LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fontana Unified School District

CDS Code: 36-67710-0000000

School Year: 2025-26
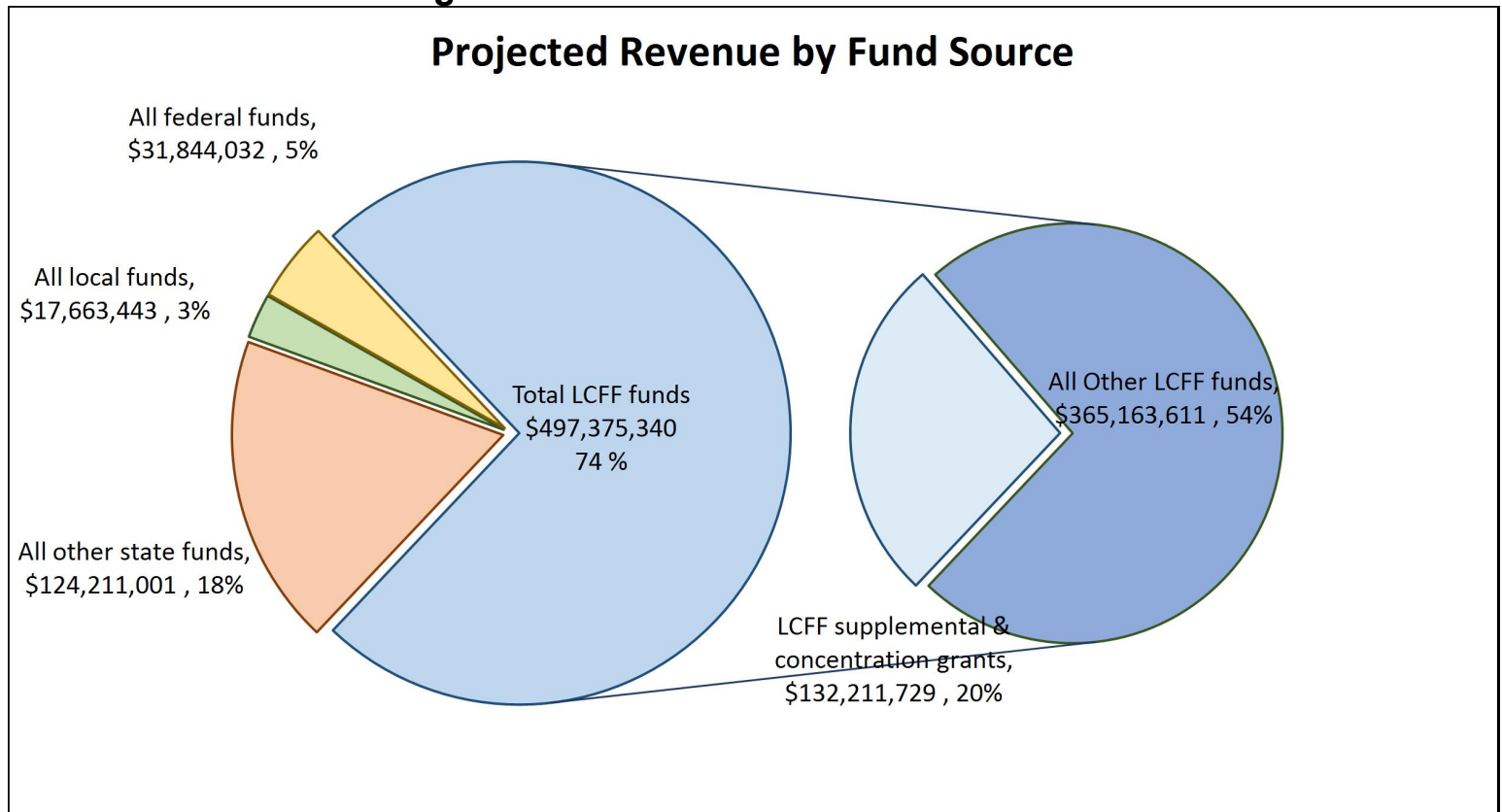
LEA contact information:

