2024 LCAP supports a districwide balanced assessment system that has been enhanced to ensure additional flexibility and opportunities to measure learning loss and to monitor student growth throughout the school year with a systematic approach that includes diagnostic, formative, interim-growth monitoring, and summative assessments. Additionally, Interim Benchmark assessments will be developed and added to the Balanced Assessment System by the 2022-2023 school year. A new assessments and analytics platform that is being implemented at the start of the 2021-2022 school year will provide a powerful tool for teachers and site/district leaders to carefully monitor a wide variety of student data. The new system will include an Early Warning System so sites can identify and provide appropriate interventions in a timely manner. The NWEA MAP Growth assessment will continue to be administered to all students, K-12, in the fall of of each year to measure year-over-year growth for students. This year-over-year growth data will support sites in understanding individual as well as group growth to design instruction and programs that meet identified needs in reading, language, and math. MAP Growth will be used to determine systemic growth and acceleration of learning, and to design differentiated instruction for students. In addition, frequent formative assessments using a wide variety of tools including Interim Assessment Blocks (IABs) and robust item banks, will be used to monitor learning and adjust instruction systematically throughout the school year. Teachers in all subject areas have access to curriculum-based

assessment tools to measure student learning and mastery of standards throughout the school year.

The ELPAC Initial and Summative assessments are being used to understand student's current levels of English proficiency and needs for English Language Development (ELD) instruction. Teachers will use ELD assessment resources from the adopted core curriculum to monitor student progress in English Language Development throughout the year.

Data will be disaggregated by a student group to better inform the next steps for how to address learning loss and to accelerate learning progress for students. Such strategies will include having each school's respective PLCs answer the 4 questions of a PLC including:

1. What do we want students to learn?
2. How do we know if they learned it?
3. What do we do know if they learned it?
4. What do we do if they didn't learn it?

The 2021-2024 LCAP also also continues to place a focus on quality first instruction in mathematics and literacy throughout the district to help address loss of learning and acceleration of learning. The results are reflective in the results from the California School Dashboard with the English Language Arts and Mathematics results moving from the Orange level to the Yellow level. However, 2019-2020 and 2020-2021 district MAP assessments also continue to indicate a need for academic intervention and acceleration in mathematics and literacy especially after over a year in distance learning. To strengthen teaching, learning, and academic achievement in ELA and math, FUSD continues to align standards, curriculum, and assessment, while integrating strong professional development opportunities for certificated staff to ensure quality first instruction in the classroom. To address the needs identified in the area of academic intervention for mathematics and literacy, the district will continue targeted math and literacy support and instructional programs.

The 2021-2024 LCAP will also continue to support student achievement, address learning loss and increase social emotional learning supports for our students with unique needs. For English Learners, research-based ELD strategies including scaffolded instruction will continue to be implemented. Low-Income, foster youth, homeless, and students with exceptional needs will receive appropriate research-based strategies including identifying learning targets and success criteria in kid-friendly language, pacing, wait time, cues, etc. All students will receive tiered academic interventions including universal supports for all students, supplemental supports for students needing additional help, and more intensive supports for students needing more targeted supports.

The district is also using Pathblazer as an online digital resource for K – 6th-grade students that are aligned to MAP. Pathblazer is a personalized intervention program that provides online instruction with motivating content that builds foundational skills in math and ELA immediately identifying where students are struggling and providing targeted instruction to close early learning gaps. Teachers are able to monitor student learning in Pathblazer as students complete their work. i-Ready is also being piloted K-12 as a supplemental resource to reinforce ELA and Math skill development.

Presently, personnel from the Offices of Social Emotional Learning Supports and Climate and Culture

have programs, practices, and procedures in place and development to support the varied needs of At-Risk and Foster Youth. The Office of Climate and Culture works with school site personnel to implement positive behavioral interventions and supports (PBIS) to serve all students inclusive of our Foster Youth. These interventions include professional development in Restorative Practices, Positive Behavior Intervention and Support (PBIS), and Motivational Interviewing to provide practical tools for staff and students to improve behavior and the overall school climate.

In addition, the district has developed a Guiding Committee for Re-Opening to address additional supports needed which include staff training in strategies to address learning loss as well as social, emotional, and mental health training to support our students and families and we transition into the 2021-2022 school year and beyond. In addition, they have also prioritized the inclusion of culturally relevant curriculum and instruction as a second professional development training need as we move forward with the full re-opening of schools.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement as stated below:

In-Person Instructional Offerings:

Action 1: The district planned to provide bilingual aides to support access to core instruction and language development to English Learners with services provided to English Learners who have been identified as having the most need and or loss of learning. However, there was a decrease in the availability (and a decrease of cost) of bilingual aides and hiring for all the positions was not able to occur due to employment shortages.

Action 6: Increased cost due to the additional surveys needed to identify and address student needs during distance learning.

Action 8: Increased costs due to the increased cost and need of PPE.

Distance Learning Program:

Action 3: The cost of TK-12 core curriculum instructional materials costs were overestimated because we implemented technology based instructional materials at a lower cost.

Action 12: Increased costs needed to purchase additional learning devices to support distance learning needs of students enrolled in non-public schools.

Action 13: Increase costs needed to purchase additional technology tools for instruction of Special Education Students.

Action 14: Increased costs in providing additional support staff to support IEP Plans.

Action 15: Increased costs to provide additional opportunities for credit recovery.

Action 17: Increased costs to provide additional devices to meet goal of 1:1 student devices.

Action 20: Decrease in costs of digital platform that allowed students with exceptional needs to interface with providers because Microsoft Teams and other platforms purchased provided the interface needed.

Additional Plan Requirements:

Action 7: Decrease in cost of professional development for English Learner Parents due to workshops being held virtually rather than in-person where funds were used to support child care for parents/guardians attending meeting.

Action 8: Panorama surveys were implemented at a lower projected cost because climate survey was given once a year in the Spring to staff, students, and families. Microsoft TEAMS was used to gather additional survey data without a significant additional cost.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

With the development of the 2021-2024 LCAP, the results of both the 2019-2020 LCAP and the 2020-2021 LCP renewed our commitment to providing high quality instruction for our students as well as making social emotional and mental supports a priority districtwide and provided guidance for the goals, action steps, and funding decisions for the 2021-2024 LCAP.

For the 2019-2021 LCAP, FUSD was able to complete a significant amount of the services for each of the seven goals. However, from the start of school closures in March of 2020, district and site efforts were focused on the transition from in-person instruction and delivery of services to distance learning and providing services virtually. Funding needed to be used to ensure that all staff and students had access to devices and technology support. In addition, our regular in-person professional development and purchase of core curriculum materials was postponed to focus on support staff with training on providing online instruction via TEAMs and purchasing online supplement instructional tools to. In addition, gathering reliable data on student achievement in Math and Reading because of the challenges with attendance for remote testing and some inflation due to parents assisting students with online exams.

Expulsions and suspensions decreased in number, however, due to increased practices and supports due to PBIS and increased support staff for student and parent/guardian outreach. However, this may have been due in part to the transition to in-person instruction to distance learning. Chronic absenteeism at the start of distance learning was a challenge to measure since students logged on to classes but did not engage in online instruction or complete classwork/homework. Significant outreach measures by sites and district had to be taken to contact parent/guardians for students not logging on to distance learning and logging on, but not engaging in daily lesson, classwork and/or homework. Even with the additional outreach, chronic absenteeism persists.

The 2020-2021 LCP's primary focus was to support students in the distance learning environment. However, based on the feedback data from staff, students, parents/guardians, and community members many students struggled to be successful in the virtual classroom, despite having various intervention strategies built in as well as additional online tools to increase understanding. This academic struggle was evident in the learning loss data gathered from the MAP assessments. the NWEA MAP assessment was administered in fall and spring to all students in grades K-12. This assessment was used to determine the learning losses from the Spring of 2020 and to measure the extent to which learning was accelerated over the course of the school year by measuring individual student growth. A comparison of Fall-to-Fall growth in student achievement using NWEA MAP for Fall 2019 to Fall 2020 compared to previous years indicates that the learning loss from the Spring 2020 school closure was minimal. Fall-to-Fall growth in reading and math were slightly below typical Fall-to-Fall growth for Fontana Unified. Data measuring growth from Fall 2020 to Spring 2021 indicates that efforts to address the pupil learning loss from Spring 2020 were largely ineffective, particularly at the elementary level. In fact, assessment data showing growth in achievement from Fall 2020 to Spring 2021 indicates that unfinished learning was significantly increased over the course of the year in all subject areas. No grade levels accelerated growth. It should be noted that data used for the analysis excludes data for kindergarten and 1st grade students as there were significant challenges with remote testing in the Fall that resulted in invalid results.

To understand the extent of learning loss and design instruction that will accelerate learning for students, FUSD has taken the MAP results reported in the LCP and plans to further develop an enhanced balanced assessment system with additional opportunities to monitor student progress and provide flexibility as the instructional model shifts from distance learning to a hybrid model to an in-person model as part of the 2021-2024 LCAP. Moving forward, FUSD will implement a systematic cycle of assessments that include diagnostic, formative, interim-growth monitoring, and summative assessments that can all be administered either remotely or in person.

Additional MTSS structures also needed to be put in place to help re-engage students in the learning process. Additional Social Emotional Learning and Mental Health supports, and staff needed to be put in place based on number of students in crisis and feedback from district and site staff as well as parents/guardians.

To address these academic concerns as well as the social, emotional, and mental health supports needed as reported in our annual climate surveys, the district has convened a Guiding Committee for Re-Opening comprised of administrator, certificated, and classified staff to address additional supports needed which include staff training in strategies to address accelerated learning as well as social, emotional, and mental

health training to support our students and families and we transition into the 2021-2022 school year and beyond. The 2021-2024 LCAP goals and action steps reflect our district's commitment to our students as we return to in-person instruction.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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. (mailto:lcff@cde.ca.gov)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families,

teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in

monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning,

monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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
Fontana Unified	Randal S. Bassett Superintendent	randal.bassett@fusd.net 909-357-5000

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

The Fontana Unified School District (FUSD) is a diverse community of students within the urban city of Fontana, located in the Inland Empire, that serves 36,160 students spread over 30 Elementary Schools, 7 Middle Schools, 5 Comprehensive High Schools, 2 Continuation High Schools, and 1 Adult School. The district has a population that includes 84% Socioeconomically Disadvantaged, 27% English Learners, 12% Students with Disabilities, 1% Foster Youth, 1% Homeless Youth, and 0% Migrant Education.

Fontana Unified School District's mission, vision, core values, cornerstones of success, and goals are as follows:

District Mission: “Every Student Successful. Engaging Schools. Empowered Communities.”

District Vision: Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

District Core Values: Teamwork and Respect; Excellence and Achievement; Responsibility and Accountability; Equity and Opportunity; and Dedication and Commitment

The Three Cornerstones of Success:

1. Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career, and life.
2. Engaging Schools: Schools have the high-quality resources, leaders, and teachers to provide the comprehensive learning environment required for a world-class education.
3. Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

FUSD Board Goals:

1. Provide clear budget transparency and communication.
2. Improve school culture and create a positive learning environment.
3. Increase the academic achievement gap to provide students with a competitive edge.
4. Improve the District's image.
5. Strengthen District's kindergarten program.
6. Create an environment where 21st-century skills are infused within the learning environment.
7. Develop a graduate profile.

FUSD LCAP Goals:

1. Students will demonstrate improved academic growth and achievement through access to high-quality educators, academic programs, and instructional resources that increase engagement and unlock potential in an educational environment that fosters equity and access.

2. Students will demonstrate grade-level literacy skills by the end of 3rd grade.

3. Students will have access to multiple ways of developing college and career readiness for global competencies and will demonstrate college and career readiness upon high school graduation.

4. Students will demonstrate increased engagement as a result of programs and services that provide relevant experiences for students and promote family and community partnerships.

5. Students will be provided facilities, resources, and services that improve the school climate and promote a sense of school safety and connectedness.

Since the initial decision of the FUSD Board of Education in March to close schools starting March 16, 2020, the district put several systems in place to address the diverse needs of the students and community at large. In April 2020, following the recommendations of the Governor, State Superintendent of Public Instruction, the Department of Public Health, and the San Bernardino County Superintendent of Schools, the superintendent announced the extended closure of Fontana schools through the end of the traditional school year in order to prioritize the safety of students, staff and their families.

During this Spring 2020 school closure period, the District continued to provide students with quality learning opportunities and supports including both digital and printed resources, the latter of which was made available on the district's website at www.fusd.net/learning. Maintaining quality instruction and student service supports to students and families continued to be a priority to Fontana Unified during the COVID-19 emergency.

With a high population of students qualifying as an English Learner (27%), Foster Youth (1%), and/or Socioeconomically Disadvantaged (87%), many students required additional supports during distance learning and the COVID-19 emergency. The district had begun to implement their 1:1 device rollout during the 2019-20 school year, issuing laptops to all 9th through 11th-grade students. With a high percentage of students not having a device or internet access, the district fast-tracked their rollout device, taking a 3-year plan and issuing all devices to students in grades 3-12 during this time. Priority was given to the 12th-grade student to ensure they were able to meet all graduation requirements established. Approximately 24,000 devices have been issued to students to date in time for the first day of instruction of the 2020-21 school year. As well, the district will be providing at-home internet access to all students to ensure that all students have access to online learning options. During the implementation of this network, the district purchased approximately 5,000 hot spots to be issued to families in need in addition to allowing Wi-Fi access in school parking lots. In order to provide high-quality instruction and reduce any loss of learning occurring due to COVID-19, the Teaching & Learning Division developed distance learning lesson plans for all content areas across the TK-12 grade span for the months of April and May. These plans included modifications for English Learners and Students with

Disabilities. Students were provided with two different sessions of distance learning opportunities with the option of accessing the lessons online through the district and school websites or packets were available for pick up at the district and site level for families who did not have internet access. Students were then able to return the packets at the end of April and obtain the May packet, which was turned in at the end of May for the final school year.

Distance-learning packets were translated into Spanish for students as accommodation as well. The teacher had office hours and online learning opportunities through Microsoft Teams and was accessible to students and families during the instructional day. These were in addition to the prepared packets developed by the district office. To accommodate the instructional needs of our English Learner students, all Spring distance learning packets/lessons were translated into Spanish for students and parents so parents could provide additional at-home support for students. Integrated and Designated English Learner Development instruction for all English Learners was designed for all core and content subject areas. Additional accommodations were designed within the lessons to support all student groups such as foster youth, homeless and low-income. The literacy and math instructional needs of English Learners, foster youth, and low-income students were supported through the additional and targeted distance learning interventions received from Elementary Instructional Support Teachers (ISTs) and Secondary Intervention Teachers. In addition to core and content subject areas, additional supports for students to access during distance-learning included physical activities that were linked to STEM activities, VAPA courses for teachers to integrate into their lessons, and Integrated and Designated English Learner Development instruction for all English Learners.

Before the start of the 2020-2021 school year and continuing to follow the recommendations of the Governor, State Superintendent of Public Instruction, the Department of Public Health, and the San Bernardino County Superintendent of Schools, the superintendent announced the extended closure of Fontana schools to the start of the new school year to continue to prioritize the safety of students, staff and their families and continue with distance learning. In April 2021, Fontana Unified School District was able to return to hybrid instruction with approximately 43.2% of students and families opting to return to in-person instruction and 56.8% opting to remain in distance learning. For the 2021-2022 school year, Fontana Unified is scheduled to return to in-person instruction following state and county safety guidelines. The district will also provide an online distance learning program for families that choose to have their students continue to learn from home.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Fontana Unified became eligible for Differentiated Assistance for school year 2018-2019.
under the California accountability system for the subgroup of Foster Youth with Foster Youth students identified as Red in Suspension Rates and Mathematics, as well as Orange for English Language Arts. While our Foster Youth stayed within the Orange level, there was an overall increase of their score by 4.9 points, bringing them to 73.9 points below standard. The Mathematics results showed Foster Youth moving from the Red to Orange level with an increase of 13.3 points and bringing them to 107.1 points below

standard. Suspension rates as well moved from Red to Orange with 11.1% of Foster Youth being suspended at least once which is a decline of .6%. Another area to celebrate was the academic growth of our students during the length of the previous LCAP. FUSD students exhibited the largest growth in ELA and Math among all students in unified school districts in San Bernardino county. In addition, FUSD students were second in College and Career Preparedness among unified school districts in San Bernardino County. The work of the Teaching & Learning Division to identify students needing additional instructional support with targeted site support is indicative of the change in status with results to the ELA and Mathematics scores. The focus on quality first instruction and alignment of curriculum, instruction, and assessment has not only increased the support for our most disenfranchised learners but has positively impacted all students. Additionally, training in the adopted curriculum and the CA frameworks/standards have strengthened our teacher's knowledge around the rigor and complexity of the standards. Continued work on developing the capacity of site administrators as the lead learner has been interwoven into this work. Site principals are trained monthly on Leadership and Learning Walks where they examine core instruction, practices, student achievement, and motivation. On a daily basis, site leaders are ensuring ALL students have access to high-quality instruction.

With the release of the College/Career Indicator, Fontana Unified' s overall score was identified at a Green
level with a 12.2% increase from the baseline year, showing 49.1% of students met the preparation requirements. As well, no student groups were identified in the Red or Orange level. And while three subgroups were identified as Yellow (English Learners, Foster Youth, Students with Disabilities) all showed an increase of 15.3% or higher in their overall score from the previous year. Through the LCAP process, there has been an increased focus on preparing students for College & Career through Goal 3. Actions include providing PSAT and SAT testing for high school students, AP and IB tests for students are paid for with students only having to pay $5.00 per test, tutoring and workshop support for AP courses, increase in CTE career opportunities, and bringing the College & Career focus down to the elementary and middle school level with different opportunities linked to college experiences.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As shown by the California Dashboard, the Fontana unified has no overall performance levels in the Red
or Orange performance levels. While the district has no Red or Orange overall performance levels, the district has been identified to be eligible to receive Differentiated Assistance from the County Office of Education in the area of the Homeless student group. Homeless subgroup is in the Red for Mathematics and Chronic Absenteeism. The Homeless student group fell within the Orange level for Graduation Rate as well.

FUSD also continues to place a focus on quality first instruction in mathematics and literacy throughout the
district. The results are reflective in the results from the California School Dashboard with the English

Language Arts and Mathematics results moving from the Orange level to the Yellow level. However, 2019-2020 and 2020-2021 district MAP assessments continue to indicate a need for academic intervention and acceleration in mathematics and literacy especially after over a year in distance learning.

To strengthen teaching, learning, and academic achievement in ELA and math, FUSD continues to align standards, curriculum, and assessment, while integrating strong professional development opportunities for certificated staff to ensure quality first instruction in the classroom. To address the needs identified in the area of academic intervention for mathematics, the district will continue targeted math support and instructional programs at the middle school level.

Fontana Unified has continued a systemwide needs assessment in K-12 instructional programs. The process involves 1) surveying teachers and administrators; 2) instructional walkthroughs; and 3) analysis of assessment data. The needs assessment is intended to yield insights and questions that will position FUSD to identify key levers to improve teaching and learning in key instructional practices throughout the district.

At the secondary level, Fontana Unified integrated a CSTEM curriculum that integrates math with coding
and robotics. The curriculum meets A-G requirements, and the use of its coding and robotics elements by
trained teachers appears to enable teachers to engage students based on their individual needs. Cutting across math improvement efforts at both the elementary and secondary levels continues to be a long-term effort to develop common formative assessments in math that are valid, reliable, curriculum-related, yield data that inform instruction, and predict student performance on SBA. Common formative assessments in the form of a performance task were suspended due to COVID-19 school closures. However, the goal is to continue to develop a bank of interim assessments, four of which will be administered each year.

The district continues to recognize there is one subgroup (Homeless) that does fall 2 or more levels below all students on the Dashboard. A combination of actions and services works in conjunction to address several areas in the above-stated areas. During the 2018-2019 school year, the district implemented the Sports for Learning Program at the elementary level. This program targets our most at-risk
students, Foster Youth, and Homeless students to engage them in instructional programs that integrate physical activity with a math and literacy focus. By implementing this program, the district is targeting the performance gaps for our identified student subgroups in Mathematics, Chronic Absenteeism, and Suspension Rates. For 2019-2020 and the 2020-2021 school years, our partnership with Sports for Learning has continued as an additional support resource for our students in need.

In ELA, Fontana Unified instituted the United2Read program at 16 elementary sites that had the greatest literacy need according to the ongoing needs assessments. The instructional prescription draws from Fontana Unified's core ELA curriculum for elementary schools, Readings Wonders, and specifies for each student the number of instructional minutes required and whether the instruction should be teacher-directed or student-managed. With this instructional program, the district has increased the number of technology devices within the elementary setting.

At the middle school level, Fontana Unified continues to infuse technology into every ELA classroom to support the implementation of the core curriculum, StudySync. StudySync is fully implemented only when its rich array of digital resources are used. As well as deploying a cart of student laptops to every middle school ELA classroom, Fontana Unified is providing intensive teacher training in StudySync technology
integration and working with the middle school principals to institute regular instructional walkthroughs to
help teachers improve practice.

Fontana Unified is continuing to strengthen programs such as Positive Behavior Intervention Support (PBIS) and Restorative Practices as a means of decreasing the need for disciplinary actions, including suspensions. Three cohorts of five schools apiece have so far been phased into the District's long-range
the effort to support schools in the full implementation of PBIS and Restorative Practices. This past school year, the district chose not to add an additional cohort for PBIS training, instead choosing to support the 18 schools that have been trained in and currently implementing PBIS at their school sites. With the success of these site programs, the district will be adding the 4th cohort in the school year 2019-20.