Miki R. Inbody

Superintendent

Miki.Inbody@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 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $31,844,032 , 5%

All local funds, $17,663,443 , 3%

All other state funds, $124,211,001 , 18%

Total LCFF funds $497,375,340 74 %

All Other LCFF funds, $365,163,611 , 54%

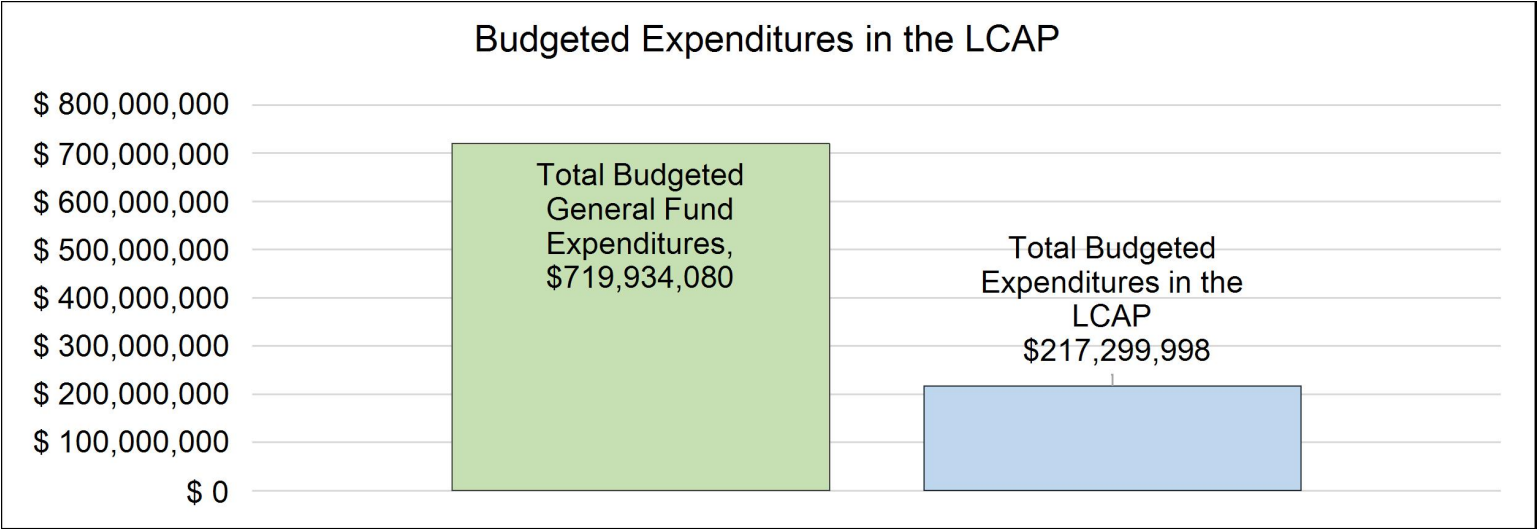LCFF supplemental & concentration grants, $132,211,729 , 20%

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

The text description for the above chart is as follows: The total revenue projected for Fontana Unified School District is $719,934,080, of which $497,375,340 is Local Control Funding Formula (LCFF), $124,211,001 is other state funds, $17,663,443 is local funds, and $31,844,032 is federal funds. Of the $497,375,340 in LCFF Funds,