The district has continued to provide monthly suspension reports to the schools and has worked particularly closely with schools that had relatively high suspension rates last year to help identify causes and strategies for change. Based on preliminary data for the year, FUSD is optimistic that it has brought about a substantial reduction in suspensions. The district does recognize there are three subgroups (African American, Foster Youth, and Two or More Races) that do fall 2 or more levels below all students on the Dashboard. Along with the practices mentioned in this section, these subgroups will have further information on being addressed in the Performance Gaps section of this document.

Presently, personnel from the Offices of Social Emotional Learning Supports and Climate and Culture have programs, practices, and procedures in place and development to support the varied needs of At-Risk
and Foster Youth. The Office of Climate and Culture works with school site personnel to implement positive behavioral interventions and supports (PBIS) to serve all students inclusive of our Foster Youth. These interventions include professional development in Restorative Practices, Positive Behavior Intervention and Support (PBIS), and Motivational Interviewing to provide practical tools for staff and students to improve behavior and the overall school climate.

The MTSS department also partners with the San Bernardino County School Systems (SBCSS), International Institute of Restorative Practice (IIRP), California Conference for Equality and Justice (CCEJ), Dr. Tasha Arneson and Kimberly Papillon, ESQ to provide professional development and training for staff related to behavioral and mental health, and the identification of the biases which affect decision-making. Lastly, the district recently received notification of a $25,000 grant award from the CA SUMS Initiative to develop and implement a comprehensive Multitiered System of Supports to address our academic, behavioral and socioemotional systems to ensure best practices for all youth. Presently, personnel from the Offices of Social Emotional Learning Supports and Climate and Culture have programs, practices, and procedures in place and development to support the varied needs of At-Risk,

Foster Youth, and Homeless students.

The Office of Climate and Culture works with school site personnel to implement positive behavioral interventions and supports (PBIS) to serve all students inclusive of our Foster Youth and Homeless students. These interventions include professional development in Restorative Practices, Positive Behavior Intervention and Support (PBIS), and Motivational Interviewing to provide practical tools for staff and students to improve behavior and the overall school climate.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Through analysis of the state and local data for Fontana Unified School District (FUSD), as well as in collaboration with our stakeholders, staff, students, administrators, and Board of Education, our district has identified five (5) goals that will help our staff, students and families begin the transition to full in-person instruction and address the need for accelerated learning and additional supports for social, emotional, and mental health. These goals will help to frame the focus areas within the next three (3) years and will be revisited each year for possible revision based on student outcome data and stakeholder feedback and input:

FUSD LCAP Goals:

1. Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential in an educational environment that fosters equity and access.

2. Students will demonstrate grade level literacy skills by the end of 3rd grade.

3. Students will have access to multiple ways of developing college and career readiness for global competencies and will demonstrate college and career readiness upon high school graduation.

4. Students will demonstrate increased engagement as a result of programs and services that provide relevant experiences for students and promote family and community partnerships.

5. Students will be provided facilities, resources, and services that improve school climate and promote a sense of school safety and connectedness.

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.

None of our schools have been designated as eligible for comprehensive support and improvement.

Support for Identified Schools

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

None of our schools have been designated as eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

None of our schools have been designated as eligible for comprehensive support and improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

For the 2021-2024 LCAP, FUSD is committed to ongoing significant and purposeful engagement of parents/guardians, students, educators, and other community stakeholders. Stakeholder engagement is critical to the development of the LCAP and the budget process. For FUSD, stakeholder engagement supports comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)) and occurs annually.

FUSD consulted with the following stakeholder groups when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Input and feedback was provided by School Site Counsels, Site Parent Teacher Advisory committees, student advisory groups, and site English Learner Advisory Councils to facilitate alignment between school site and district-level goals and actions. Before adopting the LCAP, FUSD also reviewed and discussed plan with our District Parent Advisory Committee and English Learner Parent Advisory Committee. There were no comments from either committee regarding the 2021-2024 LCAP so the superintendent did not have to response in writing. FUSD also consulted with our Director of

Special Education and the Special Education Team in the development of the LCAP since FUSD is its own SELPA.

For the 2021-2024 LCAP, the District was able to gather stakeholder input and feedback from over a two-year period from each of the groups listed above. Both 2019-2020 and 2020-2021 followed the same timeline even during school closure due to COVID-19. All meetings were held virtually via Microsoft Teams. Access to meetings to devices was increased due to the District's 1:1 device rollout and providing for hotspots to support distance learning. All meetings were translated. All stakeholder feedback was prioritized with each group before finalizing the goals and action steps.

The Fontana Unified School District looks to share its story of explaining how what, and why the actions and services we are providing our students to support positive student outcomes. This timeline below offers a snapshot of the planning process and stakeholder input and feedback provided to develop our Local Control Accountability Plan for 2021-2024. We held our LCAP Public Hearing on June 2, 2021, which was followed by an additional opportunity for public comment and feedback from June 2-June 11, 2021. The final LCAP was board approved on June 16, 2021.

AUGUST-FEBRUARY
• Engage Community
• Continual Feedback
• Data Compilation
• Board Updates and Workshops

MARCH-APRIL
• Staff, Student, and Parent/Guardian Surveys
• Develop Draft LCAP
• Present Draft for Review and Comment to: Superintendent's Advisory Committee (SAC) and District English Learner Advisory Committee (DELAC) which fulfilled requirement that the 2021-2024 LCAP be Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate. Also fulfilled requirement that the 2021-204 LCAP be to the English learner Parent Advisory Committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

MAY-JUNE
• Budget and LCAP Public Hearing June 2, 2021, which fulfilled requirement that at least one public hearing was held in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
• Invite Public Comment June 2-June 11, 2021 which fulfilled requirement that FUSD notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
• Finalize after Public Comment June 2-June 11, 2021.
• Adopt Budget and LCAP on June 16, 2021, which fulfilled the requirement that the adopted the local

control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.
• Submit to SBCSS

A summary of the feedback provided by specific stakeholder groups.

From each of the meetings we held with the Board of Education, staff, students and parent/guardian/community, we were able to gather feedback and input using Padlet regarding the LCAP goals. Below are the high priority areas that were discussed:

Increase social and emotional support
Increase technology support
Provide additional workshops for college and career readiness
Provide more interventions and extended learning opportunities for TK-12 (e.g., STEM, VAPA, Extra-Curricular)
Updated NGSS Science Curriculum and Science Labs
Continue collaborative work with FUSD Police Department
Additional parent trainings
Increase culturally relevant instruction
Professional development to address accelerated learning

We also provided an districtwide survey that included staff, students grade 3-12, and families using Panorama Education because of its breath of questions and data analytics. Survey was provided in English and Spanish.

Overall Survey Responses

Staff Survey
(466 Responses)

Classified Staff: 179 (9% of total staff)
Certificated Teaching Staff: 120 (11% of total staff)
Administrators: 37 (20% of total staff)

Student Survey (6713 Responses--35% of total students grades 3-12)
Grades 3-5: 520
Grades 6-12: 6193

Parent/Guardian/Family Survey (5,885 Responses--19% of district families)

Below is the district's general summary of responses by stakeholder group. Each area is given a favorable percentage rating. Data was prioritized with areas that impacted student social, emotional, and mental health being top priorities (Sense of Belonging, Valuing of School, Positive Feelings, School Climate and Safety). In addition, training for all staff and resource allocation also identified as top priorities.

School Climate

Families: 63%
Students 3-6: 75%
Students 6-12: 52%
Staff: 61%

Learning Opportunities:

Families: 60%
Students 3-6: 27%
Students 6-12: 21%
Staff: 52%

School Safety:

Families: 72%
Students 3-6: 72%
Students 6-12: 68%

Inclusion Efforts:

Families: 92%
Students 3-5: 81%

Communications:

Family-School Communication: 63%
Quality of Information: 73%

Parent Support:

Families: 84%

Positive Feelings:

Students 3-5: 74%
Students 6-12: 56%

Feedback and Coaching

Administrators: 35%
Classified Staff: 49%
Certificated Staff: 40%

Professional Learning:

Administrators: 54%
Classified Staff: 52%
Certificated Staff: 50%

Resources for Staff:

Administrators: 33%
Classified Staff: 49%
Certificated Staff: 32%

Staff-Leadership Relations:

Administrators: 52%
Classified Staff: 68%
Certificated Staff: 65%

Rigorous Expectations:

Students 3-5: 79%
Students 6-12: 62%

Self Efficacy:

Students 3-5: 63%
Students 6-12: 36%

Self-Management:

Students 3-5: 79%
Students 6-12: 71%

Sense of Belonging:

Students 3-5: 72%
Students 6-12: 36%

Teacher-Student Relationships:

Students 3-5: 78%
Students 6-12: 57%

Valuing of School:

Students 3-5: 74%
Students 6-12: 49%

These ratings will serve as a baseline for the 2021-2024 LCAP metrics. We will also measure ratings moving forward with the percentage of respondents rating each domain of the survey with a 70% or greater positive rating.

A summary of all stakeholder feedback was reviewed and incorporated in the LCAP. The draft of the plan was presented to the FUSD Parent Advisory Committee and the English Leaner Parent Advisory Committee. The public was notified of the opportunity to submit comments regarding specific actions and expenditures during June 1 through June 11, 2021, via the district website. In addition, public comments were solicited during the FUSD Board Meeting Public Hearing on June 2, 2021. There were no additional comments received from any of the stakeholder committees or by the public that required the superintendent to respond in writing.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

For the 2021-2024 LCAP, the FUSD stakeholder engagement process influenced the development of the LCAP, including describing aspects of the LCAP that were influenced by or developed in response to the stakeholder as described below:

- Inclusion of a goal or decision to pursue a Focus Goal: Based on stakeholder feedback, some of the goals from the previous LCAP continued to be part of the current LCAP based on progress made on CAASPP, MAP, graduation rates, absenteeism and a district need of social and emotional supports. Based on feedback from student groups and the Board of Education, the wording on Goal 1 was revised to include "equity and access" based on the concern that district and site programs target student achievement for all student groups and the support that may be needed. Goal 2 was determined to be a focus goal from the stakeholder groups (parent/guardian, staff, and SELPA) because of the struggles are students are having with ELA and math literacy skills as shown with MAP testing, ELPAC scores, and report cards.

- Inclusion of metrics other than the statutorily required metrics: the Department of Assessment and Accountability worked with stakeholder groups to design an effective survey instrument that measured climate. As a result, the district contacted with Panorama for a survey instruments and data analysis for our districtwide climate survey.

- Inclusion of action(s) or a group of actions

All feedback and survey data was compiled to help identify district priorities. Below are the high priority areas that were discussed and were incorporated into each LCAP goal:

Increase social and emotional support Goal 4,5
Increase technology support Goal 1,2,3,4
Provide additional workshops for college and career readiness Goal 3
Provide more interventions and extended learning opportunities for TK-12 (e.g., STEM, VAPA, Extra-Curricular) Goal 1
Updated NGSS Science Curriculum and Science Labs Goal 1
Continue collaborative work with FUSD Police Department Goal 5

Additional parent trainings Goal 1, 2, 3, 4
Increase culturally relevant instruction Goal 1
Professional development to address accelerated learning Goal 1,2

Goals and Actions

Goals

Goal #	Description
Goal 1	Students will demonstrate improved academic growth and achievement through access to high-quality educators, academic programs, and instructional resources that increase engagement and unlock potential in an educational environment that fosters equity and access.

An explanation of why the LEA has developed this goal.

Goal 1 was developed with one principal outcome, increasing student achievement especially among our unduplicated student groups--English Learners, Foster Youth, and Low Income. Based on our current MAP scores in Math and Reading and feedback from our stakeholder groups, student achievement became top priority as we transitioned to full in-person instruction for the 2021-2022 school year. Goal 1 metrics include monitoring Statewide SBAC exam performance, progress towards English language acquisition and reclassification, MAP Reading and Math Growth Data, PSAT & SAT scores, implementation of the academic content, percentage of properly credentialed teachers, and performance standards and student access to standards-aligned instructional materials. The metrics are appropriate as Goal 1 is focused on providing the proper supports to all students with a focus on unduplicated learners in the areas of academic achievement and English language support. Goal 1 targets unduplicated learners throughout with actions and services that are principally directed to close these students' achievement gaps and meet their needs. Goal 1 addresses the following State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes. Goal 1 also addresses the following Local Priorities: Implementation of Academic Standards and Access to a Broad Course of Study.

Specific actions identified as needed to increase performance for ELA and math are as follows: reserved professional development time for all teachers including training on English Language Learner academic supports, use of research-based software (i.e. PathBlazer, i-Ready, and APEX) training and coaching provided by our District Directors of Teaching and Learning and Teachers on Special Assignment. Specific actions also include a Districtwide assessment program, Library Support Specialist to assist students with research and access to online databases, class size reduction, expansion of summer, enrichment and Arts education, and a continued committed to retaining highly qualified staff to support student and families.

Although the success was not measured by the SBAC test this past school year, students' progress on coursework and internal exams was tracked. MAP Reading and Math were given to measure progress and address needs for accelerated learning. Professional development to equip teachers with the proper tools for instruction took place through programs such as Path Blazer, APEX, i-Ready, Multi-tired System of Academic Supports, and NGSS training. New teacher supports were implemented effectively. Teacher feedback and stakeholder input qualitatively supports these programs and methods of success. Multi-Tiered Systems of Support were implemented through restorative practices, which reduce the number of students that were chronically absent and reduced suspension rates.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Smarter Balanced Assessment (SBA) English Language Arts (ELA): Average Distance from Standard (DFS).	2018-2019 (2019 Dashboard) (Due to COVID-19, SBA ELA was not administered in 2019-2020) ALL: 22.3 points below EL: 46.1 points below SED: 26.6 points below FY: 69.3 points below SWD: 106.5 points below	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 14.8 points below EL: 35.4 points below SED: 15.8 points below FY: 58.5 points below SWD: 90.6 points below

Smarter Balanced Assessment (SBA) Math: Average Distance from Standard (DFS).	2018-2019 (2019 Dashboard) (Due to Spring 2020 school closures, SBA Math was not administered in 2019-2020) ALL: 63.7 points below EL: 81.3 points below SED: 68 points below FY: 98 points below SWD: 143 points below	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 54.4 points below EL: 67.8 points below SED: 60.5 points below FY: 84.5 points below SWD: 125.3 points below
Summative ELPAC/ELPI: % of English Learner Students Making Progress Toward English Proficiency.	2018-2019 (2019 CA Dashboard) (Due to Spring 2020 school closures, Summative ELPAC was not administered in 2019-2020) 47.6%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	53.6%
English Learner Reclassification Rate	Fall 2019 to Fall 2020 6.6%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	6.6% or greater

Local Metric: MAP Growth Math (K-8): Average Fall-to-Fall Conditional Growth Index (CGI)	Fall 2019 to Fall 2020 ALL: -0.23 EL: -0.14 SED: -0.23 FY: 0.05 SWD: 0.03	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 0.0 or above EL: 0.41 or above SED: 0.0 or above FY: 0.41 or above SWD: 0.41 or above (A score between zero and 0.4 is considered one year's growth in one year's time. Greater than 0.4 is more than one year's growth (accelerated learning). Accelerated growth is a desired outcome from student groups achieving below the ALL student group).

Local Metric: MAP Growth Reading (K-8): Average Fall-to-Fall Conditional Growth Index (CGI)	Fall 2019 to Fall 2020 ALL: -0.07 EL: -0.09 SED: -0.07 FY: 0.18 SWD: 0.01	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 0.0 or above EL: 0.41 or above SED: 0.0 or above FY: 0.41 or above SWD: 0.41 or above (A score between zero and 0.4 is considered one year's growth in one year's time. Greater than 0.4 is more than one year's growth (accelerated learning). Accelerated growth is a desired outcome from student groups achieving below the ALL student group).

Local Metric: PSAT/SAT (9-12th): % of Students, by grade level, making typical growth from Fall-to-Fall	Fall 2018 to Fall 2019 (Due to COVID-19, PSAT/SAT was not administered in Fall 2020) 9th to 10th: ALL: 42% EL: 53% SED: 41% FY: 43% SWD: 59% 10th to 11th: ALL: 48% EL: 44% SED: 46% FY: 56% SWD: 50% 11th to 12th: (Baseline to be established in Fall of 2022).	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	9th to 10th: ALL: 48% EL: 59% SED: 47% FY: 49% SWD: 65% 10th to 11th: ALL: 54% EL: 50% SED: 52% FY: 62% SWD: 56% 11th to 12th: 2% annual increase for each student group from established baseline.

State Metric Priority 2: "Implementation of the academic content and performance standards adopted by the State Board, including the programs and services that will enable English Learners to Access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English Language proficiency" (use of State Academic Standards Self-Reflection Tool)	2020-2021 3.9 out of 5	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	4.5 out of 5

State Priority 1: "Student access to standards-aligned instructional materials" (% of students with access to standards-aligned instructional materials, including English Language Development (ELD) Standards)	2020-2021 100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
State Metric Priority 1: "Percentage of properly credentialed teachers"	2020-2021 100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%

State Metric Priority 7: "Broad course of study that includes all the subject areas described in 51210 and 52220(s)(i)" which will include programs and services developed and provided to unduplicated pupils and students with exceptional needs (% of K-12 students with access to a broad course of study--percentages will be disaggregated by student group.)	2018-2019 (2019 CA Dashboard) 100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%

State Metric Priority 7: "Broad course of study that includes all the subject areas described in 51210 and 52220(s)(i)" which will include programs and services developed and provided to unduplicated pupils and students with exceptional needs (% of K-6 students with access to a broad course of study--percentages will be disaggregated by student group.)	2018-2019 (2019 CA Dashboard) 100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%

State Metric Priority 7: "Broad course of study that includes all the subject areas described in 51210 and 52220(s)(i)" which will include programs and services developed and provided to unduplicated pupils and students with exceptional needs (% of high school graduates who completed a broad course of study across their 7th-12th experience which will include programs and services developed and provided to unduplicated pupils and students with exceptional needs).	2018-2019 (2019 CA Dashboard) ALL: 41% EL: 37% SED: 41% FY: 63% SWD: 32%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 50% EL: 47% SED: 50% FY: 65% SWD: 44%

Academic Performance Index (Suspended by California State Board of Education, July 2017, Agenda Item 1)	To be determined based on Academic Performance Index being Suspended by California State Board of Education, July 2017, Agenda Item 1.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	To be determined based on Academic Performance Index being Suspended by California State Board of Education, July 2017, Agenda Item 1.
State Metric Priority 1: California Department of Education "Implementation of State Standards Self-Reflection Tool" average rating for implementation of English Language Development (ELD) Standards.	State Metric: California Department of Education "Implementation of State Standards Self-Reflection Tool" average rating for implementation of English Language Development (ELD) Standards is 4.0 out of 5.0.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	State Metric: California Department of Education "Implementation of State Standards Self-Reflection Tool" average rating for implementation of English Language Development (ELD) Standards to be at least 4.0 out of 5.0.