$132,211,729 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $719,934,080

Total Budgeted Expenditures in the LCAP $217,299,998

This chart provides a quick summary of how much Fontana Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fontana Unified School District plans to spend $719,934,080 for the 2025-26 school year. Of that amount, $217,299,998 is tied to actions/services in the LCAP and $503,413,962 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
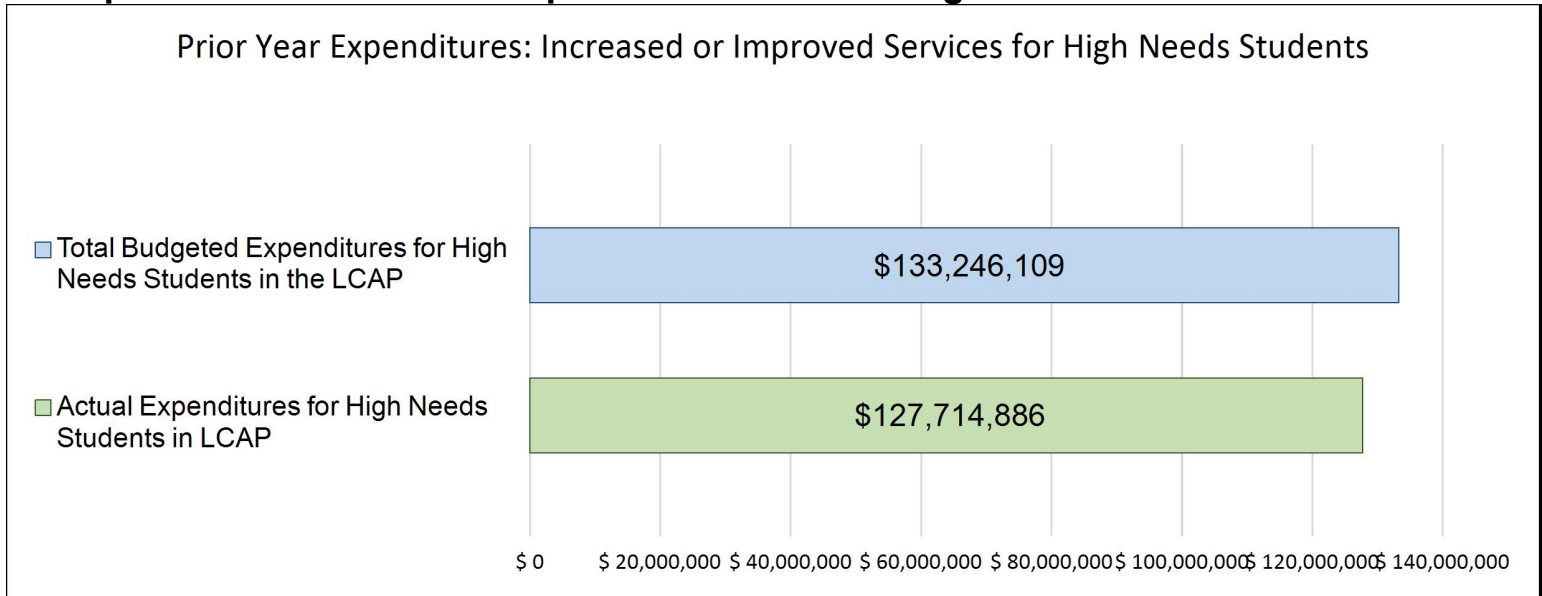
Personnel costs including salaries and benefits not associated with Supplemental Concentration, general operating costs, utilities, Special Education, and Routine Restricted Maintenance

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

In 2025-26, Fontana Unified School District is projecting it will receive $132,211,729 based on the enrollment of foster youth, English learner, and low-income students. Fontana Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fontana Unified School District plans to spend $140,039,416 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$133,246,109
☐ Actual Expenditures for High Needs Students in LCAP	$127,714,886

$ 0 $ 20,000,000 $ 40,000,000 $ 60,000,000 $ 80,000,000 $ 100,000,000 $ 120,000,000 $ 140,000,000

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

The text description of the above chart is as follows: In 2024-25, Fontana Unified School District's LCAP budgeted $133,246,109 for planned actions to increase or improve services for high needs students. Fontana Unified School District actually spent $127,714,886 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $5,531,223 had the following impact on Fontana Unified School District's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures did not impact the district's ability to increase or improve services for high needs students. The district exceeded the required amount of $127,442,281 for increasing and improving services by $272,605.