Actions

Action #	Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	Increase Achievement Through Professional Development, In-Class Coaching and Targeted Instruction.	Maintain the following academic support positions to support increase student achievement in English Language Arts for our unduplicated student groups--English Learners, Foster Youth and Low Income: Instructional Intervention Coaches: 8 Secondary TOAs, 15 Elementary TOAs, 6 Intervention TOAs 30 Reading/English Language Arts Intervention Support Teachers; 14 Secondary English Language Arts Intervention Teachers	$4,089,670.00	Yes
Action #2	Provide a Well-Rounded Education Through STEM/STEAM Integration	Maintain the following positions to support STEM/STEAM Integration: Instructional coaching, certificated/classified additional hourly, supplemental instructional resources, software, digital tools, printing, and manipulatives. Academic activities, competitions and related costs. Professional development and related costs.	$146,479.00	No
Action #3	Administrative Support Positions	Maintain the following positions to help provide increased support for our unduplicated student groups' (English Learners, Foster Youth and Low Income) academic and social emotional learning needs: 5 Elementary Assistant Principals and Extended Principal work year	$1,049,080.00	Yes
Action #4	Multilingual Programs and Services Certificated and Classified Staff.	Maintain staff to support the development, implementation, and monitoring of programs and services for unduplicated student groups (English Leaners, Foster Youth, and Low Income) as Multilingual Learners.	$5,337,521.00	Yes
Action #5	Operational support for Multilingual Programs and Services	Continue to provide operational support for Multilingual Programs and Services to develop, implement, and monitor programs and services for English Language Learners and their language acquisition.	$134,364.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #6	English Learner Site Monitor Stipends	Continue to provide English Learner Site Monitor Stipends for 44 school sites to assist with monitoring English Learner language acquisition and academic achievement towards reclassification and beyond.	$88,000.00	Yes
Action #7	Professional Development Support Positions	Maintain the following positions to help support the academic achievement of English Learners, Foster Youth, and Low Income Students: 1 Director Professional Development and 1 Senior Secretary II to organize and monitor districtwide professional development in curriculum and instruction for certificated and classified personnel.	$271,080.00	Yes
Action #8	Professional Development Operational	Continue to provide operational support for professional development for district staff that is receiving training on academic supports for English Learners, Foster Youth, and Low Income Students	$21,254.00	Yes
Action #9	Professional Development Online Programs	Continue to provide professional development for online programs to support student achievement for English Learners, Foster Youth, Low Income Students.	$36,346.00	Yes
Action #10	Professional Development and Coaching Services to Support Multilingual Learners	Provide districtwide professional development and instructional coaching that supports the systemic implementation of first instruction that includes the use of instructional routines and strategies designed to effectively develop high levels of language acquisition, academic achievement at or above standard, and socio-cultural competence to provide extra support for our unduplicated student groups--English Leaners, Foster Youth, Low Income.	$62,231.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #11	Professional Development to Support Innovation	Provide professional development to staff in order to support robust innovative programs & academies (such as Augmented Reality and Artificial Intelligence, Bio Technology, Renewable Energy) and increase access to these programs for our unduplicated student groups--English Leaners, Foster Youth, Low Income.	$400,000.00	Yes
Action #12	Professional Development Core Instructional Program	Provide for professional development for Elementary & Secondary Teachers to support Core Instructional Program (accelerated learning and literacy strategies) and District Initiatives (accelerated learning support and early literacy) that focus on supporting English Learners, Foster Youth, Low Income.	$1,000,000.00	Yes
Action #13	Professional Development Special Education	Provide professional development for General Education, Special Education teachers, and Instructional Support staff in order to support students in Special Education.	$100,000.00	No
Action #14	Professional Development to Support Instructional Leaders	Continue to improve our "Grow Your Own" leadership program for aspiring and current leaders within the district. Program focuses on developing instructional leadership skills that include implementation of additional supports for English Learner, Foster Youth, and Low Income Students.	$50,000.00	Yes
Action #15	Professional Development to Support Diversity	Provide Diversity training program for staff to provide tools and techniques for identifying unconscious biases to make informed decisions to more effectively support that academic learning needs of our unduplicated students--English Learners, Foster Youth, Low Income.	$31,000.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #16	Professional Development and Services to Support New and Veteran Teachers	Continue to provide Induction & Credentialing Program to support newly hired teachers. Peer Assistance and Review program to support certificated staff.	$53,140.00	No
Action #17	Professional Development to Support Instructional Learning Teams	Support school site ILT implementation of Professional Learning Communities (PLCs), including professional development, around high-quality first instruction and multi-tiered system of academic supports for our unduplicated student groups (English Learners, Foster Youth, Low Income)./	$647,000.00	Yes
Action #18	Professional Development to Support Classified Staff	Provide professional development opportunities for classified staff to help provide extra academic support during class instruction to our unduplicated student groups--English Learners, Foster Youth, Low Income.	$30,000.00	Yes
Action #19	Professional Development	Provide four (4) contracted professional development (prep) days for certificated bargaining unit members to provide extra training in social emotional learning and academic supports to effectively meet the learning needs of our unduplicated students--English Learners, Foster Youth, Low Income. Professional development minimum day release days for certificated staff to support students with loss of learning and increased social emotional learning needs.	$6,762,505.00	Yes
Action #20	Assessments and Assessment Systems	Provide student assessments and systems that support the use of student performance and growth data for instructional planning and program decisions. Develop and implement an assessment framework for multilingual programs to measure and monitor students' language proficiency and academic achievement and inform instructional decision-making and lesson design.	$517,427.00	No

Action #	Title	Description	Total Funds	Contributin
Action #21	Assessment Support	Provide professional development and services to support the effective use of data and the development, implementation, and administration of assessments. Will include ELPAC, required EL Program Parent Notifications, ELD Benchmarks, and assessments to support World Language and Pathways to Biliteracy programs.	$434,000.00	No
Action #22	Implement Programs and Activities to Enrich, Personalize, Accelerate and Extend Learning	Continue to provide the following to support accelerated and extended learning opportunities: Supplemental instructional resources, software, digital tools, curricula, printing, and manipulatives. Academic activities, competitions and related costs. Professional development and related costs.	$1,321,039.00	No
Action #23	GATE Education Program	Implement and support a robust GATE Education program (Coordinators, multiple assessments, instructional materials, extended learning opportunities, PD, and related costs)	$280,000.00	No
Action #24	Site Specific Action to Support Students' Instructional Needs	The district will provide support to school sites to meet the unique instructional needs of English Learners, Low-Income and Foster Youth, such as providing supplemental common core aligned intervention materials, English Language Development materials, supplemental learning materials/supplies for social studies/history, and literacy intervention support and tutoring to improve academic outcomes.	$1,461,393.00	Yes
Action #25	Operational Support for Teaching & Learning	Continue to provide Operational Support (additional needed resources and/or supplies) for Teaching and Learning to provide additional learning opportunities for our unduplicated students--English Learners, Foster Youth, Low Income (i.e. Enrichment, GATE, Arts Education Program).	$63,192.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #26	Writing Application Programs	Maintain student writing application for all middle, comprehensive and continuation high schools, including professional development.	$123,040.00	No
Action #27	Innovative Academies and Pathways	Expand innovative academies & pathways at all levels (such as Augmented Reality and Artificial Intelligence, Bio Technology, Renewable Energy) that transform and expand learning opportunities and increase access to these opportunities for English Learners, Foster Youth, and Low Income Students.	$1,000,000.00	Yes
Action #28	Library Specialist Support	Maintain the following positions to increase access to online academic supports and research tools during and after school to help increase student learning for our unduplicated students--English Learners, Foster Youth, Low Income: Library Support Positions: 40 Library Specialists	$2,054,330.00	Yes
Action #29	ELD/ALD Curriculum and Instructional Materials	Provide ELD/ALD supplemental curriculum and instructional materials to support English Language Arts content understanding for our English Language Learners.	$10,500,000.00	Yes
Action #30	Translation of Foreign Transcripts	Provide translation of foreign transcripts through a contracted provider to support English Language Learners with appropriate placement and access to the standard instructional program.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #31	Increase Math Achievement Through Professional Development, In-class Coaching and Targeted Instruction	Maintain the following academic support positions to help increase math achievement for our unduplicated student groups--English Learners, Foster Youth, Low Income: Math Instructional Coaches; 5 High School Math Instructional Support Teachers; Secondary Math Intervention Support Teachers; 7 Middle School C-STEM Teachers, 7 Middle School Math Intervention Teachers, 1 Continuation High School Math Intervention Teachers; 5 High School School Math Intervention Teachers	$2,449,362.00	Yes
Action #32	Secondary Math Support	Provide Secondary Math Support curriculum and materials that target providing extra resources to increase understanding of mathematical content for our unduplicated student groups--English Learners, Foster Youth, Low Income.	$550,000.00	Yes
Action #33	High School Summer Academy	Provide High School unduplicated student groups (English Learners, Foster Youth, Low Income) with the additional opportunity to accelerate, remediate, or grade recovery during summer break to meet A-G and graduation requirements.	$850,000.00	Yes
Action #34	Class Size Reduction	Maintain class size below requirement (Class Size Reduction) to support academic achievement and social emotional learning needs of our unduplicated student groups--English Learners, Foster Youth, Low Income.	$6,351,570.00	Yes
Action #35	Recruitment, Hiring, and Retention Plan of a Multilingual and Diverse staff.	Provide a recruitment, hiring, and retention plan for teachers and principals to build a multilingual and diverse staff representative of the student and family community and the successful implementation of multilingual programs and services for our world language learners that are English Learners, Foster Youth, and Low Income.	$353,528.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #36	Arts Education	Maintain 1 Arts Coordinator , 4 Elementary Music Teachers, 43.1 Arts positions to support Arts Education K-12 and increase access to Arts Education Programs for our unduplicated student groups (English Learners, Foster Youth, Low Income). These positions will also help develop a system of assessment and the development of the Arts Plan to expand and enrich program for our unduplicated student groups (English Learners, Foster Youth, Low Income)	$4,672,725.00	Yes
Action #37	Arts Education	Provide in-school and extended learning opportunities for unduplicated student groups (English Learners, Foster Youth, Low Income) including field trip performances and a recognition program of Arts Achievement Events TK-12.	$544,678.00	Yes
Action #38	Dance Collaborative	Maintain and expand dance program at identified elementary and middle schools to increase access to Arts Education for our unduplicated students--English Learners, Foster Youth, Low Income.	$125,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 2	Students will demonstrate grade-level literacy skills by the end of 3rd grade.

An explanation of why the LEA has developed this goal.

Goal 2 was developed with two principal outcomes--to increase early literacy in Reading and Numeracy especially for unduplicated student groups (English Learners, Foster Youth and Low Income). According to research, third graders who are not reading at grade level are among the most vulnerable to drop out of school later. Long-term studies have found that students who were not proficient in reading by the end of third grade were four times more likely to drop out of high school than proficient readers. If they are not proficient readers when they begin fourth grade, as much as half of the curriculum they will be taught will be incomprehensible. Our current Smarter Balance ELA Score for ALL 3rd Grade Students is 30.2 points average distance from standard. Our MAP Reading assessment also shows that 29.23% of our 3rd graders are at risk of not reading at grade level by the end of 3rd grade. Based on our student outcomes and stakeholder feedback and input, 3rd-grade literacy is an area of priority to help increase long term student achievement.

Metrics used to determine progress for Goal 2 include Smarter Balance Assessment English Language Arts and Math for 3rd graders, and MAP Reading and Math scores for 3rd graders. The metrics are appropriate as Goal 2 is focused on providing the proper supports to all students with a focus on unduplicated learners in the areas of early literacy. Goal 2 targets unduplicated learners throughout with actions and services that are principally directed to close these students' achievement gaps and meet their needs. Goal 2 addresses the following State Priorities: 4. Pupil achievement; 8. Other pupil outcomes. Goal 2 also addresses the following Local Priority: Implementation of Academic Standards.

Specific actions identified as needed to target early literacy achievement: reserved professional development time for all teachers and parents on strategies to support student literacy, provided additional full-day kindergarten resources, and provided Enrichment teachers and instructional support to imbed early literacy in STEM/STEAM student activities.

Although the growth was not measured by the SBAC test this past school year, students' progress on coursework and internal exams was tracked. MAP Reading and Math were given to measure progress and address needs for accelerated learning. Professional development to equip teachers with the proper tools for instruction took place through programs such as Path Blazer, i-Ready, and Multi-tired System of Academic Supports.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SBA ELA: % of 3rd Grade Students Scoring Standard Met or Standard Exceeded	2018-2019 (Due to COVID-19, SBA was not administered in 2019-2020) ALL: 37.47% EL: 22.40% SED: 34.92% FY: 18.92% SWD: 12.13%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 43.47% EL: 31.40% SED: 40.92% FY: 27.92% SWD: 24.13%
SBA ELA: Average Distance from Standard (DFS) for 3rd Grade	2018-2019 (Due to COVID-19, SBA was not administered in 2019-2020) ALL: 30.2 points below EL: 59.8 points below SED: 34.6 points below FY: 70.2 points below SWD: 95.0 points below	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 22.7 points below EL: 48.9 points below SED: 27.1 points below FY: 54.3 points below SWD: 79.1 points below

Local Metric: MAP Growth Reading: Average Fall-to-Fall Conditional Growth Index by Grade (CGI)	Fall 2019 to Fall 2020 ALL Student Group by Grade Fall K to Fall 1st: Invalid results* Fall 1st to Fall 2nd: 0.55 Fall 2nd to Fall 3rd: 0.16 Fall 3rd to Fall 4th: -0.15 All K-3 by Student Group* ALL: 0.17 EL: 0.18 SED: 0.18 FY: 0.21 SWD: 0.31 * Due to remote testing, Fall 2020 aggregate results for grade 1 were invalid; Baseline for CGI by grade level and by group exclude the Kinder to 1st Grade growth.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0.0 or above for all grades and groups below: ALL Student Group by Grade Fall K to Fall 1st Fall 1st to Fall 2nd Fall 2nd to Fall 3rd Fall 3rd to Fall 4th All K-3 by Student Group ALL EL SED FY SWD

Local Metric: MAP Growth Reading: % of students at-risk of not reading at grade level by the end of 3rd grade (by cohort)	Fall 2020 Results 20-21 3rd Gr. Cohort: 33.45% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 29.23% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid baseline results* 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid baseline results* * Due to remote testing, Fall 2020 aggregate results for K and 1 were invalid; Baseline for these two cohorts can be established in Fall of 2022 after two consecutive years of valid results.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	20-21 3rd Gr. Cohort (Outcome for 4th Grade Fall of 2021): 23.45% 21-22 3rd Gr. Cohort (Outcome for 4th Grade Fall of 2022): 9.23% 22-23 3rd Gr. Cohort (Outcome for 4th Grade Fall of 2023): 20% decline in 4th Grade Fall of 2023 from Baseline Established in 2nd Grade Fall of 2021 23-24 3rd Gr. Cohort (Outcome for 3rd Grade Fall of 2023): 20% decline in 4th Grade Fall of 2023 from Baseline Established in 1st Grade Fall of 2021

Actions

Action #	Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	Full Day Kindergarten Support Positions	The district will extend the half-day program to a full-day kindergarten program, thereby increasing the time for delivery of instructional services to kindergarten students and targeting the additional learning needs of our unduplicated students (English Learners, Foster Youth, Low Income).	$5,726,400.00	Yes
Action #2	Additional Kindergarten Support	Provide additional professional development and instructional material support for full-day kindergarten that targets the needs of English Learners, Foster Youth, and Low Income Students.	$100,000.00	Yes
Action #3	Provide Intensive and Strategic Supports to Build K-3 Literacy Skills and Close the Achievement Gap	Provide contracted services, assessments, instructional resources, organizational supplies, professional development and PLCs that target the needs of English Learners, Foster Youth, and Low Income Students. professional development will also include strategies to increase language acquisition for our English Learners(EL) as part of (EL) program.	$435,817.00	Yes
Action #4	K-6 Enrichment Support Positions	The district will maintain 58 elementary enrichment teachers and provide instructional support in the area of STEM for unduplicated student groups (English Learner, Foster Youth, Low Income) to increase outcomes in literacy.	$6,203,386.00	Yes
Action #5	Additional Supports for K-6 Enrichment	Provide STEM/STEAM, and Early Literacy instructional support and materials to K-6 enrichment teachers to support English Learner, Foster Youth, and Low Income Students.	$100,000.00	Yes
Action #6	Professional Development for Parents/Guardians	Provide professional development for parents/guardians of English Learners, Foster Youth, and Low Income Students on Early Literacy to support student literacy growth and achievement.	$20,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 3	Students will have access to multiple ways of developing college and career readiness for global competencies and will demonstrate college and career readiness upon high school graduation.

An explanation of why the LEA has developed this goal.

Goal 3 was developed with two principal outcomes, to prepare all students for college and career. and career. Currently, our College & Career Readiness Indicator shows that 59.3% of our high school graduates are prepared for College and Career. We have a significant performance gap for our Homeless subgroup who is in the Yellow Category while the All Subgroup is in the Blue Category on the California Dashboard. In addition, only 15.1% of our students meet the benchmark on the Fall SAT (2019). Other areas of growth are our A-G completion rate which is at 54.8% overall and our percentage of high school graduates who have completed a CTE sequence or program of study with a C-or better which is at 28% overall. Stakeholder groups also identified needing greater student support to be college and career ready. When graduates leave the Fontana Unified school system, it is an expectation that they will transition to higher education in either college or vocational training or will be prepared to begin a career based on their training in Fontana Unified.

Additional areas, determined with input from all stakeholders at Fontana Unified School District, include:
1. Expand AVID Program
2. Expand Career Technical Education pathways

3. Provide academic enrichment opportunities such as additional Ethnic Studies and Cultural Studies courses, Computer Science, Dual Enrollment, Dual Language Immersion, field trips, internships, Pathways to Biliteracy (including Seal of Biliteracy Awards), etc.
4. College and Career exam support--i.e. Advanced Placement, International Baccalaureate, CTE certification exams, etc.
5. Provide for additional alternative online learning services.

Metrics used to determine progress for Goal 3 include performance on Smarter Balance Assessments, graduation rates, A-G college-going rates, CTE pathway completion, College Career Index, International Baccalaureate and Advanced Placement success rates, and 12th grade Scholastic Aptitude Test performance. Data shows that unduplicated students lag behind their peers in graduation rates, CTE completion, and A-G college-going rates. The majority of actions and services in Goal 3 are principally directed towards unduplicated populations. Analysis of CAASPP performance and the College and Career indicator determined that FUSD will seek to provide additional assistance to our unduplicated student groups (English Learners, Foster Youth, Low Income). Goal 3 addresses State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other Pupil Outcomes. Goal 3 also addresses Local Priority: Access to Broad Course of Study. As a result, to increase our students preparation for college and career we have implemented actions and services that include additional support for Career and Technical Education, expansion of AVID, increased access to Multilingual programs, increased access to Ethnic and Cultural Studies courses, increases support for applying for college, and support for online learning programs.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
College/Career Indicator (CCI): % of high school graduates prepared for College and Career	2019-2020 ALL: 59.3% EL: 32% SED: 58.8% FY: 35.7% SWD: 24.4% HOM: 46.2%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 68.9% EL: 47.6% SED: 68.4% FY: 51.3% SWD: 40% HOM: 58.8%

SBA ELA: % of 11th Grade Students scoring Standard Met or Exceeded	2018-2019 (Due to COVID-19, SBA was not administered in 2019-2020) ALL: 54.91% EL: 8.19% SED: 53.8% FY: 22.22% SWD: 41.35%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 60.91% EL: 17.19% SED: 59.8% FY: 31.22% SWD: 50.35%
SBA Math: % of 11th Grade Students scoring Standard Met or Exceeded	2018-2019 (Due to COVID-19, SBA was not administered in 2019-2020) ALL: 27.33% EL: 2.3% SED: 26.86% FY: 5.00% SWD: 25.55%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 36.33% EL: 14.3% SED: 35.86% FY: 17.00% SWD: 34.55%
A-G completion rate	2019-2020 ALL: 54.8% EL: 28.0% SED: 53.6% FY: 47.8% SWD: 13.8%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 57.8% EL: 34.0% SED: 56.6% FY: 50.8% SWD: 19.8%

Advanced coursework (AP/IB) exam pass rate for exam-takers (Exam Pass Rate for AP exam is a score of 3 or higher and for International Baccalaureate exam pass rate is 4 or higher)	2019-2020 AP: (note – 77% of enrolled took exam) ALL: 59.8% EL: 68.4% SED: 59.6% FY: 50.0% SWD: 38.5% IB: (note – 39% of enrolled took exam) ALL: 90.0% EL: 100% SED: 90.5% FY: n/a SWD: n/a	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	AP: ALL: 62.8% EL: 71.4% SED: 62.6% FY: 53.0% SWD: 44.5% IB: ALL: 90.0% EL: 100% SED: 90.5% FY: n/a SWD: n/a
Advanced coursework (AP/IB) exam pass rate for all enrolled students (Exam Pass Rate for AP exam is a score of 3 or higher and for International Baccalaureate exam pass rate is 4 or higher)	2019-2020 AP: ALL: 45.8% EL: 34.8% SED: 44.9% FY: 28.6% SWD: 21.7% IB: ALL: 35.0% EL: 66.7% SED: 36.2% FY: n/a SWD: 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	AP: ALL: 48.8% EL: 40.8% SED: 47.9% FY: 34.6% SWD: 27.7% IB: ALL: 38.0% EL: 69.7% SED: 39.2% FY: n/a SWD: 3%
Local Metric: College Board SAT: % of 12th grade students meeting benchmark on Fall SAT	Fall 2019 (Due to COBID-19, SAT was not administered in Fall of 2020) ALL: 15.1% EL: 1.2% SED: 13.5% FY: 7.7% SWD: 1.9%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 24.1% EL: 13.2% SED: 22.5% FY: 19.7% SWD: 13.9%

Local Metric: % of high school graduates who were enrolled in courses that provided the potential to meet CCI Prepared level through at least one other criterion besides Smarter Balanced Summative Assessments alone	2019-2020 ALL: 74% EL: 51% SED: 73% FY: 42% SWD: 50%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 75.5% EL: 54% SED: 74.5% FY: 45% SWD: 53%
State Metric: "Percentage of pupils who have successfully competed A-G or CTE course requirements"	2019-2020 ALL: 20.0% EL: 15.6% SED: 19.8% FY: 7.1% SWD: 16.0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 21.5% EL: 18.6% SED: 21.3% FY: 10.1% SWD: 19.0%
Local Metric: % of high school graduates who completed a CTE sequence or program of study with a C- or better	2019-2020 ALL: 28.0% EL: 25.0% SED: 28.4% FY: 10.7% SWD: 27.0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 31.0% EL: 28.0% SED: 31.4% FY: 13.7% SWD: 30.0%

Actions

Action #	Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	College, Career, and Economic Development Support for College and Career, CTE and Pathways.	To provide additional support College, Career, and Economic Development Support for College and Career, CTE and Pathways for our unduplicated student groups (English Learner, Foster Youth, Low Income), maintain 1 Director College and Career Readiness, 1 Director CTE/pathways, 2 Senior Secretary II, 1 Budget Technician, 18 secondary counselors, .5 Electronic Data Analyst to support enrollment, student certifications, internships, pathway completion, etc.	$3,197,892.00	Yes
Action #2	Career Technical Education Instructional Positions	To provide additional support for our unduplicated student groups (English Learner, Foster Youth, Low Income) in the CTE Instructional Program, maintain 48 CTE FTE's; 4 ROTC; 1 Work Experience Teacher to increase enrollment access and provide additional academic support for certification and pathway completion.	$4,090,095.00	Yes
Action #3	Operational Support College, Career, and Economic Development	Provide operational support (assistance with sign-up for AB/IB testing, monitoring testing monitors, CTE certifications, field trips, etc.) for College & Careers, CTE department and programs to provide additional assistance for our unduplicated student groups (English Learner, Foster Youth, Low Income).	$36,965.00	Yes
Action #4	Additional Supports for Career Technical Education Programs	To effectively serve the needs of our unduplicated student groups (English Learner, Foster Youth, Low Income), the district will support and maintain High Quality CTE program materials, supplies, and provide consultants/vendors to support CTE teachers, pathways and programs; with support systems for credentialing, reporting systems, industry professional development, industry experts, and marketing support.	$1,335,520.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #5	AVID Support Positions	Provide for AVID Support Positions to maintain and expand current program at additional elementary and middle school sites to provide additional academic support for our unduplicated student groups (English Learner, Foster Youth, Low Income).	$2,139,652.00	Yes
Action #6	Additional Supports for AVID	Provide AVID Membership fees to increase access to the AVID program for our unduplicated student groups (English Learner, Foster Youth, Low Income) for college eligibility and success.	$51,093.00	Yes
Action #7	College and Career Development Program	Maintain Naviance, a planning and tracking system for students, parents, and educators to ensure that for our unduplicated student groups (English Learner, Foster Youth, Low Income) are on track to graduate College and Career and complete CTE Pathways.	$225,000.00	Yes
Action #8	College and Career/CTE support for TK-12	Coordinator and Director of College and Career provide College and Career/CTE workshops, activities, events/fairs, partnership, and field trips for our unduplicated student groups (English Learner, Foster Youth, Low Income) to increase awareness of college eligibility and success and/or career options upon graduation.	$106,316.00	Yes
Action #9	College Application Support	The district will provide student support for college applications, dual enrollment, and post secondary opportunities to increase access to college and career options for our unduplicated student groups (English Learner, Foster Youth, Low Income).	$48,525.00	Yes
Action #10	Innovation Program Support Positions	Provide certificated administrative support to schools in order to develop and support robust innovative programs & academies (i.e. Virtual Learning Program (VLP) and online supports) that will increase access to these programs for our unduplicated student groups (English Learner, Foster Youth, Low Income).	$379,615.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #11	College and Career Support for Advanced Placement and International Baccalaureate Programs	To support the Advanced Placement and International Baccalaureate Program and to provide additional academic support for our unduplicated student groups (English Learner, Foster Youth, Low Income) enrolled in these programs, provide 4 AP Coordinators, 1 IB Coordinator, 1 MYP Coordinator, 1 IB TOA.	$731,869.00	Yes
Action #12	College and Career Support for Advanced Placement and International Baccalaureate Programs	Maintain and provide support for a robust Advanced Placement (AP) program across comprehensive schools, as well as the International Baccalaureate programs including supplemental materials, training and professional development, so our staff can effectively address the learning needs of our unduplicated student groups (English Learner, Foster Youth, Low Income) so they can be academically successful in both of these programs.	$265,500.00	Yes
Action #13	College and Career Exam Support	To increase access to college and career options for our unduplicated student groups (English Learner, Foster Youth, Low Income), offer PSAT/SAT to students in grades 9-12 and provide test prep support for students taking Advanced Placement (AP), International Baccalaureate exams(IB), PSAT and SAT; and provide funding to offset the cost of Advanced Placement and International Baccalaureate exam fees for students.	$774,075.00	Yes
Action #14	Dual Language Immersion (DLI) certificated and classified staff.	Maintain staff to support the implementation of Dual Language Immersion programs across the district at identified school sites (Dolores Huerta International Academy and Sequoia Middle School) to serve additional language learning needs of our unduplicated student groups (English Learner, Foster Youth, Low Income) in these programs.	$3,665,775.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #15	Pathways to Biliteracy Recognitions and Seal of Biliteracy Awards	To help encourage program participation for our unduplicated student groups (English Learner, Foster Youth, Low Income, develop and implement the Pathways to Biliteracy recognitions and state and FUSD seal of biliteracy awards to recognize students' bilingualism/biliteracy.	$8,000.00	Yes
Action #16	Multilingual Programs and Services	Develop, implement, and monitor Multilingual Programs and Services to support our unduplicated student groups (English Learner, Foster Youth, Low Income) that are multilingual Learners in their language proficiency growth, literacy development, academic achievement, and socio-cultural competency. There will be a focus on transitions plans for determination of placement when unduplicated students promote from one level to another (i.e. elementary school to middle school, middle school to high school school).	$72,223.00	Yes
Action #17	Ethnic and Cultural Studies Program	Develop a program framework and implement Ethnic Studies courses to support the socio-cultural proficiency for our unduplicated student groups (English Learner, Foster Youth, Low Income).	$30,000.00	Yes
Action #18	Innovation and Technology Support Positions	To support student access to innovation and technology, provide 1 Coordinator Computer Services, 1 Coordinator Assessment, 2 Network Systems Analyst, 1 Local Area Network Analyst, 1 Electronic Data Analyst, 3 Instructional Technology Specialist , 1 Research Analyst.	$1,138,980.00	No
Action #19	Online Learning Support Positions	The district will provide support for online learning opportunities to provide additional academic support for our unduplicated student groups that are enrolled in independent study and not in-person instruction (English Learner, Foster Youth, Low Income), provide for the following positions: 1 Coordinator, 8 teachers	$1,076,068.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #20	Online Learning Support Services	The district will provide equivalent online courses to in-person instruction at the elementary and secondary level for our unduplicated student groups (English Learner, Foster Youth, Low Income).	$261,651.00	Yes
Action #21	Innovation and Technology Improvements	The district will provide increased access for unduplicated students to technology to increase student engagement, innovation and academic achievement (1:1 devices and Wireless internet; 21-22 $6.6M ongoing for replacement costs)	$6,700,000.00	Yes
Action #22	Professional Development to Support Technology	Provide professional development for teachers and staff on technology integration including the use of online resources, digital tools, digital literacy and computer science.	$305,000.00	No
Action #23	Additional Supports for Computer Science Programs	Maintain support of schools incorporating computer science into curriculum and instruction, including, keyboarding, digital citizenship, and coding application for elementary, middle and high schools	$123,040.00	No
Action #24	Innovation Empire Center	To provide access to innovative learning opportunities for college and career training, provide for Costs for Innovation Center: Monthly Lease: 23,930 Monthly Expense: 5,000 Will possibly be adding personnel to be determined later	$347,160.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 4	Students will demonstrate increased engagement as a result of programs and services that provide relevant experiences for students and promote family and community partnerships.

An explanation of why the LEA has developed this goal.

Goal 4 was developed with two principal outcomes of increasing student engagement and promoting partnerships with families and the community. Our district is committed to bringing all of our students back to full in-person instruction for the 2021-2022 school year. It is the commitment of our staff to receive the necessary training to address the social-emotional needs of our students. This decision has been made based on our student data and stakeholder feedback. Currently less than 50% of our students opted to return to in-person instruction and remain in distance learning. Our Chronic Absentee Rate overall is 9.6%, In addition, our students report the following ratings on the student 2020-2021 survey (% of students responding positively to 70% or more of questions within relevant domains):

Meaningful Participation in School: 8%
Rigorous Expectations: 59%
Valuing of School: 49%

Additional areas, determined from all stakeholder groups in each of our meetings have expressed a need for the following:
1. Additional social-emotional supports for students and families as we transition to full in-person instruction for 2021-2022. Many families have lost jobs and family members due to COVID-19 and are continuing to suffer tremendous hardship.
2. Additional instructional support staff. Some students also had a difficult time with engagement and

learning during distance learning and stakeholders have expressed a need for additional staff to help student transition back to the classroom.
3. Implementation of a full distance learning program, separate from our in-person instructional program for families are still concerned about COVID-19 and/or are excelling with virtual learning.

Metrics used to determine progress for Goal 4 are high school graduation rate, drop out rates, attendance rates, chronic absenteeism rate, parent/family/community participation rates in advisory groups and district and site events, parent engagement rating on CDE "Parent Engagement Self Reflection Tool" and results of climate survey. Our goal is for students to feel safe and supported when they return to school. We will continue to use our metrics, including an annual climate survey for families, students, and staff, to identify areas of needed growth and provide an opportunity for feedback regarding programs, student experiences and family and community partnerships. We will also continue to monitor student engagement progress through high school graduation rates, drop out rates, attendance rates, chronic absenteeism and parent/guardian and student participation in events. The majority of actions and services in Goal 4 are principally directed towards our unduplicated student groups because their graduation rates, attendance rates, drop out rates and chronic absenteeism are areas of concern compared to our overall student rates. In additional Goal 4 addresses State Priorities: 3. Parent Involvement; 5. Pupil Engagement; 6. School Climate; 8. Other Pupil Outcomes. As a result, we have implemented actions and services that include increasing our Multi-tiered System of Supports, Positive Behavior Interventions, additional counseling staff, parent/family workshops, and after school enrichment activities to help increase student engagement and parent/family/community involvement.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
High School Graduation Rate	2019-2020 ALL: 94.1% EL: 84.2% SED: 94.1% FY: 75% SWD: 79% AA: 93.8%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 95.3% EL: 87.5% SED: 95.3% FY: 79.8% SWD: 83.8% AA: 95%
Middle School Dropout Rate	2019-2020 ALL: 0.4% EL: 0.4% SED: 0.3% FY: 1.7% SWD: 0.3%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Less than or equal to 1% for all groups: ALL EL SED FY SWD

High School Dropout Rate	2019-2020 ALL: 1.2% EL: 3.6% SED: 1.2% FY: 11.7% SWD: 2.5%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Less than or equal to 8% for all groups ALL EL SED FY SWD (2020 State = 8.9%; 2020 State FY = 27.9%)
Attendance Rate	2019-2020 ALL: 96.34% EL: 96.57% SED: 96.27% FY: 95.77% SWD: 94.69	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Greater than or equal to 96% for all groups: ALL EL SED FY SWD
Chronic Absenteeism Rate (K-8)	2018-2019 (2019 CA Dashboard) ALL: 9.6% EL: 7.6% SED: 10% FY: 14.8% SWD: 15.8%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 8.1% EL: 6.1% SED: 8.5% FY: 12.7% SWD: 13.7%

Local Metric: # of parents/community members participating in advisory groups (stakeholder groups seeing parent input in making decisions). Metric will also include parent participation in advisory groups for unduplicated pupils and individuals with exceptional needs (i.e. DELAC, SELPA Parent Advisory Committee, etc.) Participation for each meeting will be tracked by which parents group meeting is for and attendance will be disaggregated by unduplicated student group served.	ALL: 4,220 (2020-2021) EL: TBD SED: TBD FY: TBD SWD: TBD Baseline will be collected in 2021-2022 for the student groups noted above.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	TBD once baseline is established in 2021-2022.

Local Metric: Household participation rate at district and site events. Metric will also include parent participation in advisory groups for unduplicated pupils and individuals with exceptional needs (i.e. DELAC, SELPA Parent Advisory Committee, etc.) Participation for each event will be tracked by which parents group meeting is for and attendance will be disaggregated by unduplicated student group served.	ALL: TBD (# participated = 3,012; Household Rate TBD) EL: TBD SED: TBD FY: TBD SWD: TBD Baseline to be determined in 2021-2022 for all student groups noted above.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	TBD once baseline is established in 2021-2022.
Local Metric: CDE “Parent Engagement Self-Reflection Tool”: Average rating for level of implementation	2018-2019 (2019 CA Dashboard) 3.5 out of 5	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	4 out of 5
Local Metric: FUSD Family/Parent Climate Survey: Household participation rate	2020-2021 19%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	25%

Local Metric: FUSD Family/Parent Climate Survey: % of parents responding positively to 70% or more of questions within relevant domains	2020-2021 Parental Involvement: 59% Adult Participation: 9% Provides Information: 58% Note: Low Adult Participation rate is an anomaly from current distance learning model; This rate was 34% in 2019-2020; Desired outcome for 2023-24 is based on improvement from 2019-2020 rate.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Parental Involvement: 65% Adult Participation: 40% Provides Information: 64%
Local Metric: FUSD Student Climate Survey: % of students responding positively to 70% or more of questions within relevant domains	2020-2021 Meaningful Participation in School: 8% Rigorous Expectations: 59% Valuing of School: 49%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Meaningful Participation in School: 14% Rigorous Expectations: 65% Valuing of School: 55%
Local Metric: FUSD Staff Climate Survey: % of staff responding positively to 70% or more of questions within relevant domains	2020-2021 Educating All Students: 57% Staff-Family Relationships: 50%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Educating All Students: 63% Staff-Family Relationships: 56%

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Alternative Learning Support Positions	The district will support our alternative learning programs and increase achievement for our unduplicated student groups (English Learner, Foster Youth, Low Income) enrolled in these programs (maintain 1 Coordinator, Alternative Education, 1 Intermediate Secretary, 1 Student Support Representative Bilingual, 1 Certificated Teacher, 1 50% counselor).	$574,280.00	Yes
Action #2	Operational Support Alternative Learning	The district will provide operational support to monitor professional development (i.e. attendance, feedback, monitor contracts, etc.) for the Alternative Learning department, including professional development that will provide additional support for English Learners, Foster Youth, and Low Income students in our Alternative Learning Programs.	$16,454.00	Yes
Action #3	Increase Multi-tiered System of Supports (MTSS) to Address Students' Social/Emotional, Behavioral, and Mental Health Needs	The district will maintain and provide additional supports to increase Multi-tiered System of Supports (MTSS) for our unduplicated student groups (English Learner, Foster Youth, Low Income) for the purpose of increasing academic achievement and social emotional learning supports (maintain 1 Director, Multi-Tiered Systems of Support, 1 Coordinator of Positive School Culture and Climate, 1 Coordinator of Social Emotional Supports, 2 Social Emotional Specialists, 1 Counselor district level, 1 Senior Secretary II, 1 Intermediate Secretary, 4 Culture Climate Specialists, 7 Teachers on Assignment, Climate & Culture Coaches; Instructional resources, software, curriculum, organization supplies, and staff laptops; New/additional positions to be explored (contingent based on receiving additional funding) - LMFT salary/benefits - Stipends for LMFT Students - Counseling Personnel - Culture and Climate TOAs	$2,798,407.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #4	Operational Multi-Tiered System of Support	The district will provide operational support to monitor professional development attendance, feedback, student data, mental health referrals, etc.) for the MTSS department to better serve the needs of our unduplicated students (English Learners, Foster Youth, Low Income).	$31,880.00	Yes
Action #5	Increase Positive Behavioral Interventions and Supports to Address Students' Social/Emotional and Behavioral Needs	To support our Positive Behavioral Interventions and Supports (PBIS) to address English Learner, Foster Youth, and Low Income Students' Social/Emotional and Behavioral needs, provide Instructional resources, software, curriculum.	$711,650.00	Yes
Action #6	Program supports for English Learners, Foster Youth and Low Income Students	Provide educationally related materials and supports to meet basic needs such as transportation, clothing and instructional supplies for our English Learner, Foster Youth and Low Income Students.	$40,000.00	Yes
Action #7	Socio-Emotional Counseling and Support Programs	The district will provide social/emotional targeted counseling and support for English Learners, Foster Youth, and Low Income students, including partnership with San Bernardino County (Child and Family Services).	$250,000.00	Yes
Action #8	Elementary Counseling Support Position	To effectively support the social emotional learning of our unduplicated student groups (English Learners, Foster Youth, Low Income), maintain 14.5 Elementary counselors. Also explore adding 15/16 additional elementary counselors or other social emotional support personnel and/or mental health providers based on increased student need for social, emotional, and mental health supports.	$1,826,319.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #9	Marketing, Communication, and Family Engagement Support Positions	To improve marketing, communication, and family engagement strategies for our students and families, maintain 1 Executive Director Marketing, Communications and Engagement, 1 Director, Family & Community Engagement, 1 Marketing and Analytics Specialist, 1 Organizational Brand Specialist, 1 Senior Secretary II, 14 School Outreach Liaisons, 38 Community Aides Bilingual, 9 Community Aides, 3 CWA Attendance Liaisons	$3,856,938.00	No
Action #10	Operational Support Marketing, Communications and Family Engagement	To improve marketing, communication, and family engagement strategies our students and families, provide new department Operational Budget.	$35,000.00	No
Action #11	Communication Initiatives	Maintain communication for recruitment of programs, services, personnel, and opportunities within the district in order to provide additional outreach to our English Learners, Foster Youth, and Low Income student families to provide education on support programs.	$319,951.00	Yes
Action #12	Parent/Guardian Workshops	Provide additional workshops, trainings, and resources for parents and school sites of English Learners, Foster, and Low-Income students to increase capacity of support systems.	$14,500.00	Yes
Action #13	Professional Development to Support Family Engagement	Provide professional development to employees and stakeholders in order to maintain a quality Family and Community Engagement (FACE) program for our unduplicated student groups (English Learners, Foster Youth, Low Income) through conferences, workshops, training, activities, recognition events and auxiliary items to support these events.	$79,150.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #14	Parent Workshops of Multilingual Learners	Provide workshops and training opportunities, above and beyond DELAC and ELAC, to involve and engage parent/guardians of English Language Learners, Foster Youth, and Low Income students that are enrolled in multilingual programs as part of their educational career.	$2,200.00	Yes
Action #15	Family Childcare	Provide childcare for parents of our unduplicated student groups (English Learners, Foster Youth, Low Income) to attend workshops.	$7,000.00	Yes
Action #16	Translator Support Positions	Maintain translator positions to provide translation and interpretation services to support parent/guardian/community involvement and engagement of our unduplicated student groups (English Learners, Foster Youth, Low Income).	$1,156,650.00	Yes
Action #17	Additional Supports for the Implementation of Translation and Interpretation Services.	Maintain additional hourly for extra interpretation and translation assignments to support communication with parents and other community stakeholder regarding student programs that support that academic and social emotional learning needs of English Learner, Foster Youth, and Low Income Students.	$42,212.00	Yes
Action #18	After School Program (ASES)	Maintain After School Program (ASES) matching grant to support student engagement and academic achievement for English Learners, Foster Youth, and Low Income Students.	$740,922.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 5	Students will be provided facilities, resources, and services that improve school climate and promote a sense of school safety and connectedness.

An explanation of why the LEA has developed this goal.

Goal 5 was developed with the following principals outcomes--that students will be provided with facilities, resources, and services that improve comate and promote a sense of school safety and connectedness.
Currently, our data shows the following for areas of needed growth:

FUSD Family/Parent Climate Survey:
% of parents responding positively to 70% or more of questions within relevant domains
2020-2021

Student Risk: 45%
School Climate & Safety: 40%
Learning Supports: 32%
Promotes Diversity: 52%

FUSD Student Climate Survey:
% of students responding positively to 70% or more of questions within relevant domains
2020-2021
School Climate: 30%
School Safety: 76%
Sense of Belonging: 42%
Teacher-Student Relationships: 56%

FUSD Staff Surveys: % of staff responding positively to 70% or more of questions within the relevant

domain
2020-2021
School Climate: 44%

Stakeholder feedback and discussion has identified the following:
1. The need for a safe, clean, and orderly learning and working environment.
2. Athletic and physical education programs will also have proper oversight so students can have the opportunity to participate in athletic events in a safe environment.