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 School District	Miki R. Inbody Superintendent	Miki.Inbody@fusd.net 909-357-5000

Plan Summary [2025-26]

General Information

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

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 32,794 students spread over 30 Elementary Schools, 7 Middle Schools, 5 Comprehensive High Schools, 2 Continuation High Schools (starting in 2025-26 these two continuation high schools will merge into one), 1 Adult School, and an online distance learning program.

The district has a population that includes 83.4% Socioeconomically Disadvantaged (SED), 23.9% English Learners (EL), 13.5% Students with Disabilities (SWD), 0.7% Foster Youth (FY), 2.6% Homeless Youth (HY), and 0% Migrant Education (ME). The student population is comprised of the following ethnicities: 85.9% Hispanic (HI), 5.2% African American (AA), 4.0% White (WH), 2.2% Asian (AS), 1.2% Multiple Races (MR), 1.2% Filipino (FI), 0.2% Pacific Islander (PI), and 0.1% American Indian/Alaskan Native (AI).

Fontana Unified School District's mission, vision, and core values 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 2024-2027 Local Control Accountability Plan (LCAP) goals, metrics, and actions/services are aligned to the FUSD's Areas of Focus and are based on data and input from educational partners. The FUSD LCAP is designed to meet the needs of all students, including additional actions/services to support the unduplicated student population (Socioeconomically disadvantaged/Low-income, English Learners, Foster Youth) and student groups that are identified through data analysis to need additional targeted supports. The FUSD's 2025 LCAP reflects the District's Areas of Focus:

-Area of Focus #1: Powerful outcomes for all scholars (LCAP Goal 1)
Ensuring academic success for all scholars by expanding relevant, career-oriented learning experiences. This includes the expansion of career technical education (CTE) pathways, technology integration, access to industry certifications, and support for dual language immersion. Student engagement will be prioritized, English learner reclassification accelerated, and all learning aligned with the Learner Profile to prepare scholars for college, career, and life.

-Area of Focus #2: Persistent focus on safety and well-being of students and staff (LCAP Goal 2)
A focus on maintaining safe, clean, and welcoming learning environments that support public safety, student engagement, and the social-emotional well-being of all scholars and staff, which includes the beautification of facilities and campuses, fostering a positive and inclusive culture, and providing equitable support for all students through mental health resources, consistent attendance monitoring, and a commitment to making every individual feel valued and empowered.

-Area of Focus #3: Proactive communication and community engagement (LCAP Goal 3)
A focus on transparent, timely, and inclusive communication that keeps families informed and engaged, while actively promoting awareness of Career Technical Education (CTE) programs and innovative learning pathways, with an emphasis placed on creative outreach strategies that highlight diverse opportunities for student success and ensure all families have access to the information and resources needed to support their child's educational journey.

-Area of Focus #4 Purposeful use of public resources and fiscal sustainability (Incorporated into Goals 1-3)
A focus on maintaining fiscal solvency and ensuring responsible stewardship of taxpayer dollars through transparent budgeting, effective negotiations, and strategic staffing and resource management, with an emphasis placed on monitoring programs for academic return on investment, aligning resources with student outcomes, and upholding accountability in all financial decisions to support long-term district sustainability and educational excellence.

The Fontana Unified School District is committed to providing high-quality educational opportunities for its students, families, and community. The LCAP outlines the actions and services that support these objectives. The LCAP is principally developed to provide targeted support for English Learners (EL), Foster Youth (FY), and Low-Income Students (SED) through a structured process that involves various educational partners and focuses on the specific needs of these groups. Furthermore, the LCAP outlines targeted actions and services designed to meet the unique needs of the EL, FY, and SED unduplicated student groups. This may include academic interventions, socio-emotional support, and college and career readiness programs. Additional resources and funding are allocated to support these targeted actions, ensuring that the students who need the most help receive it. Each year, the LCAP is reviewed and updated to reflect new data, changing needs, and the progress made towards the established goals.