Metrics used to determine progress for Goal 5 include suspension rates, expulsion rates, rating on Facility Inspection Tool, and climate surveys. The majority of actions and services in Goal 5 are principally directed towards unduplicated students since their ratings of school climate, safety, connectedness, and teacher-student relationships are less positive than overall rating in these areas. Goal 5 also addresses State Priorities: 1. Basic Services; 6. School Climate; 8. Other Pupil Outcomes. To address the needs of our unduplicated student we have increased health and wellness support staff, provided needed school supplies and addressed the welfare of our unduplicated students that are involved in athletes so we can maintain their health and safety with proper COVID safety precautions as well as provide them additional academic support to effectively balance school and extra curricular activities. In addition, with COVID-19 and safety precautions needed to return to full in-person instruction for 2021-2022, there has been additional focus on assessing facility needs districtwide so all students have access to safe and clean facilities that are in good repair.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Suspension Rate	2019-2020 ALL: 2.0% EL: 2.0% SED: 2.1% FY: 5.7% SWD: 3.6% American Indian: 8.3%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ALL: 1.0% EL: 1.0% SED: 1.0% FY: 2.7% SWD: 1.0% American Indian: 5.3%
State Metric: Expulsion Rate	2019-2020 ALL: 0.03% EL: 0.05% SED: 0.03% FY: 0.00% SWD: 0.11%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Less than or equal to 0.1%

Local Metric: Facility Inspection Tool (FIT): % of schools with overall rating of “good” or “exemplary” repair	2019-2020 100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
Local Metric: FUSD Family/Parent Climate Survey: % of parents responding positively to 70% or more of questions within relevant domains	2020-2021 Learning Supports: 32% Promotes Diversity: 52% Student Risk: 45%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Learning Supports: 38% Promotes Diversity: 58% Student Risk: 51%
Local Metric: FUSD Student Climate Survey: % of students responding positively to 70% or more of questions within relevant domains	2020-2021 School Climate: 30% School Safety: 76% Sense of Belonging: 42% Teacher-Student Relationships: 56%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	School Climate: 36% School Safety: 82% Sense of Belonging: 48% Teacher-Student Relationships: 62%
Local Metric: FUSD Staff Surveys: % of staff responding positively to 70% or more of questions within relevant domain	2020-2021 School Climate: 44%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	School Climate: 50%

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	School Police Support Positions	To improve school climate, safety and connectedness, maintain 1 Chief of School Police, 1 Lieutenant, 2 Sergeant, 1 Corporal, 1 Coordinator Safety, 1 Detective, 1 Office Manager, 1 Senior Secretary I, 6 School Police Dispatchers, 13 Sworn Officers, 5 Lead Campus Security, 49 District Safety Officers	$7,972,948.00	No
Action #2	School Police Operational Support	To improve school climate, safety and connectedness, provide operational support for School Police Services.	$390,693.00	No
Action #3	Health, Wellness, and Facilities Support Positions	Provide additional support for the health, wellness, and also provide safe and clean facilities for our sites.	$5,191,394.00	No
Action #4	Wellness Champion Support	To support our after-school student wellness program for our unduplicated students (English Learner, Foster Youth, and Low Income) to increase academic achievement and social emotional learning and provide extra hourly pay for site Wellness Champions to support site and district Wellness Policies.	$22,000.00	Yes
Action #5	Athletic Student Database	To help ensure welfare and health of our students athletes and identify additional supports needed maintain online database of student athlete profiles.	$4,028.00	No

Action #	Title	Description	Total Funds	Contributin
Action #6	Site Supply Closet	Provide supply closet for each site to provide instructional supplies and materials for students to provide needed school supplies for our English Learners, Foster Youth, and Low Income Students.	$973,356.00	No
Action #7	Key Performance Indications	To identify program and facility needs for our sites and additional supports needed for our English Learners, Foster Youth, Low Income Students, provide support for departments to monitor Key Performance Indicators (KPIs) in the areas of demographics, finance, operations, human resources and information technology and utilization of a work order system that has Key Performance Indicators (KPIs) to provide support to department on districtwide performance.	$65,544.00	No
Action #8	Transportation Support	The district will provide transportation to support unduplicated students (English Learners, Foster Youth, Low Income) districtwide for improved access in attendance and learning and to improve academic outcomes and decrease chronic absenteeism.	$7,641,679.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.37%	$101,828,656.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The following is a summary of key actions and services by goal area aligned to Fontana Unified School Districtwide LCAP goals. Each cluster of actions and services considers the needs, conditions, or circumstances of unduplicated learners and links the districtwide actions to these considerations. The actions are linked to measurable outcomes based on the respective goals.

Supports for Increased Student Achievement

Goal 1: Students will demonstrate improved academic growth and achievement through access to high-quality educators, academic programs, and instructional resources that increase engagement and unlock potential in an educational environment that fosters equity and access.

Action 1: Professional Development, Coaching & Targeted Instruction ELA
Action 3: Administrative Support Positions
Action 7: Professional Development Support
Action 8: Professional Development Operational
Action 9: Professional Development Online Programs
Action 12: Professional Development Core Instructional Program
Action 14:Professional Development Instructional Leaders
Action 17:Professional Development Instructional Learning Teams
Action 18:Professional Development Classified Staff
Action 19:Professional Development Certificated Release Days
Action 24: School-based Allocations to Address Student Instructional Needs
Action 25: Operational Support Teaching and Learning
Action 28:Library Support Specialist
Action 31:Professional Development, Coaching & Targeted Instruction Math
Action 32: Secondary Math Support
Action 33: High School Summer Academy
Action 34: Class Size Reduction

Goal 2: Students will demonstrate grade-level literacy skills by the end of 3rd grade.
Action 1: Kindergarten Teacher
Action 2: Kindergarten Additional Support
Action 3: Provide Intensive and Strategic Supports to Build K-3 Literacy Skills and Close the Achievement Gap
Action 6: Professional Development for Parents/Guardians Literacy

Goal 3: Students will have access to multiple ways of developing college and career readiness for global competencies and will demonstrate college and career readiness upon high school graduation.

Action 19:Online Learning Supports
Action 20:Online Learning Support Services
Action 21: Innovation and Technology Improvements

Goal 4: Students will demonstrate increased engagement as a result of programs and services that provide relevant experiences for students and promote family and community partnerships.

Action 1: Alternative Learning Support Positions
Action 2: Operational Support Alternative Learning

Needs, Conditions, and Circumstances:

The 2018-2019 Smarter Balance Assessments (SBA) in English Language Arts (ELA) and Mathematics illustrated the need for additional academic supports for our unduplicated students. In SBA ELA for all students was 22.3 points below standard and English Language Learners were 46.1 points below standard, Foster Youth was 69.3 points below standard, and Socio-Economically Disadvantaged were 26.6

points below standard. For SBA Math for all students is 63.7 points below standard, English Leaners 81.3 points below standard, Socio Economic Disadvantaged 68 points below standard, and Foster Youth 98 points below standard. This academic struggle was also evident in the learning loss data gathered from the MAP assessments in 2020-2021. The NWEA MAP assessment was administered in fall and spring to all students in grades K-12. This assessment was used to determine the learning losses from the Spring of 2020 and to measure the extent to which learning was accelerated over the course of the school year by measuring individual student growth. A comparison of Fall-to-Fall growth in student achievement using NWEA MAP for Fall 2019 to Fall 2020 compared to previous years indicates that the learning loss from the Spring 2020 school closure was minimal. Fall-to-Fall growth in reading and math were slightly below typical Fall-to-Fall growth for Fontana Unified. Data measuring growth from Fall 2020 to Spring 2021 indicates that efforts to address the pupil learning loss from Spring 2020 were largely ineffective, particularly at the elementary level. In fact, assessment data showing growth in achievement from Fall 2020 to Spring 2021 indicates that unfinished learning was significantly increased over the course of the year in all subject areas. No grade levels accelerated growth. It should be noted that data used for the analysis excludes data for kindergarten and 1st grade students as there were significant challenges with remote testing in the Fall that resulted in invalid results.

MAP Growth Math (K-8): Average Fall-to-Fall Conditional Growth Index (CGI)
Fall 2019 to Fall 2020

ALL: -0.23
EL: -0.14
SED: -0.23
FY: 0.05
SWD: 0.03

MAP Growth Reading (K-8): Average Fall-to-Fall Conditional Growth Index (CGI)
Fall 2019 to Fall 2020

ALL: -0.07
EL: -0.09
SED: -0.07
FY: 0.18
SWD: 0.01

Purpose:

To address overall achievement and learning loss for our unduplicated student groups, FUSD, based on the above data, first considered the needs of our unduplicated students when developing the targeted actions to help build in academic supports. We are offering certificated and classified staff that support instruction ongoing professional development and coaching in literacy in math and reading, assessment strategies, accelerated learning and core instruction that supports the learning needs of our unduplicated students. We are also offering extended learning opportunities for our unduplicated students such as online academic programs that target skill development (i.e. iReady and PathBlazer) and in-person programs such as the High School Summer Academy. In addition, FUSD is also ensuring our unduplicated students in the alternative education programs, the online distance learning program, and our independent study

program have access to the same additional supports. To assist in accessing online curriculum and interventions, all unduplicated students were provided devices for use at home and in the classroom with Internet access. FUSD is also holding ongoing parent/guardian workshops to help them assist in their child's literacy growth and academic achievement. FUSD is also committed to providing class size reduction for grades K-3 and full day kindergarten to be able to continue to build in in-class interventions that provide more individualized attention for our unduplicated students.

Justification to Continue Action/Measurement of Effectiveness:

The level of achievement of our unduplicated students groups on the Smarter Balance Assessments (SBA) in English Language Arts (ELA) and Mathematics are indicative of the need for additional and targeted academic supports for our unduplicated students. This academic struggle was also evident in the learning loss data gathered from the MAP assessments. With the beginning of 2021-2021, our administrators and teachers report that students, especially our English Learners, Foster Youth, and Low Income, our have difficulty transitioning back to school whether in-person or virtually as demonstrated by homework, classwork and department/grade common formative assessments. These data points demonstrate the need for extra instructional support for students, teachers and classified instructional staff. Starting with 2021-2022, we intend to continue all of actions from the 2019-2020 LCAP in addition to adding increased support for online programs and student access to technology to raise the level of student achievement for grades and for the CAASPP assessment in ELA and Math in the spring. The continuation of these actions is the most effective use of funds and were determined by data that demonstrated an increase in Smarter Balance Assessments for ELA and Math and based on stakeholder feedback. The effectiveness of these actions will be measured in the future by an improvement in the California School Dashboard, MAP data, and CAASPP data.

College, Career and Economic Development

Goal 1: Students will demonstrate improved academic growth and achievement through access to high-quality educators, academic programs, and instructional resources that increase engagement and unlock potential in an educational environment that fosters equity and access.
Action 27: Innovative Academies and Pathways

Goal 3: Students will have access to multiple ways of developing college and career readiness for global competencies and will demonstrate college and career readiness upon high school graduation.
Action 1: College, Career, and Economic Development Support
Action 2: Career Technical Education
Action 3: College, Career, and Economic Development Operations
Action 4: Career Technical Education Additional Support
Action 5: AVID Support Positions
Action 6: Additional AVID Supports
Action 7: College, Career, and Economic Development Program
Action 8: College and Career/CTE Support TK-12
Action 9: College Application Support
Action 10: Innovation Support--Programs & Academies
Action 11: Advanced Placement & International Baccalaureate Programs Support Positions

Action 12: Advanced Placement & International Baccalaureate Programs Resources
Action 13: College and Career Exam Support

Needs, Conditions, and Circumstances:

After assessing the needs of our English Learner, Foster Youth and Low Income Students, we learned that their college and career indicator (CCI) completion rates were lower than all students. In the 2020 school year, 59.3% of all students met this indicator. Of the unduplicated populations, completion rates were as follows: English Learners (32%); Foster Youth (35.7%); and Socioeconomically Disadvantaged (58.8%). In addition, A-G completion rate for all students was 54.9% in 2020. Our unduplicated students were as follows: English Learners (28%); Foster Youth (47.8%); and Socio-Economically Disadvantaged (13.8%). Our overall percentage of high school graduates that completed a CTE sequence of program course of study with a C- or high was 28.0% in 2020. Our unduplicated students were as follows: English Leaners (25 %); Foster Youth (10.7%); and Socio-Economically Disadvantaged (27%). This student group data indicates a need for actions and services that will increase competition of the CCI by way of completing college and/or career pathways and successfully meeting the A-G college entrance requirements.

Purpose:

FUSD, based on the above data, first considered the needs of our unduplicated students when developing the actions to support student needs. FUSD provides a comprehensive College, Career, and Economic Development Program. One component of this program is our Career Technical Education courses and pathways at each of the high schools. These courses and pathways are principally directed toward providing English Learners, Foster Youth, and Low Income Students with a variety of opportunities for college and/or career and provides exploration activities (i.e. Naviance) at the elementary and middle school levels. FUSD also provides work-based learning opportunities including internships, volunteer work, job-shadowing, college and career fairs, and certification for students in specific industries. Currently, FUSD offers 38 CTE Pathways for students to enroll with actions and services provided. FUSD also provides a comprehensive Advanced Placement and International Baccalaureate Programs that have supports and resources principally directed toward our unduplicated students and their achievement in a rigorous academic program. We are also moving toward expanding our AVID Program. These efforts are also principally directed to our unduplicated students and provide additional academic tutoring, exam preparation, college field trips, and college and career guidance to support them in preparing to attend and succeed at the college level.

Justification to Continue Action/Measurement of Effectiveness:

The justification to continue supporting our comprehensive College, Career, and Economic Program and its components (Career Technical Education, Advanced Placement, International Baccalaureate, and AVID) is because it addresses the goals of college and career readiness and provides learning options and additional supports to our English Learners, Foster Youth and Low Income Students who may be at-risk of dropping out. We will continue to measure the effectiveness of our program through the College and Career Indicator on the California Dashboard. Funding for these programs and their expansion will continue with an emphasis on improving the number of students enrolled in each program, increased A-G completion rate, increased CTE sequence and pathway completion rate, and Advanced Placement/International Baccalaureate course exams. Starting with 2021-2022, we intend to continue all of

actions above from the 2019-2020 LCAP to raise the level of student achievement A-G completion rate, CTE sequence and pathway completion rate, and Advanced Placement/International Baccalaureate pass rate. The continuation of these actions is the most effective use of funds and were determined by data that demonstrated an increase in Smarter Balance Assessments for ELA and Math, College and Career Readiness Indicator, A-G Completion Rate, AP/IB exam pass rate, and based on stakeholder feedback. The effectiveness of these actions will be measured in the future by an improvement in the California School Dashboard, MAP data, A-G Completion Rate, CTE Pathway enrollment and completion rate, and CAASPP data.

Multilingual & Global Programs

Goal 1: Students will demonstrate improved academic growth and achievement through access to high-quality educators, academic programs, and instructional resources that increase engagement and unlock potential in an educational environment that fosters equity and access.

Action 15:Professional Development to Support Diversity
Action 35: Recruitment, Hiring, and Retention of a Multilingual and Diverse Staff

Goal 3: Students will have access to multiple ways of developing college and career readiness for global competencies and will demonstrate college and career readiness upon high school graduation.

Action 14: Dual Language Immersion Staff
Action 15: Pathways to Biliteracy and Seal of Biliteracy
Action 17: Ethnic and Cultural Studies Program

Goal 4: Students will demonstrate increased engagement as a result of programs and services that provide relevant experiences for students and promote family and community partnerships.

Action 14: Provide workshops and training opportunities, above and beyond DELAC and ELAC, to involve and engage parents/guardians of English Learners, Foster Youth, and Low Income students that are enrolled in multilingual programs as part of their educational career.

Needs, Conditions, and Circumstances:

As we continue to understand the needs of our unduplicated students, FUSD considered their needs first when developing actions, and in 2019 made a commitment to provide students with additional access to multilingual and global programs based on student, family, and staff survey input and meeting discussions. As part of this initiative, FUSD also made a commitment to understand and to interrupt patterns of institutional bias at all levels of the organization. Dual Language Immersion was expanded to the middle school level and professional development is ongoing that includes instructional strategies that increase language acquisition for our unduplicated student groups. In addition, to help increase access to the our Pathways to Biliteracy and Seal of Biliteracy programs overall, we have built in interventions such as tutoring and online skill development to help our unduplicated students be successful in these programs. At the secondary level, we have developed an Ethnic and Cultural Studies curriculum committee to review our global studies courses and determine if our curriculum and course work needs to be enriched and our staff provided with additional training. Finally, we have begun to train staff districtwide on cultural proficiency and

have had training on unconscious bias. We have also begun social justice training. It is our goal to offer an innovative educational environment which is engaging, promotes bilingualism and biliteracy, cross-cultural competence, critical thinking skills, problem-solving skills, and grade level academic proficiency.

Purpose:

These educational opportunities and trainings for staff training are principally directed to effectively serve our Low Income, English Learners, and foster youth students and build an educational environment that is culturally responsive and offers culturally rich experiences that foster greater student engagement and achievement of our unduplicated students. Cultural Proficiency is a model for shifting the culture of a school or district to value cultural differences as assets on which educational experiences are built. As we continue these trainings and enriching our current support services, we will continue to focus on the need for all of our staff and unduplicated students to feel safe both physically and emotionally on our campuses in every classroom across the district.

Justification to Continue Action/Measurement of Effectiveness:

Our justification to continue is our commitment as a district to be culturally responsive and create a community that values cultural differences. Another justification, is survey and stakeholder engagement meeting feedback from our staff, families, and students to provide more opportunities for our students to access multilingual courses and global studies courses that will enrich their educational experience. Starting with 2021-2022, we intend to continue all of actions above from the 2019-2020 LCAP to increase student access to multilingual courses and global studies courses and increase the number of students receiving a Seal of Biliteracy. The continuation of these actions is the most effective use of funds and were determined by data that demonstrated an increase in the number of students enrolled in an Ethnic Studies course, the number of students completing a Pathway to Biliteracy and the number of students receiving a Seal of Biliteracy. The effectiveness of these actions will be measured in the future by a continued increase in enrollment in Ethnic Studies courses, dual language programs, enrollment in Pathways to Biliteracy, and the number of Seal of Biliteracy awards. We will also measure the effectiveness of our efforts to be culturally responsive and create a community that values cultural differences with feedback data from stakeholder meetings, climate surveys, professional development feedback and enrollment data.

Social, Emotional & Mental Health Supports

Goal 4: Students will demonstrate increased engagement as a result of programs and services that provide relevant experiences for students and promote family and community partnerships.

Action 3: Increase Multi-tiered System of Supports
Action 4: Operational Multi-Tiered System of Supports
Action 5: Increase Positive Behavioral Interventions and Needs
Action 6: Programs for Foster Youth and Low Income Students
Action 7: Socio-Emotional Counseling and Support
Action 8: Additional Elementary Counseling Support
Action 18: After School Programs

Goal 5: Students will be provided facilities, resources, and services that improve school climate and

promote a sense of school safety and connectedness.

Action 4: Wellness Champion Support

Needs, Conditions, and Circumstances:

Coming out of a year in distance learning and the COVID-19 pandemic there has been an increasing need for the mental health services provided by the district. General trends have emerged to continue to make social, emotional and mental health a necessity. These include difficulties with school, mood disturbances and grief and loss issues. FUSD considered the needs of our unduplicated students first when developing the actions. In addition to these concerns. During the 2019-20 school year, we saw an increase in Chronic Absenteeism for all students to 9.6% from 8.5%. In addition, 7.6% of English Learners, 14.8% of Foster Youth and 15.8% of Socio Economical Disadvantaged (SED) students were considered chronically absent (Prior year EL: 7.2%, FY: 8.5% and SED 8.9%). Attendance rates for 2019-20 included 96.34% for all students, a rate of 96.57% for English Learners, a rate of 95.77% for Foster Youth and 96.27% for SED students. The suspension rate for 2019-20 up to school closures included 2.0% for all students, a rate of 2.0% for English Learners, a rate of 5.7% for Foster Youth and SED at 2.1%

Purpose:

These actions and services are principally directed and effective for our unduplicated students (Low Income, English Learners and Foster Youth) that include various social, emotion and mental health supports, such as nurses, counselors, specialists, and psychologists--services provided beyond the scope of Special Education. The FUSD MTSS Division under Student Support Services operates in a tiered system to ensure that students receive the appropriate service and level of support required for their health needs.

Justification to Continue Action/Measurement of Effectiveness:

Justification to continue supporting the social, emotional, and mental health needs of the students from our include the ongoing support that will be needed for students as the pandemic continues. In addition, this action and service is justified to continue based on our chronic absentee and suspension data. We are also determining a baseline for the number of mental health referrals since the numbers have increased and we have had to contract with Care Solace for extra support. Starting with 2021-2022, we intend to continue all of actions above from the 2019-2020 LCAP to continue to support the social, emotional, and mental health needs of our students as we return to in-person instruction. The continuation of these actions is the most effective use of funds and were determined by data that demonstrated an increase in the number of students that are Chronically Absent during distance learning due to COVID-19. The effectiveness of these actions will be measured in the future by attendance rates, Chronic Absenteeism rates, discipline referrals, suspension rates, mental health referrals.

Family Engagement Supports

Goal 4: Students will demonstrate increased engagement as a result of programs and services that provide relevant experiences for students and promote family and community partnerships.
Action 11: Communication Initiatives

Action 12: Parent/Guardian Workshops
Action 13: Professional Development Support
Action 15: Family Childcare at Meetings

Needs, Conditions, and Circumstances:

One of our five district LCAP goals is about fostering family partnerships. We have several parent/guardian stakeholder groups which include a parent advisory group, DELAC, PTA , school site councils, etc. Annually, we also provide each parent/guardian with the option to complete a climate survey. The needs of our unduplicated students were considered first when developing the actions to support increased student outcomes and and parent engagement. Below is the district's general summary of responses by families (Parents/Guardians). Each area is given a favorable percentage rating.

Parent/Guardian/Family Survey (5,885 Responses--19% of district families)

School Climate

Families: 63%
Students 3-6: 75%
Students 6-12: 52%
Staff: 61%

Learning Opportunities:

Families: 60%
Students 3-6: 27%
Students 6-12: 21%
Staff: 52%

School Safety:

Families: 72%
Students 3-6: 72%
Students 6-12: 68%

Inclusion Efforts:

Families: 92%
Students 3-5: 81%

Communications:

Family-School Communication: 63%

Quality of Information: 73%

Parent Support:

Families: 84%

Data was prioritized for our LCAP actions with areas that impacted student social, emotional, and mental health being top priorities (Sense of Belonging, Valuing of School, Positive Feelings, School Climate and Safety). However, the number of respondents was only 19% of families. We need to increase our partnerships with families to gather more feedback and input to better serve the needs of students and the critical needs of our unduplicated students.

Purpose:

The District continues to look for ways to increase parent engagement especially among our English Learners, Foster youth, and Low Income families. These actions and services specifically are principally directed to effectively provide for parent/guardian workshops and leadership opportunities to understand the educational environment (specific to standards in the District), child development, and support of their students. Additionally, supporting effective communication among our stakeholders is our communications specialist who ensures effective communication occurring with social media posts, parent participation in the LCAP survey, and increased involvement in the District's Parent Advisory.

Justification to Continue Action/Measurement of Effectiveness:

The justification to continue these actions and services supported by our metrics to increase English Learner, Foster Youth and Low Income parent group involvement parent involvement and increase the number of parents completing various trainings. Parent attendance at events decreased from 5,723 (2019) to 3,012 (2020) despite meetings being held in a virtual environment. It is important to note however, the number of events decreased during COVID-19 to 75% of what we normally host. However, we also had 4,220 (2020) parents/guardians participate in various advisory groups. We will continue to use attendance at events and advisory meetings, participation in the LCAP survey, and the number of parents completing leadership trainings and social media usages to determine the effectiveness of the actions and ongoing support of these actions. All communications, surveys, meetings, etc. are translated to increase access for our EL parents.

Enrichment Offerings Supporting Academics, Equity, Student Engagement and School Climate

Goal 1: Students will demonstrate improved academic growth and achievement through access to high-quality educators, academic programs, and instructional resources that increase engagement and unlock potential in an educational environment that fosters equity and access.
Action 11: Professional Development for Innovation
Action 36: Arts Education Staff
Action 37: Arts Education Program
Action 38: Dance Collaborative

Goal 2: Students will demonstrate grade-level literacy skills by the end of 3rd grade.
Action 4: K-6 Enrichment Staff
Action 5:Additional Supports for K-6 Staff

Goal 5: Students will be provided facilities, resources, and services that improve school climate and promote a sense of school safety and connectedness.
Action 8: Transportation Support

Needs, Conditions, and Circumstances:

During the 2019-20 school year, we saw an increase in Chronic Absenteeism for all students to 9.6% from 8.5%. In addition, 7.6% of English Learners, 14.8% of Foster Youth and 15.8% of Socio Economical Disadvantaged (SED) students were considered chronically absent (Prior year EL: 7.2%, FY: 8.5% and SED 8.9%). Attendance rates for 2019-20 included 96.34% for all students, a rate of 96.57% for English Learners, a rate of 95.77% for Foster Youth and 96.27% for SED students. The suspension rate for 2019-20 up to school closures included 2.0% for all students, a rate of 2.0% for English Learners, a rate of 5.7% for Foster Youth and SED at 2.1% We also received feedback data from all stakeholder groups that enrichment activities (Arts Education, STEM/STEAM and Dance) were a priority. FUSD considered the needs of our unduplicated students first when developing the actions to support increased students outcomes.

Purpose:
Principally directed to our English Learners, Foster Youth, and Low Income Students and to increase student engagement, participation in school activities, and support for student success and creativity outside the core content of academics, FUSD continues to support Arts Education, co-curricular field trips, and the Enrichment Music and STEM/STEAM programs. These programs have increased access to Arts programs and STEM/STEAM activities for unduplicated students at the elementary and for those wishing to participate in Arts at the middle and high school level. Providing transportation to these programs will also help increase program access and attendance for our unduplicated student groups.

Justification to Continue Action/Measurement of Effectiveness:

Justification for the continuation and increase in Arts Education and Enrichment is based first and foremost on the need to increase student engagement and lower our Chronic Absentee Rate for our unduplicated student groups. Currently, all students at elementary receive musical instruction from our Arts Enrichment teachers. At the Middle School Level there are Band and Choir courses. Research shows musical training helps develop language and reasoning skills, enhances fine motor skills and prepares the brain for achievement. Ancillary evidence shows that music helps improve student achievement in Mathematics and English Language Arts. Starting with 2021-2022, we intend to continue all of actions above from the 2019-2020 LCAP to increase student access to our Arts Education and Enrichment programs and to increase student achievement. The continuation of these actions is the most effective use of funds and were determined by data that demonstrated an increase in our Smarter Balance Assessments in ELA and Math rates have continued to improve, but show the need for continued support, with our current data as follows: In SBA ELA for all students was 22.3 points below standard and English Language Learners were 46.1 points below standard, Foster Youth was 69.3 points below standard, and Socio-Economically Disadvantaged were 26.6 points below standard; and SBA Math for all students is 63.7 points below standard, English Leaners 81.3 points below standard, Socio Economic Disadvantaged 68 points below standard, and Foster Youth 98 points below standard. Our student climate survey also shows room for growth:

School Climate
Students 3-6: 75%
Students 6-12: 52%

Learning Opportunities:
Students 3-6: 27%
Students 6-12: 21%

Positive Feelings Regarding School:

Students 3-5: 74%
Students 6-12: 56%

The effectiveness of these actions will be measured in the future by a continued increase in enrollment in Arts Education and Enrichment opportunities, student feedback data, increase in attendance rate, decrease in Chronic Absenteeism Rate, and CAASPP data.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

English Language Learner Supports

Goal 1: Students will demonstrate improved academic growth and achievement through access to high-quality educators, academic programs, and instructional resources that increase engagement and unlock potential in an educational environment that fosters equity and access.

Action 5: Operational Support for Multilingual Programs and Services
Action 6: English Learner Site Monitor Stipends
Action 10: Professional Development and Coaching Services to Support Multilingual Learners
Action 29: Provide ELD/ALD Curriculum and Instructional Materials
Action 30: Translation of Foreign Transcripts

Needs, Conditions, and Circumstances:

The need for language support services and English Language (EL) Learners site support stems from the qualitative and/or quantitative data of EL students and their parents. Out of over 36,000 students in FUSD, 32% of students our EL. 85% of our total student population identify with a language other than English on the home language survey. Results from our 2019 CAASPP Scores show all students district wide scoring an average of 22.3 points below the standard in ELA and 63.7 points below the standard in Math. Results of our unduplicated populations show English Learners scoring 46.1 points below standard in ELA and 81.3 points below the standard in Math. These data points demonstrate the need for extra instructional support for teachers and intervention support for students.

Purpose:

Multilanguage Programs and Services Language Support oversees, guides, and maintains the district's English Learner (EL) programs and all their work is principally directed at improving academic achievement of EL students. One component of this department is the Language Assessment Center that provides districtwide ELPAC testing and oversight. The Coordinator of Multilanguage Programs and Teachers on Special Assignment (TOAs) provide professional development, coaching, and support to address the needs of our EL students and their language acquisition. They also guide site Instructional Leadership Teams (ILTs) to deliver EL specific supplemental instructional support above the core instructional program to support language acquisition and content understanding. English Language Learner Monitors assist sites to monitor EL language acquisition and academic achievement to help determine additional needed supports for students. In addition, parent/guardian workshops are provided above and beyond DELAC and ELAC meetings to involve and engage parents/guardians in the educational career of their EL students.

Justification to Continue Action/Measurement of Effectiveness:

These actions and services are specifically designated to support our unduplicated population English Language Learners and to close the achievement gap that exists compared with with our entire student population in terms of increasing graduation rate, College and Career Readiness, Reclassification, and Progress towards English Proficiency. Our overall graduation rate for 2020 is 94.1%. Graduation Rate for English Learners is 84.2%. For the 2020 College and Career Indicator (CCI), 59.3% of our students met the indicator with only 32% of our EL students meeting the same indicator. Our current reclassification rate is 6.6% and 47.6% of our EL students made progress toward English Proficiency on the 2018-2018 ELPAC. The EL Reclassification Rate was 12.6% in 2016-2017 and 63.5% on the ELPAC for progress toward English Proficiency in 2016-2017. This data really illustrates a need for continued focus on English learner populations. Starting with 2021-2022, we intend to continue all of actions from the 2019-2020 LCAP to raise the level of student achievement for grades, ELPAC proficiency rates, Reclassification rates and for the CAASPP assessment in ELA and Math in the spring. The continuation of these actions is the most effective use of funds and were determined by data that demonstrated an increase Smarter Balance Assessment for ELA, ELPAC Proficiency rate, and based on stakeholder feedback. The effectiveness of these actions will be measured in the future by an improvement in the California School Dashboard, MAP data, ELPAC data, and CAASPP data.

Multilingual & Global Programs

Goal 1: Students will demonstrate improved academic growth and achievement through access to high-quality educators, academic programs, and instructional resources that increase engagement and unlock potential in an educational environment that fosters equity and access.

Action 4: Multilingual Programs and Services Certificated and Classified Staff (not EL)

Goal 3: Students will have access to multiple ways of developing college and career readiness for global competencies and will demonstrate college and career readiness upon high school graduation.

Action 16: Multilingual Programs and Services

Needs, Conditions, and Circumstances:

As we continue to understand the needs of our unduplicated students, the FUSD in 2019 made a commitment to provide students with additional access to multilingual and global programs based on student, family, and staff survey input and meeting discussions. As part of this initiative, FUSD also made a commitment to understand and to interrupt patterns of institutional bias at all levels of the organization. Dual Language Immersion was expanded to the middle school level and professional development is ongoing that includes instructional strategies that increase language acquisition for our unduplicated student groups. In addition, to help increase access to the our Pathways to Biliteracy and Seal of Biliteracy programs overall, we have built in interventions such as tutoring and online skill development to help our unduplicated students be successful in these programs. At the secondary level, we have developed an Ethnic and Cultural Studies curriculum committee to review our global studies courses and determine if our curriculum and course work needs to be enriched and our staff provided with additional training. Finally, we have begun to train staff districtwide on cultural proficiency and have had training on unconscious bias. We have also begun social justice training. It is our goal to offer an innovative educational environment which is engaging, promotes bilingualism and biliteracy, cross-cultural competence, critical thinking skills, problem-solving skills, and grade level academic proficiency.

Purpose:

These educational opportunities and trainings for staff training are principally directed to effectively serve our Low Income, English Learners, and foster youth students and build an educational environment that is culturally responsive and offers culturally rich experiences that foster greater student engagement and achievement of our unduplicated students. Cultural Proficiency is a model for shifting the culture of a school or district to value cultural differences as assets on which educational experiences are built. As we continue these trainings and enriching our current support services, we will continue to focus on the need for all of our staff and unduplicated students to feel safe both physically and emotionally on our campuses in every classroom across the district.

Justification to Continue Action/Measurement of Effectiveness:

Our justification to continue is our commitment as a district to be culturally responsive and create a community that values cultural differences. Another justification, is survey and stakeholder engagement meeting feedback from our staff, families, and students to provide more opportunities for our students to access multilingual courses and global studies courses that will enrich their educational experience. Starting with 2021-2022, we intend to continue all of actions above from the 2019-2020 LCAP to increase student access to multilingual courses and global studies courses and increase the number of students receiving a Seal of Biliteracy. The continuation of these actions is the most effective use of funds and were determined by data that demonstrated an increase in the number of students enrolled in an Ethnic Studies course, the number of students completing a Pathway to Biliteracy and the number of students receiving a Seal of Biliteracy. The effectiveness of these actions will be measured in the future by a continued increase in enrollment in Ethnic Studies courses, dual language programs, enrollment in Pathways to Biliteracy, and the number of Seal of Biliteracy awards. We will also measure the effectiveness of our efforts to be culturally responsive and create a community that values cultural differences with feedback data from stakeholder meetings, climate surveys, professional development feedback and enrollment data.

Family Engagement Supports

Goal 4: Students will demonstrate increased engagement as a result of programs and services that provide relevant experiences for students and promote family and community partnerships.

Action 16: Translator Support Services
Action 17: Additional Supports for the Implementation of Translation and Interpretation Services

Needs, Conditions, and Circumstances:

One of our five district LCAP goals is about fostering family partnerships. We have several parent/guardian stakeholder groups which include a parent advisory group, DELAC, PTA , school site councils, etc. Annually, we also provide each parent/guardian with the option to complete a climate survey . Below is the district's general summary of responses by families (Parents/Guardians). Each area is given a favorable percentage rating.

Parent/Guardian/Family Survey (5,885 Responses--19% of district families)

School Climate

Families: 63%
Students 3-6: 75%
Students 6-12: 52%
Staff: 61%

Learning Opportunities:

Families: 60%
Students 3-6: 27%
Students 6-12: 21%
Staff: 52%

School Safety:

Families: 72%
Students 3-6: 72%
Students 6-12: 68%

Inclusion Efforts:

Families: 92%
Students 3-5: 81%

Communications:

Family-School Communication: 63%

Quality of Information: 73%

Parent Support:

Families: 84%

Data was prioritized for our LCAP actions with areas that impacted student social, emotional, and mental health being top priorities (Sense of Belonging, Valuing of School, Positive Feelings, School Climate and Safety). However, the number of respondents was only 19% of families. We need to increase our partnerships with families to gather more feedback and input to better serve the needs of students and the critical needs of our unduplicated students.

Purpose:

The District continues to look for ways to increase parent engagement especially among our English Learners, Foster youth, and Low Income families. These actions and services specifically are principally directed to effectively provide for parent/guardian workshops and leadership opportunities to understand the educational environment (specific to standards in the District), child development, and support of their students. Additionally, supporting effective communication among our stakeholders is our communications specialist who ensures effective communication occurring with social media posts, parent participation in the LCAP survey, and increased involvement in the District's Parent Advisory.

Justification to Continue Action/Measurement of Effectiveness:

The justification to continue these actions and services supported by our metrics to increase English Learner, Foster Youth and Low Income parent group involvement parent involvement and increase the number of parents completing various trainings. Parent attendance at events decreased from 5,723 (2019) to 3,012 (2020) despite meetings being held in a virtual environment. It is important to note however, the number of events decreased during COVID-19 to 75% of what we normally host. However, we also had 4,220 (2020) parents/guardians participate in various advisory groups. We will continue to use attendance at events and advisory meeting, participation in the LCAP survey, and the number of parents completing leadership training and social media usage to determine the effectiveness and the continuation of actions. All communications, surveys, meetings, etc. are translated to increase access for our EL parents.

The actions in Prompts 1 and 2 both quantitatively and/or qualitatively meet the 32.37% minimum proportionality percentage for the 2021- 2022 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR 15496(a).

Data Entry Table

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Goal #1 Action #1						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Increase Achievement Through Professional Development, In-Class Coaching and Targeted Instruction.		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #2						
Provide a Well-Rounded Education Through STEM/STEAM Integration	All Students	No			All Schools	ongoing
Goal #1 Action #3						
Administrative Support Positions		Yes	LEA-wide	English Learners, Foster Youth, Low Income	Specific grade spans; Grades K-6	ongoing
Goal #1 Action #4						
Multilingual Programs and Services Certificated and Classified Staff.		Yes	Limited	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #5						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Operational support for Multilingual Programs and Services		Yes	Limited	English Learners	All Schools	ongoing
Goal #1 Action #6						
English Learner Site Monitor Stipends		Yes	Limited	English Learners	All Schools	ongoing
Goal #1 Action #7						
Professional Development Support Positions		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #8						
Professional Development Operational		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #9						
Professional Development Online Programs		Yes	LEA-wide	English Leaners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #10						
Professional Development and Coaching Services to Support Multilingual Learners		Yes	Limited	English Learners, Foster Youth, Low Income	All Schools	ongoing

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Goal #1 Action #11						
Professional Development to Support Innovation		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #12						
Professional Development Core Instructional Program		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #13						
Professional Development Special Education	Special Education	No	Schoolwide		All Schools	ongoing
Goal #1 Action #14						
Professional Development to Support Instructional Leaders		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #15						
Professional Development to Support Diversity		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #16						
Professional Development and Services to Support New and Veteran Teachers	All Students	No			All Schools	ongoing

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Goal #1 Action #17						
Professional Development to Support Instructional Learning Teams		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #18						
Professional Development to Support Classified Staff		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #19						
Professional Development		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #20						
Assessments and Assessment Systems	All Students	No			All Schools	ongoing
Goal #1 Action #21						
Assessment Support	All Students	No			All Schools	ongoing
Goal #1 Action #22						
Implement Programs and Activities to Enrich, Personalize, Accelerate and Extend Learning	All Students	No			All Schools	ongoing
Goal #1 Action #23						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
GATE Education Program	All Students, Specific Student Groups, GATE Qualified Students	No			All Schools	ongoing
Goal #1 Action #24						
Site Specific Action to Support Students' Instructional Needs		Yes	LEA-wide	English Leaners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #25						
Operational Support for Teaching & Learning		Yes	LEA-wide	English Learners, Foster Youth, Homeless	All Schools	ongoing
Goal #1 Action #26						
Writing Application Programs	All Students	No			Specific Grade Spans, Grades 9-12	ongoing
Goal #1 Action #27						
Innovative Academies and Pathways		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #28						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Library Specialist Support		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #29						
ELD/ALD Curriculum and Instructional Materials	All Students	Yes	Limited	English Learners	All Schools	ongoing
Goal #1 Action #30						
Translation of Foreign Transcripts		Yes	Limited	English Learners	All Schools	ongoing
Goal #1 Action #31						
Increase Math Achievement Through Professional Development, In-class Coaching and Targeted Instruction		Yes	LEA-wide	English Learners, Foster Youth, Low Income	Secondary Sites, Grades 6-12	ongoing
Goal #1 Action #32						
Secondary Math Support		Yes	LEA-wide	English Learners, Foster Youth, Low Income	Secondary Sites, Grades 6-12	ongoing
Goal #1 Action #33						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
High School Summer Academy		Yes	LEA-wide	English Learners, Foster Youth, Low Income	Secondary Sites, Grades 9-12	ongoing
Goal #1 Action #34						
Class Size Reduction		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #35						
Recruitment, Hiring, and Retention Plan of a Multilingual and Diverse staff.		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #36						
Arts Education		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #37						
Arts Education		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing
Goal #1 Action #38						
Dance Collaborative		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #2 Action #1						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Full Day Kindergarten Support Positions		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All elementary sites with kindergarten	ongoing
Goal #2 Action #2						
Additional Kindergarten Support		Yes	LEA-wide	English Learners, Foster Youth, Low Income	Specific Elementary Sites, Citrus Elementary, Tokay Elementary, Sierra Lakes Elementary, Juniper Elementary, Mango Elementary, Maple Elementary, Almond Elementary, Redwood Elementary	ongoing
Goal #2 Action #3						
Provide Intensive and Strategic Supports to Build K-3 Literacy Skills and Close the Achievement Gap		Yes	LEA-wide	English Learners, Foster Youth, Low Income	Specific grade spans; Transitional Kindergarten	ongoing
Goal #2 Action #4						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
K-6 Enrichment Support Positions		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Elementary Schools	ongoing
Goal #2 Action #5						
Additional Supports for K-6 Enrichment		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Elementary Sites	ongoing
Goal #2 Action #6						
Professional Development for Parents/Guardians		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Elementary Schools	ongoing
Goal #3 Action #1						
College, Career, and Economic Development Support for College and Career, CTE and Pathways.		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing
Goal #3 Action #2						
Career Technical Education Instructional Positions		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #3 Action #3						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Operational Support College, Career, and Economic Development		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #3 Action #4						
Additional Supports for Career Technical Education Programs		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #3 Action #5						
AVID Support Positions		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing
Goal #3 Action #6						
Additional Supports for AVID		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #3 Action #7						
College and Career Development Program		Yes	LEA-wide	English Learners, Foster Youth, Low Income	Specific Grades Spans, Grades 6-12	ongoing
Goal #3 Action #8						
College and Career/CTE support for TK-12		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing
Goal #3 Action #9						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
College Application Support		Yes	LEA-wide	English Learners, Foster Youth, Low Income	Secondary Sites, Grade 12	ongoing
Goal #3 Action #10						
Innovation Program Support Positions		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #3 Action #11						
College and Career Support for Advanced Placement and International Baccalaureate Programs		Yes	LEA-wide	English Learners, Foster Youth, Low Income	Secondary Sites, Grades 9-12	ongoing
Goal #3 Action #12						
College and Career Support for Advanced Placement and International Baccalaureate Programs		Yes	LEA-wide	English Learners, Foster Youth, Low Income	Secondary Schools 9-12, Dolores Huerta International Academy, Jurupa Hills High School, South Ridge Middle School	ongoing
Goal #3 Action #13						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
College and Career Exam Support		Yes	LEA-wide	English Learner, Foster Youth, Low Income	Secondary Sites, Grades 9-12	ongoing
Goal #3 Action #14						
Dual Language Immersion (DLI) certificated and classified staff.		Yes	Schoolwide	English Learner, Foster Youth, Low Income	Specific Schools, Dolores Huerta International Academy	ongoing
Goal #3 Action #15						
Pathways to Biliteracy Recognitions and Seal of Biliteracy Awards		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #3 Action #16						
Multilingual Programs and Services		Yes	Limited	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #3 Action #17						
Ethnic and Cultural Studies Program		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #3 Action #18						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Innovation and Technology Support Positions	All Students	No			All Schools	ongoing
Goal #3 Action #19						
Online Learning Support Positions		Yes	LEA-wide	English Learner, Foster Youth, Low Income	Specific Grade Spans, K-12	ongoing
Goal #3 Action #20						
Online Learning Support Services		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing
Goal #3 Action #21						
Innovation and Technology Improvements	All Students	Yes	LEA-wide	Low Income, Foster Youth, Low Income	All Schools	ongoing
Goal #3 Action #22						
Professional Development to Support Technology	All Students	No			All Students	ongoing
Goal #3 Action #23						
Additional Supports for Computer Science Programs	All Students	No			All Schools	ongoing
Goal #3 Action #24						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Innovation Empire Center	All Students	No			All Schools	ongoing
Goal #4 Action #1						
Alternative Learning Support Positions		Yes	LEA-wide	English Learner, Foster Youth, Low Income	Secondary Sites, Grades 10-12	ongoing
Goal #4 Action #2						
Operational Support Alternative Learning		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #3						
Increase Multi-tiered System of Supports (MTSS) to Address Students' Social/Emotional, Behavioral, and Mental Health Needs		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #4						
Operational Multi-Tiered System of Support		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #5						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Increase Positive Behavioral Interventions and Supports to Address Students' Social/Emotional and Behavioral Needs		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #6						
Program supports for English Learners, Foster Youth and Low Income Students		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #7						
Socio-Emotional Counseling and Support Programs		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #8						
Elementary Counseling Support Position		Yes	LEA-wide	English Learners, Foster Youth, Low Income	Elementary Sites	ongoing
Goal #4 Action #9						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Marketing, Communication, and Family Engagement Support Positions		No	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #10						
Operational Support Marketing, Communications and Family Engagement		No	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #11						
Communication Initiatives		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #12						
Parent/Guardian Workshops		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #13						
Professional Development to Support Family Engagement		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #14						
Parent Workshops of Multilingual Learners		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #15						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Family Childcare		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #16						
Translator Support Positions		Yes	Limited	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #17						
Additional Supports for the Implementation of Translation and Interpretation Services.		Yes	Limited	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #4 Action #18						
After School Program (ASES)		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #5 Action #1						
School Police Support Positions	All Students	No			All Schools	ongoing
Goal #5 Action #2						
School Police Operational Support	All Students	No			All Schools	ongoing
Goal #5 Action #3						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Health, Wellness, and Facilities Support Positions		No	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #5 Action #4						
Wellness Champion Support		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing
Goal #5 Action #5						
Athletic Student Database		No	LEA-wide	English Learner, Foster Youth, Low Income	All Comprehensive High Schools	ongoing
Goal #5 Action #6						
Site Supply Closet		No	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #5 Action #7						
Key Performance Indications		No	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
Goal #5 Action #8						
Transportation Support		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	ongoing