The LCAP requires that districts report all schools receiving Local Control Funding Formula (LCFF) Equity Multiplier Funds. The LCFF Equity Multiplier offers additional funds to school districts for distribution to schools that met nonstability and socioeconomically disadvantaged student criteria in the previous school year. These funds are designated for implementing evidence-based services and supports for students at these schools. Starting with the 2024-25 LCAP, districts are required to document initiatives aimed at enhancing student outcomes at these schools. In FUSD, Birch & Citrus Continuation Schools continue to meet the criteria, having nonstability rates greater than 25 percent and socioeconomically disadvantaged pupil rates greater than 70 percent per the California Department of Education's (CDE) Stability Rate Report for 2022-2023. More details about the specific criteria and data are provided in subsequent sections. There is also a Focus Goal that addresses actions related to improving student outcomes for the schools identified to receive Equity Multiplier Funds.

Reflections: Annual Performance

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

ENGLISH LANGUAGE ARTS

On the Fall 2023 CA Dashboard, Fontana Unified School District (FUSD) received an Orange indicator with an overall Distance from Standard (DFS) of -40.4 on the CAASPP ELA. The following schools, districtwide student groups, and schoolwide student groups received Red indicators:
- Schools: North Tamarind, Randall Pepper, West Randall, Almond, Juniper, Almeria, Fontana Middle, Alder, and Eric Birch
- Districtwide Student Groups: English Learners, Students with Disabilities, and Foster Youth
- Schoolwide Student Groups:
o English Learners: Almond, Cypress, Juniper, Mango, North Tamarind, Palmetto, Randall Pepper, South Tamarind, Tokay, Virginia Primrose, West Randall, Alder, Almeria, Fontana Middle, A.B. Miller, Henry Kaiser, Jurupa Hills, and Summit
 o Socioeconomically Disadvantaged: Almond, Juniper, Mango, North Tamarind, Randall Pepper, South Tamarind, West Randle, Alder, Almeria, and Fontana Middle
o Students with Disabilities: Dorothy Grant, Kathy Binks, Mango, Maple, Oleander, Poplar, Randall Pepper, Redwood, Sierra Lakes, Virginia Primrose, West Randall, Alder, Almeria, Fontana Middle, Sequoia, Southridge, Summit, and A.B. Miller
o Hispanic: Almond, North Tamarind, Randall Pepper, West Randall, Alder, Almeria, Fontan Middle, Sequoia, and Eric Birch
 o Homeless: Fontana Middle

In Fall 2024, Fontana Unified School District (FUSD) demonstrated notable progress in English Language Arts (ELA) on the California Dashboard. The district improved its Distance from Standard (DFS) to -33.7 on the CAASPP ELA assessment—an increase of 6.7 points from the previous year—earning a Yellow performance indicator.

This improvement was accompanied by a significant reduction in the number of schools and student groups receiving Red indicators. Only three schools—West Randall, Citrus High, and Eric Birch—were marked Red, along with the districtwide Homeless student group. At the school level, English Learners at Cypress and Almeria, Long-Term English Learners at five middle schools, and Students with Disabilities at ten elementary and middle schools also received Red indicators.

Despite these challenges, the 2023–24 school year brought widespread gains. Of the district's thirteen student groups, eleven improved their DFS, and one maintained a Very High status. Thirty schools increased or significantly increased their overall DFS. Notably, five schools—Dorothy Grant, Jurupa Hills, A.B. Miller, Kaiser, and Oak Park—earned Green indicators, while Fontana High achieved a Blue indicator, the highest performance level. Overall, 37.4% of FUSD students met or exceeded ELA standards, a 2.1% increase from the prior year.