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #1 Action #1							
85.00%	$3,476,220.00	$613,450.00	$4,089,670.00	$0.00	$0.00	$0.00	$4,089,670.00
Goal #1 Action #2							
25.00%	$36,620.00	$109,859.00	$146,479.00	$0.00	$0.00	$0.00	$146,479.00
Goal #1 Action #3							
100.00%	$1,049,080.00	$0.00	$1,049,080.00	$0.00	$0.00	$0.00	$1,049,080.00
Goal #1 Action #4							
100.00%	$5,337,521.00	$0.00	$5,337,521.00	$0.00	$0.00	$0.00	$5,337,521.00
Goal #1 Action #5							
85.17%	$114,439.00	$19,925.00	$134,364.00	$0.00	$0.00	$0.00	$134,364.00
Goal #1 Action #6							
100.00%	$88,000.00	$0.00	$88,000.00	$0.00	$0.00	$0.00	$88,000.00
Goal #1 Action #7							
85.00%	$230,418.00	$40,662.00	$230,418.00	$0.00	$0.00	$40,662.00	$271,080.00
Goal #1 Action #8							
85.00%	$18,066.00	$3,188.00	$21,254.00	$0.00	$0.00	$0.00	$21,254.00
Goal #1 Action #9							
35.00%	$12,722.00	$23,624.00	$36,346.00	$0.00	$0.00	$0.00	$36,346.00
Goal #1 Action #10							
35.00%	$21,781.00	$40,450.00	$62,231.00	$0.00	$0.00	$0.00	$62,231.00
Goal #1 Action #11							
37.50%	$150,000.00	$250,000.00	$400,000.00	$0.00	$0.00	$0.00	$400,000.00
Goal #1 Action #12							
40.00%	$400,000.00	$600,000.00	$1,000,000.00	$0.00	$0.00	$0.00	$1,000,000.00
Goal #1 Action #13							
30.00%	$30,000.00	$70,000.00	$20,000.00	$80,000.00	$0.00	$0.00	$100,000.00
Goal #1 Action #14							
20.00%	$10,000.00	$40,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
Goal #1 Action #15							
0%	$0.00	$31,000.00	$31,000.00	$0.00	$0.00	$0.00	$31,000.00
Goal #1 Action #16							
28.23%	$15,000.00	$38,140.00	$53,140.00	$0.00	$0.00	$0.00	$53,140.00

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #1 Action #17							
0%	$0.00	$647,000.00	$632,000.00	$0.00	$15,000.00	$0.00	$647,000.00
Goal #1 Action #18							
0%	$0.00	$30,000.00	$25,000.00	$0.00	$5,000.00	$0.00	$30,000.00
Goal #1 Action #19							
100.00%	$6,762,503.00	$0.00	$6,762,503.00	$0.00	$0.00	$0.00	$6,762,503.00
Goal #1 Action #20							
38.65%	$200,000.00	$317,427.00	$517,427.00	$0.00	$0.00	$0.00	$517,427.00
Goal #1 Action #21							
35.00%	$151,900.00	$282,100.00	$434,000.00	$0.00	$0.00	$0.00	$434,000.00
Goal #1 Action #22							
25.00%	$330,260.00	$990,779.00	$1,321,039.00	$0.00	$0.00	$0.00	$1,321,039.00
Goal #1 Action #23							
25.00%	$70,000.00	$210,000.00	$280,000.00	$0.00	$0.00	$0.00	$280,000.00
Goal #1 Action #24							
0%	$0.00	$1,461,393.00	$1,461,393.00	$0.00	$0.00	$0.00	$1,461,393.00
Goal #1 Action #25							
100.00%	$63,192.00	$0.00	$63,192.00	$0.00	$0.00	$0.00	$63,192.00
Goal #1 Action #26							
16.25%	$20,000.00	$103,040.00	$123,040.00	$0.00	$0.00	$0.00	$123,040.00
Goal #1 Action #27							
0%	$0.00	$1,000,000.00	$1,000,000.00	$0.00	$0.00	$0.00	$1,000,000.00
Goal #1 Action #28							
100.00%	$2,054,330.00	$0.00	$2,054,330.00	$0.00	$0.00	$0.00	$2,054,330.00
Goal #1 Action #29							
0%	$0.00	$10,500,000.00	$7,500,000.00	$3,000,000.00	$0.00	$0.00	$10,500,000.00
Goal #1 Action #30							
100.00%	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00
Goal #1 Action #31							
85.00%	$2,081,958.00	$367,404.00	$2,449,362.00	$0.00	$0.00	$0.00	$2,449,362.00
Goal #1 Action #32							
0%	$0.00	$550,000.00	$550,000.00	$0.00	$0.00	$0.00	$550,000.00
Goal #1 Action #33							

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
85.00%	$722,500.00	$127,500.00	$850,000.00	$0.00	$0.00	$0.00	$850,000.00
Goal #1 Action #34							
100.00%	$6,351,570.00	$0.00	$6,351,570.00	$0.00	$0.00	$0.00	$6,351,570.00
Goal #1 Action #35							
77.79%	$274,999.00	$78,529.00	$353,528.00	$0.00	$0.00	$0.00	$353,528.00
Goal #1 Action #36							
85.00%	$3,971,812.00	$700,913.00	$4,672,725.00	$0.00	$0.00	$0.00	$4,672,725.00
Goal #1 Action #37							
75.00%	$408,509.00	$136,169.00	$544,678.00	$0.00	$0.00	$0.00	$544,678.00
Goal #1 Action #38							
100.00%	$125,000.00	$0.00	$125,000.00	$0.00	$0.00	$0.00	$125,000.00
Goal #2 Action #1							
100.00%	$5,726,400.00	$0.00	$5,726,400.00	$0.00	$0.00	$0.00	$5,726,400.00
Goal #2 Action #2							
100.00%	$100,000.00	$0.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00
Goal #2 Action #3							
25.00%	$108,955.00	$326,862.00	$435,817.00	$0.00	$0.00	$0.00	$435,817.00
Goal #2 Action #4							
100.00%	$6,203,386.00	$0.00	$6,203,386.00	$0.00	$0.00	$0.00	$6,203,386.00
Goal #2 Action #5							
0%	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00
Goal #2 Action #6							
0%	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
Goal #3 Action #1							
0%	$0.00	$3,197,892.00	$3,197,892.00	$0.00	$0.00	$0.00	$3,197,892.00
Goal #3 Action #2							
0%	$0.00	$4,090,095.00	$4,090,095.00	$0.00	$0.00	$0.00	$4,090,095.00
Goal #3 Action #3							
0%	$0.00	$36,965.00	$36,965.00	$0.00	$0.00	$0.00	$36,965.00
Goal #3 Action #4							
0%	$0.00	$1,335,520.00	$1,335,520.00	$0.00	$0.00	$0.00	$1,335,520.00
Goal #3 Action #5							
0%	$0.00	$2,139,652.00	$2,139,652.00	$0.00	$0.00	$0.00	$2,139,652.00

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #3 Action #6							
0%	$0.00	$51,093.00	$51,093.00	$0.00	$0.00	$0.00	$51,093.00
Goal #3 Action #7							
0%	$0.00	$225,000.00	$225,000.00	$0.00	$0.00	$0.00	$225,000.00
Goal #3 Action #8							
0%	$0.00	$106,316.00	$106,316.00	$0.00	$0.00	$0.00	$106,316.00
Goal #3 Action #9							
0%	$0.00	$48,525.00	$48,525.00	$0.00	$0.00	$0.00	$48,525.00
Goal #3 Action #10							
0%	$0.00	$379,615.00	$379,615.00	$0.00	$0.00	$0.00	$379,615.00
Goal #3 Action #11							
0%	$0.00	$731,869.00	$731,869.00	$0.00	$0.00	$0.00	$731,869.00
Goal #3 Action #12							
0%	$0.00	$265,500.00	$265,500.00	$0.00	$0.00	$0.00	$265,500.00
Goal #3 Action #13							
0%	$0.00	$774,075.00	$774,075.00	$0.00	$0.00	$0.00	$774,075.00
Goal #3 Action #14							
0%	$0.00	$3,665,775.00	$3,665,775.00	$0.00	$0.00	$0.00	$3,665,775.00
Goal #3 Action #15							
0%	$0.00	$8,000.00	$8,000.00	$0.00	$0.00	$0.00	$8,000.00
Goal #3 Action #16							
0%	$0.00	$72,223.00	$72,223.00	$0.00	$0.00	$0.00	$72,223.00
Goal #3 Action #17							
0%	$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00
Goal #3 Action #18							
0%	$0.00	$1,138,980.00	$1,138,980.00	$0.00	$0.00	$0.00	$1,138,980.00
Goal #3 Action #19							
0%	$0.00	$1,076,068.00	$1,076,068.00	$0.00	$0.00	$0.00	$1,076,068.00
Goal #3 Action #20							
0%	$0.00	$261,651.00	$261,651.00	$0.00	$0.00	$0.00	$261,651.00
Goal #3 Action #21							
0%	$0.00	$6,700,000.00	$6,700,000.00	$0.00	$0.00	$0.00	$6,700,000.00
Goal #3 Action #22							

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
0%	$0.00	$305,000.00	$305,000.00	$0.00	$0.00	$0.00	$305,000.00
Goal #3 Action #23							
0%	$0.00	$123,040.00	$123,040.00	$0.00	$0.00	$0.00	$123,040.00
Goal #3 Action #24							
0%	$0.00	$347,160.00	$347,160.00	$0.00	$0.00	$0.00	$347,160.00
Goal #4 Action #1							
0%	$0.00	$574,280.00	$574,280.00	$0.00	$0.00	$0.00	$574,280.00
Goal #4 Action #2							
0%	$0.00	$16,454.00	$16,454.00	$0.00	$0.00	$0.00	$16,454.00
Goal #4 Action #3							
0%	$0.00	$2,798,407.00	$2,798,407.00	$0.00	$0.00	$0.00	$2,798,407.00
Goal #4 Action #4							
0%	$0.00	$31,880.00	$31,880.00	$0.00	$0.00	$0.00	$31,880.00
Goal #4 Action #5							
0%	$0.00	$711,650.00	$711,650.00	$0.00	$0.00	$0.00	$711,650.00
Goal #4 Action #6							
0%	$0.00	$40,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00
Goal #4 Action #7							
0%	$0.00	$250,000.00	$250,000.00	$0.00	$0.00	$0.00	$250,000.00
Goal #4 Action #8							
0%	$0.00	$1,826,319.00	$1,826,319.00	$0.00	$0.00	$0.00	$1,826,319.00
Goal #4 Action #9							
0%	$0.00	$3,856,938.00	$3,856,938.00	$0.00	$0.00	$0.00	$3,856,938.00
Goal #4 Action #10							
0%	$0.00	$35,000.00	$35,000.00	$0.00	$0.00	$0.00	$35,000.00
Goal #4 Action #11							
0%	$0.00	$319,951.00	$319,951.00	$0.00	$0.00	$0.00	$319,951.00
Goal #4 Action #12							
0%	$0.00	$14,500.00	$14,500.00	$0.00	$0.00	$0.00	$14,500.00
Goal #4 Action #13							
0%	$0.00	$79,150.00	$79,150.00	$0.00	$0.00	$0.00	$79,150.00
Goal #4 Action #14							
0%	$0.00	$2,200.00	$2,200.00	$0.00	$0.00	$0.00	$2,200.00

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #4 Action #15							
0%	$0.00	$7,000.00	$7,000.00	$0.00	$0.00	$0.00	$7,000.00
Goal #4 Action #16							
100.00%	$1,156,650.00	$0.00	$1,156,650.00	$0.00	$0.00	$0.00	$1,156,650.00
Goal #4 Action #17							
0%	$0.00	$42,212.00	$42,212.00	$0.00	$0.00	$0.00	$42,212.00
Goal #4 Action #18							
0%	$0.00	$740,922.00	$740,922.00	$0.00	$0.00	$0.00	$740,922.00
Goal #5 Action #1							
100.00%	$7,972,948.00	$0.00	$7,972,948.00	$0.00	$0.00	$0.00	$7,972,948.00
Goal #5 Action #2							
100.00%	$390,693.00	$0.00	$390,693.00	$0.00	$0.00	$0.00	$390,693.00
Goal #5 Action #3							
100.00%	$5,191,394.00	$0.00	$5,191,394.00	$0.00	$0.00	$0.00	$5,191,394.00
Goal #5 Action #4							
100.00%	$22,000.00	$0.00	$22,000.00	$0.00	$0.00	$0.00	$22,000.00
Goal #5 Action #5							
0%	$0.00	$4,028.00	$4,028.00	$0.00	$0.00	$0.00	$4,028.00
Goal #5 Action #6							
0%	$0.00	$973,356.00	$973,356.00	$0.00	$0.00	$0.00	$973,356.00
Goal #5 Action #7							
0%	$0.00	$65,544.00	$65,544.00	$0.00	$0.00	$0.00	$65,544.00
Goal #5 Action #8							
27.45%	$2,097,612.00	$5,544,067.00	$7,641,679.00	$0.00	$0.00	$0.00	$7,641,679.00

Total Expenditures Table

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #1 Action #1						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Increase Achievement Through Professional Development, In-Class Coaching and Targeted Instruction.	English Learner, Foster Youth, Low Income	$4,089,670.00	$0.00	$0.00	$0.00	$4,089,670.00
Goal #1 Action #2						
Provide a Well-Rounded Education Through STEM/STEAM Integration	All Students	$146,479.00	$0.00	$0.00	$0.00	$146,479.00
Goal #1 Action #3						
Administrative Support Positions	English Learners, Foster Youth, Low Income	$1,049,080.00	$0.00	$0.00	$0.00	$1,049,080.00
Goal #1 Action #4						
Multilingual Programs and Services Certificated and Classified Staff.	English Learners, Foster Youth, Low Income	$5,337,521.00	$0.00	$0.00	$0.00	$5,337,521.00
Goal #1 Action #5						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Operational support for Multilingual Programs and Services	English Learners	$134,364.00	$0.00	$0.00	$0.00	$134,364.00
Goal #1 Action #6						
English Learner Site Monitor Stipends	English Learners	$88,000.00	$0.00	$0.00	$0.00	$88,000.00
Goal #1 Action #7						
Professional Development Support Positions	English Learners, Foster Youth, Low Income	$230,418.00	$0.00	$0.00	$40,662.00	$271,080.00
Goal #1 Action #8						
Professional Development Operational	English Learners, Foster Youth, Low Income	$21,254.00	$0.00	$0.00	$0.00	$21,254.00
Goal #1 Action #9						
Professional Development Online Programs	English Leaners, Foster Youth, Low Income	$36,346.00	$0.00	$0.00	$0.00	$36,346.00
Goal #1 Action #10						
Professional Development and Coaching Services to Support Multilingual Learners	English Learners, Foster Youth, Low Income	$62,231.00	$0.00	$0.00	$0.00	$62,231.00
Goal #1 Action #11						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Professional Development to Support Innovation	English Learner, Foster Youth, Low Income	$400,000.00	$0.00	$0.00	$0.00	$400,000.00
Goal #1 Action #12						
Professional Development Core Instructional Program	English Learners, Foster Youth, Low Income	$1,000,000.00	$0.00	$0.00	$0.00	$1,000,000.00
Goal #1 Action #13						
Professional Development Special Education	Special Education	$20,000.00	$80,000.00	$0.00	$0.00	$100,000.00
Goal #1 Action #14						
Professional Development to Support Instructional Leaders	English Learner, Foster Youth, Low Income	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
Goal #1 Action #15						
Professional Development to Support Diversity	English Learners, Foster Youth, Low Income	$31,000.00	$0.00	$0.00	$0.00	$31,000.00
Goal #1 Action #16						
Professional Development and Services to Support New and Veteran Teachers	All Students	$53,140.00	$0.00	$0.00	$0.00	$53,140.00
Goal #1 Action #17						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Professional Development to Support Instructional Learning Teams	English Learners, Foster Youth, Low Income	$632,000.00	$0.00	$15,000.00	$0.00	$647,000.00
Goal #1 Action #18						
Professional Development to Support Classified Staff	English Learners, Foster Youth, Low Income	$25,000.00	$0.00	$5,000.00	$0.00	$30,000.00
Goal #1 Action #19						
Professional Development	English Learners, Foster Youth, Low Income	$6,762,503.00	$0.00	$0.00	$0.00	$6,762,503.00
Goal #1 Action #20						
Assessments and Assessment Systems	All Students	$517,427.00	$0.00	$0.00	$0.00	$517,427.00
Goal #1 Action #21						
Assessment Support	All Students	$434,000.00	$0.00	$0.00	$0.00	$434,000.00
Goal #1 Action #22						
Implement Programs and Activities to Enrich, Personalize, Accelerate and Extend Learning	All Students	$1,321,039.00	$0.00	$0.00	$0.00	$1,321,039.00
Goal #1 Action #23						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
GATE Education Program	All Students, Specific Student Groups, GATE Qualified Students	$280,000.00	$0.00	$0.00	$0.00	$280,000.00
Goal #1 Action #24						
Site Specific Action to Support Students' Instructional Needs	English Leaners, Foster Youth, Low Income	$1,461,393.00	$0.00	$0.00	$0.00	$1,461,393.00
Goal #1 Action #25						
Operational Support for Teaching & Learning	English Learners, Foster Youth, Homeless	$63,192.00	$0.00	$0.00	$0.00	$63,192.00
Goal #1 Action #26						
Writing Application Programs	All Students	$123,040.00	$0.00	$0.00	$0.00	$123,040.00
Goal #1 Action #27						
Innovative Academies and Pathways	English Learners, Foster Youth, Low Income	$1,000,000.00	$0.00	$0.00	$0.00	$1,000,000.00
Goal #1 Action #28						
Library Specialist Support	English Learner, Foster Youth, Low Income	$2,054,330.00	$0.00	$0.00	$0.00	$2,054,330.00
Goal #1 Action #29						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
ELD/ALD Curriculum and Instructional Materials	English Learners	$7,500,000.00	$3,000,000.00	$0.00	$0.00	$10,500,000.00
Goal #1 Action #30						
Translation of Foreign Transcripts	English Learners	$5,000.00	$0.00	$0.00	$0.00	$5,000.00
Goal #1 Action #31						
Increase Math Achievement Through Professional Development, In-class Coaching and Targeted Instruction	English Learners, Foster Youth, Low Income	$2,449,362.00	$0.00	$0.00	$0.00	$2,449,362.00
Goal #1 Action #32						
Secondary Math Support	English Learners, Foster Youth, Low Income	$550,000.00	$0.00	$0.00	$0.00	$550,000.00
Goal #1 Action #33						
High School Summer Academy	English Learners, Foster Youth, Low Income	$850,000.00	$0.00	$0.00	$0.00	$850,000.00
Goal #1 Action #34						
Class Size Reduction	English Learners, Foster Youth, Low Income	$6,351,570.00	$0.00	$0.00	$0.00	$6,351,570.00

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #1 Action #35						
Recruitment, Hiring, and Retention Plan of a Multilingual and Diverse staff.	English Learners, Foster Youth, Low Income	$353,528.00	$0.00	$0.00	$0.00	$353,528.00
Goal #1 Action #36						
Arts Education	English Learners, Foster Youth, Low Income	$4,672,725.00	$0.00	$0.00	$0.00	$4,672,725.00
Goal #1 Action #37						
Arts Education	English Learner, Foster Youth, Low Income	$544,678.00	$0.00	$0.00	$0.00	$544,678.00
Goal #1 Action #38						
Dance Collaborative	English Learners, Foster Youth, Low Income	$125,000.00	$0.00	$0.00	$0.00	$125,000.00
Goal #2 Action #1						
Full Day Kindergarten Support Positions	English Learner, Foster Youth, Low Income	$5,726,400.00	$0.00	$0.00	$0.00	$5,726,400.00
Goal #2 Action #2						
Additional Kindergarten Support	English Learners, Foster Youth, Low Income	$100,000.00	$0.00	$0.00	$0.00	$100,000.00
Goal #2 Action #3						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Provide Intensive and Strategic Supports to Build K-3 Literacy Skills and Close the Achievement Gap	English Learners, Foster Youth, Low Income	$435,817.00	$0.00	$0.00	$0.00	$435,817.00
Goal #2 Action #4						
K-6 Enrichment Support Positions	English Learners, Foster Youth, Low Income	$6,203,386.00	$0.00	$0.00	$0.00	$6,203,386.00
Goal #2 Action #5						
Additional Supports for K-6 Enrichment	English Learner, Foster Youth, Low Income	$100,000.00	$0.00	$0.00	$0.00	$100,000.00
Goal #2 Action #6						
Professional Development for Parents/Guardians	English Learners, Foster Youth, Low Income	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
Goal #3 Action #1						
College, Career, and Economic Development Support for College and Career, CTE and Pathways.	English Learner, Foster Youth, Low Income	$3,197,892.00	$0.00	$0.00	$0.00	$3,197,892.00

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #3 Action #2						
Career Technical Education Instructional Positions	English Learners, Foster Youth, Low Income	$4,090,095.00	$0.00	$0.00	$0.00	$4,090,095.00
Goal #3 Action #3						
Operational Support College, Career, and Economic Development	English Learners, Foster Youth, Low Income	$36,965.00	$0.00	$0.00	$0.00	$36,965.00
Goal #3 Action #4						
Additional Supports for Career Technical Education Programs	English Learners, Foster Youth, Low Income	$1,335,520.00	$0.00	$0.00	$0.00	$1,335,520.00
Goal #3 Action #5						
AVID Support Positions	English Learner, Foster Youth, Low Income	$2,139,652.00	$0.00	$0.00	$0.00	$2,139,652.00
Goal #3 Action #6						
Additional Supports for AVID	English Learners, Foster Youth, Low Income	$51,093.00	$0.00	$0.00	$0.00	$51,093.00
Goal #3 Action #7						
College and Career Development Program	English Learners, Foster Youth, Low Income	$225,000.00	$0.00	$0.00	$0.00	$225,000.00
Goal #3 Action #8						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
College and Career/CTE support for TK-12	English Learner, Foster Youth, Low Income	$106,316.00	$0.00	$0.00	$0.00	$106,316.00
Goal #3 Action #9						
College Application Support	English Learners, Foster Youth, Low Income	$48,525.00	$0.00	$0.00	$0.00	$48,525.00
Goal #3 Action #10						
Innovation Program Support Positions	English Learners, Foster Youth, Low Income	$379,615.00	$0.00	$0.00	$0.00	$379,615.00
Goal #3 Action #11						
College and Career Support for Advanced Placement and International Baccalaureate Programs	English Learners, Foster Youth, Low Income	$731,869.00	$0.00	$0.00	$0.00	$731,869.00
Goal #3 Action #12						
College and Career Support for Advanced Placement and International Baccalaureate Programs	English Learners, Foster Youth, Low Income	$265,500.00	$0.00	$0.00	$0.00	$265,500.00
Goal #3 Action #13						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
College and Career Exam Support	English Learner, Foster Youth, Low Income	$774,075.00	$0.00	$0.00	$0.00	$774,075.00
Goal #3 Action #14						
Dual Language Immersion (DLI) certificated and classified staff.	English Learner, Foster Youth, Low Income	$3,665,775.00	$0.00	$0.00	$0.00	$3,665,775.00
Goal #3 Action #15						
Pathways to Biliteracy Recognitions and Seal of Biliteracy Awards	English Learners, Foster Youth, Low Income	$8,000.00	$0.00	$0.00	$0.00	$8,000.00
Goal #3 Action #16						
Multilingual Programs and Services	English Learners, Foster Youth, Low Income	$72,223.00	$0.00	$0.00	$0.00	$72,223.00
Goal #3 Action #17						
Ethnic and Cultural Studies Program	English Learners, Foster Youth, Low Income	$30,000.00	$0.00	$0.00	$0.00	$30,000.00
Goal #3 Action #18						
Innovation and Technology Support Positions	All Students	$1,138,980.00	$0.00	$0.00	$0.00	$1,138,980.00

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #3 Action #19						
Online Learning Support Positions	English Learner, Foster Youth, Low Income	$1,076,068.00	$0.00	$0.00	$0.00	$1,076,068.00
Goal #3 Action #20						
Online Learning Support Services	English Learner, Foster Youth, Low Income	$261,651.00	$0.00	$0.00	$0.00	$261,651.00
Goal #3 Action #21						
Innovation and Technology Improvements	Low Income, Foster Youth, Low Income	$6,700,000.00	$0.00	$0.00	$0.00	$6,700,000.00
Goal #3 Action #22						
Professional Development to Support Technology	All Students	$305,000.00	$0.00	$0.00	$0.00	$305,000.00
Goal #3 Action #23						
Additional Supports for Computer Science Programs	All Students	$123,040.00	$0.00	$0.00	$0.00	$123,040.00
Goal #3 Action #24						
Innovation Empire Center	All Students	$347,160.00	$0.00	$0.00	$0.00	$347,160.00
Goal #4 Action #1						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Alternative Learning Support Positions	English Learner, Foster Youth, Low Income	$574,280.00	$0.00	$0.00	$0.00	$574,280.00
Goal #4 Action #2						
Operational Support Alternative Learning	English Learners, Foster Youth, Low Income	$16,454.00	$0.00	$0.00	$0.00	$16,454.00
Goal #4 Action #3						
Increase Multi-tiered System of Supports (MTSS) to Address Students' Social/Emotional, Behavioral, and Mental Health Needs	English Learners, Foster Youth, Low Income	$2,798,407.00	$0.00	$0.00	$0.00	$2,798,407.00
Goal #4 Action #4						
Operational Multi-Tiered System of Support	English Learners, Foster Youth, Low Income	$31,880.00	$0.00	$0.00	$0.00	$31,880.00
Goal #4 Action #5						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Increase Positive Behavioral Interventions and Supports to Address Students' Social/Emotional and Behavioral Needs	English Learner, Foster Youth, Low Income	$711,650.00	$0.00	$0.00	$0.00	$711,650.00
Goal #4 Action #6						
Program supports for English Learners, Foster Youth and Low Income Students	English Learner, Foster Youth, Low Income	$40,000.00	$0.00	$0.00	$0.00	$40,000.00
Goal #4 Action #7						
Socio-Emotional Counseling and Support Programs	English Learner, Foster Youth, Low Income	$250,000.00	$0.00	$0.00	$0.00	$250,000.00
Goal #4 Action #8						
Elementary Counseling Support Position	English Learners, Foster Youth, Low Income	$1,826,319.00	$0.00	$0.00	$0.00	$1,826,319.00
Goal #4 Action #9						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Marketing, Communication, and Family Engagement Support Positions		$3,856,938.00	$0.00	$0.00	$0.00	$3,856,938.00
Goal #4 Action #10						
Operational Support Marketing, Communications and Family Engagement		$35,000.00	$0.00	$0.00	$0.00	$35,000.00
Goal #4 Action #11						
Communication Initiatives	English Learners, Foster Youth, Low Income	$319,951.00	$0.00	$0.00	$0.00	$319,951.00
Goal #4 Action #12						
Parent/Guardian Workshops	English Learners, Foster Youth, Low Income	$14,500.00	$0.00	$0.00	$0.00	$14,500.00
Goal #4 Action #13						
Professional Development to Support Family Engagement	English Learners, Foster Youth, Low Income	$79,150.00	$0.00	$0.00	$0.00	$79,150.00
Goal #4 Action #14						
Parent Workshops of Multilingual Learners	English Learners, Foster Youth, Low Income	$2,200.00	$0.00	$0.00	$0.00	$2,200.00
Goal #4 Action #15						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Family Childcare	English Learners, Foster Youth, Low Income	$7,000.00	$0.00	$0.00	$0.00	$7,000.00
Goal #4 Action #16						
Translator Support Positions	English Learners, Foster Youth, Low Income	$1,156,650.00	$0.00	$0.00	$0.00	$1,156,650.00
Goal #4 Action #17						
Additional Supports for the Implementation of Translation and Interpretation Services.	English Learners, Foster Youth, Low Income	$42,212.00	$0.00	$0.00	$0.00	$42,212.00
Goal #4 Action #18						
After School Program (ASES)	English Learners, Foster Youth, Low Income	$740,922.00	$0.00	$0.00	$0.00	$740,922.00
Goal #5 Action #1						
School Police Support Positions	All Students	$7,972,948.00	$0.00	$0.00	$0.00	$7,972,948.00
Goal #5 Action #2						
School Police Operational Support	All Students	$390,693.00	$0.00	$0.00	$0.00	$390,693.00
Goal #5 Action #3						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Health, Wellness, and Facilities Support Positions		$5,191,394.00	$0.00	$0.00	$0.00	$5,191,394.00
Goal #5 Action #4						
Wellness Champion Support	English Learner, Foster Youth, Low Income	$22,000.00	$0.00	$0.00	$0.00	$22,000.00
Goal #5 Action #5						
Athletic Student Database		$4,028.00	$0.00	$0.00	$0.00	$4,028.00
Goal #5 Action #6						
Site Supply Closet		$973,356.00	$0.00	$0.00	$0.00	$973,356.00
Goal #5 Action #7						
Key Performance Indications		$65,544.00	$0.00	$0.00	$0.00	$65,544.00
Goal #5 Action #8						
Transportation Support	English Learner, Foster Youth, Low Income	$7,641,679.00	$0.00	$0.00	$0.00	$7,641,679.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$125,286,062.00	$3,080,000.00	$20,000.00	$40,662.00	$128,426,724.00

Total Personnel	Total Non-Personnel
$63,553,438.00	$64,873,286.00

Contributing Expenditures Tables

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Goal #1 Action #1					
Increase Achievement Through Professional Development, In-Class Coaching and Targeted Instruction.	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$4,089,670.00	$4,089,670.00
Goal #1 Action #3					
Administrative Support Positions	LEA-wide	English Learners, Foster Youth, Low Income	Specific grade spans; Grades K-6	$1,049,080.00	$1,049,080.00
Goal #1 Action #4					
Multilingual Programs and Services Certificated and Classified Staff.	Limited	English Learners, Foster Youth, Low Income	All Schools	$5,337,521.00	$5,337,521.00
Goal #1 Action #5					
Operational support for Multilingual Programs and Services	Limited	English Learners	All Schools	$134,364.00	$134,364.00
Goal #1 Action #6					
English Learner Site Monitor Stipends	Limited	English Learners	All Schools	$88,000.00	$88,000.00
Goal #1 Action #7					
Professional Development Support Positions	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$230,418.00	$271,080.00

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Goal #1 Action #8					
Professional Development Operational	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$21,254.00	$21,254.00
Goal #1 Action #9					
Professional Development Online Programs	LEA-wide	English Leaners, Foster Youth, Low Income	All Schools	$36,346.00	$36,346.00
Goal #1 Action #10					
Professional Development and Coaching Services to Support Multilingual Learners	Limited	English Learners, Foster Youth, Low Income	All Schools	$62,231.00	$62,231.00
Goal #1 Action #11					
Professional Development to Support Innovation	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$400,000.00	$400,000.00
Goal #1 Action #12					
Professional Development Core Instructional Program	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,000,000.00	$1,000,000.00
Goal #1 Action #14					
Professional Development to Support Instructional Leaders	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$50,000.00	$50,000.00
Goal #1 Action #15					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Professional Development to Support Diversity	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$31,000.00	$31,000.00
Goal #1 Action #17					
Professional Development to Support Instructional Learning Teams	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$632,000.00	$647,000.00
Goal #1 Action #18					
Professional Development to Support Classified Staff	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$25,000.00	$30,000.00
Goal #1 Action #19					
Professional Development	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$6,762,503.00	$6,762,503.00
Goal #1 Action #24					
Site Specific Action to Support Students' Instructional Needs	LEA-wide	English Leaners, Foster Youth, Low Income	All Schools	$1,461,393.00	$1,461,393.00
Goal #1 Action #25					
Operational Support for Teaching & Learning	LEA-wide	English Learners, Foster Youth, Homeless	All Schools	$63,192.00	$63,192.00
Goal #1 Action #27					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Innovative Academies and Pathways	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,000,000.00	$1,000,000.00
Goal #1 Action #28					
Library Specialist Support	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$2,054,330.00	$2,054,330.00
Goal #1 Action #29					
ELD/ALD Curriculum and Instructional Materials	Limited	English Learners	All Schools	$7,500,000.00	$10,500,000.00
Goal #1 Action #30					
Translation of Foreign Transcripts	Limited	English Learners	All Schools	$5,000.00	$5,000.00
Goal #1 Action #31					
Increase Math Achievement Through Professional Development, In-class Coaching and Targeted Instruction	LEA-wide	English Learners, Foster Youth, Low Income	Secondary Sites, Grades 6-12	$2,449,362.00	$2,449,362.00
Goal #1 Action #32					
Secondary Math Support	LEA-wide	English Learners, Foster Youth, Low Income	Secondary Sites, Grades 6-12	$550,000.00	$550,000.00
Goal #1 Action #33					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
High School Summer Academy	LEA-wide	English Learners, Foster Youth, Low Income	Secondary Sites, Grades 9-12	$850,000.00	$850,000.00
Goal #1 Action #34					
Class Size Reduction	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$6,351,570.00	$6,351,570.00
Goal #1 Action #35					
Recruitment, Hiring, and Retention Plan of a Multilingual and Diverse staff.	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$353,528.00	$353,528.00
Goal #1 Action #36					
Arts Education	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$4,672,725.00	$4,672,725.00
Goal #1 Action #37					
Arts Education	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$544,678.00	$544,678.00
Goal #1 Action #38					
Dance Collaborative	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$125,000.00	$125,000.00
Goal #2 Action #1					
Full Day Kindergarten Support Positions	LEA-wide	English Learner, Foster Youth, Low Income	All elementary sites with kindergarten	$5,726,400.00	$5,726,400.00

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Goal #2 Action #2					
Additional Kindergarten Support	LEA-wide	English Learners, Foster Youth, Low Income	Specific Elementary Sites, Citrus Elementary, Tokay Elementary, Sierra Lakes Elementary, Juniper Elementary, Mango Elementary, Maple Elementary, Almond Elementary, Redwood Elementary	$100,000.00	$100,000.00
Goal #2 Action #3					
Provide Intensive and Strategic Supports to Build K-3 Literacy Skills and Close the Achievement Gap	LEA-wide	English Learners, Foster Youth, Low Income	Specific grade spans; Transitional Kindergarten	$435,817.00	$435,817.00
Goal #2 Action #4					
K-6 Enrichment Support Positions	LEA-wide	English Learners, Foster Youth, Low Income	All Elementary Schools	$6,203,386.00	$6,203,386.00
Goal #2 Action #5					
Additional Supports for K-6 Enrichment	LEA-wide	English Learner, Foster Youth, Low Income	All Elementary Sites	$100,000.00	$100,000.00

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Goal #2 Action #6					
Professional Development for Parents/Guardians	LEA-wide	English Learners, Foster Youth, Low Income	All Elementary Schools	$20,000.00	$20,000.00
Goal #3 Action #1					
College, Career, and Economic Development Support for College and Career, CTE and Pathways.	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$3,197,892.00	$3,197,892.00
Goal #3 Action #2					
Career Technical Education Instructional Positions	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$4,090,095.00	$4,090,095.00
Goal #3 Action #3					
Operational Support College, Career, and Economic Development	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$36,965.00	$36,965.00
Goal #3 Action #4					
Additional Supports for Career Technical Education Programs	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,335,520.00	$1,335,520.00
Goal #3 Action #5					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
AVID Support Positions	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$2,139,652.00	$2,139,652.00
Goal #3 Action #6					
Additional Supports for AVID	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$51,093.00	$51,093.00
Goal #3 Action #7					
College and Career Development Program	LEA-wide	English Learners, Foster Youth, Low Income	Specific Grades Spans, Grades 6-12	$225,000.00	$225,000.00
Goal #3 Action #8					
College and Career/CTE support for TK-12	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$106,316.00	$106,316.00
Goal #3 Action #9					
College Application Support	LEA-wide	English Learners, Foster Youth, Low Income	Secondary Sites, Grade 12	$48,525.00	$48,525.00
Goal #3 Action #10					
Innovation Program Support Positions	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$379,615.00	$379,615.00
Goal #3 Action #11					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
College and Career Support for Advanced Placement and International Baccalaureate Programs	LEA-wide	English Learners, Foster Youth, Low Income	Secondary Sites, Grades 9-12	$731,869.00	$731,869.00
Goal #3 Action #12					
College and Career Support for Advanced Placement and International Baccalaureate Programs	LEA-wide	English Learners, Foster Youth, Low Income	Secondary Schools 9-12, Dolores Huerta International Academy, Jurupa Hills High School, South Ridge Middle School	$265,500.00	$265,500.00
Goal #3 Action #13					
College and Career Exam Support	LEA-wide	English Learner, Foster Youth, Low Income	Secondary Sites, Grades 9-12	$774,075.00	$774,075.00
Goal #3 Action #14					
Dual Language Immersion (DLI) certificated and classified staff.	Schoolwide	English Learner, Foster Youth, Low Income	Specific Schools, Dolores Huerta International Academy	$3,665,775.00	$3,665,775.00
Goal #3 Action #15					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Pathways to Biliteracy Recognitions and Seal of Biliteracy Awards	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$8,000.00	$8,000.00
Goal #3 Action #16					
Multilingual Programs and Services	Limited	English Learners, Foster Youth, Low Income	All Schools	$72,223.00	$72,223.00
Goal #3 Action #17					
Ethnic and Cultural Studies Program	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$30,000.00	$30,000.00
Goal #3 Action #19					
Online Learning Support Positions	LEA-wide	English Learner, Foster Youth, Low Income	Specific Grade Spans, K-12	$1,076,068.00	$1,076,068.00
Goal #3 Action #20					
Online Learning Support Services	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$261,651.00	$261,651.00
Goal #3 Action #21					
Innovation and Technology Improvements	LEA-wide	Low Income, Foster Youth, Low Income	All Schools	$6,700,000.00	$6,700,000.00
Goal #4 Action #1					
Alternative Learning Support Positions	LEA-wide	English Learner, Foster Youth, Low Income	Secondary Sites, Grades 10-12	$574,280.00	$574,280.00
Goal #4 Action #2					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Operational Support Alternative Learning	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$16,454.00	$16,454.00
Goal #4 Action #3					
Increase Multi-tiered System of Supports (MTSS) to Address Students' Social/Emotional, Behavioral, and Mental Health Needs	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$2,798,407.00	$2,798,407.00
Goal #4 Action #4					
Operational Multi-Tiered System of Support	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$31,880.00	$31,880.00
Goal #4 Action #5					
Increase Positive Behavioral Interventions and Supports to Address Students' Social/Emotional and Behavioral Needs	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$711,650.00	$711,650.00
Goal #4 Action #6					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Program supports for English Learners, Foster Youth and Low Income Students	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$40,000.00	$40,000.00
Goal #4 Action #7					
Socio-Emotional Counseling and Support Programs	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$250,000.00	$250,000.00
Goal #4 Action #8					
Elementary Counseling Support Position	LEA-wide	English Learners, Foster Youth, Low Income	Elementary Sites	$1,826,319.00	$1,826,319.00
Goal #4 Action #11					
Communication Initiatives	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$319,951.00	$319,951.00
Goal #4 Action #12					
Parent/Guardian Workshops	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$14,500.00	$14,500.00
Goal #4 Action #13					
Professional Development to Support Family Engagement	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$79,150.00	$79,150.00
Goal #4 Action #14					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Parent Workshops of Multilingual Learners	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$2,200.00	$2,200.00
Goal #4 Action #15					
Family Childcare	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$7,000.00	$7,000.00
Goal #4 Action #16					
Translator Support Positions	Limited	English Learners, Foster Youth, Low Income	All Schools	$1,156,650.00	$1,156,650.00
Goal #4 Action #17					
Additional Supports for the Implementation of Translation and Interpretation Services.	Limited	English Learners, Foster Youth, Low Income	All Schools	$42,212.00	$42,212.00
Goal #4 Action #18					
After School Program (ASES)	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$740,922.00	$740,922.00
Goal #5 Action #4					
Wellness Champion Support	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$22,000.00	$22,000.00
Goal #5 Action #8					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Transportation Support	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$7,641,679.00	$7,641,679.00

Totals by Type	Total LCFF Funds	Total Funds
Total:	$101,986,856.00	$105,047,518.00
LEA-wide Total:	$83,922,880.00	$83,983,542.00
Limited Total:	$14,398,201.00	$17,398,201.00
Schoolwide Total:	$3,665,775.00	$3,665,775.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 perse stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information

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

Reflections: Successes

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any

other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

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

Support for Identified Schools:
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:

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed

to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder

requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

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

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 self-reflection tool for local indicators within the Dashboard.

Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services:

Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as

expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools:

Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%:

For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils:
Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

Increased / Improved:
Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

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 inpidual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

> **Total Personnel:**
>
> Enter the total amount of personnel expenditures utilized to implement this action.
>
> **Total Non-personnel:**
>
> This amount will be automatically calculated.

Other State Funds:
Enter the total amount of Other State Funds utilized to implement this action, if any.
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).
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.