However, areas for growth remain. Numerous schools and student groups continued to perform at Low or Very Low status levels. Schools such as Fontana Unified, Almeria, and Citrus Elementary were among those in the Low category, while Eric Birch, North Tamarind, and Fontana Middle were identified as Very Low. Districtwide, student groups including All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged, African American, Hispanic, White, and Two or More Races were all in the Low status level.

The most concerning disparities were seen among Long-Term English Learners, Homeless students, and Students with Disabilities, all of whom scored in the Very Low range with DFS scores below -70.1. English Learners and Foster Youth narrowly avoided this category, with DFS scores of -69.5 and -68.4, respectively.

At the schoolwide level, several student groups—including African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities—were overrepresented in the Low and Very Low performance bands across dozens of campuses.

These results underscore both the progress FUSD has made and the persistent equity gaps that require continued attention and targeted support. The district's upward trajectory is promising, but the data highlights the need for sustained efforts to ensure all student groups are supported in reaching academic success.

MATHEMATICS

On the Fall 2023 CA Dashboard, FUSD received a Yellow indicator with an overall Distance from Standard (DFS) of -82.1 on the CAASPP Math. The following schools, districtwide student groups, and schoolwide student groups received Red indicators:
- Schools: Randall Pepper, Alder, Fontana Middle, Sequoia, Almeria, and Truman
- Districtwide Student Groups: Pacific Islanders and English Learners
- Schoolwide Student Groups
o English Learners: Mango, North Tamarind, Randall Pepper, West Randall, Alder, Almeria, Fontana Middle, Truman, Southridge, Fontana High, and Summit
o Socioeconomically Disadvantaged: Randall Pepper, Alder, Almeria, Fontana Middle, Truman, Sequoia, and Southridge
o Students with Disabilities: Dorothy Grant, Kathy Binks, Oleander, Redwood, Virginia Primrose, Alder, Almeria, Fontana Middle, Truman, Sequoia, and Southridge
o African American: Alder, Southridge, and Summit
o Hispanic: Randall Pepper, Alder, Almeria, Fontana, Truman, and Sequoia
o Homeless: Fontana Middle

In Fall 2024, Fontana Unified School District (FUSD) made measurable progress in Mathematics, improving its Distance from Standard

(DFS) by 6 points to -76.1 on the CAASPP Math assessment. This growth earned the district a Yellow performance indicator, signaling positive momentum.

Among the district's thirteen student groups, ten increased or significantly increased their DFS, and one maintained a High status level. Twenty-nine schools also improved their DFS, with two—Dorothy Grant and Oak Park—achieving Green indicators. Additionally, the percentage of students meeting or exceeding standards rose by 1.4%, reaching 22.3%.

Despite these gains, several areas remain in need of focused support. Four schools—West Randall, Fontana Middle, Citrus High, and Eric Birch—received Red indicators. At the district level, Foster Youth and Homeless student groups were also marked Red. Schoolwide Red indicators were assigned to English Learners at five schools, Long-Term English Learners at five schools, Students with Disabilities at seven schools, and Hispanic students at Almeria.

A broader look at the Dashboard reveals that many schools and student groups continue to perform at Low or Very Low levels. Schools such as Fontana Unified, Summit, and Jurupa Hills were among those in the Low status category, while Eric Birch, Citrus High, and Almeria were identified as Very Low. Districtwide, student groups including All Students, Socioeconomically Disadvantaged, African American, Hispanic, White, and Two or More Races were all in the Low status level.

The most critical disparities were seen among English Learners, Long-Term English Learners, Foster Youth, Homeless students, and Students with Disabilities—all of whom scored in the Very Low range. These groups continue to face significant challenges in Mathematics compared to the All Students group.

At the schoolwide level, multiple student groups—including African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities—were overrepresented in the Low and Very Low performance bands across numerous campuses. Notably, schools such as Fontana Middle, Almeria, and Sequoia had multiple student groups performing in the Very Low category.

While the district's overall trajectory in Mathematics is encouraging, the data underscores the need for continued, targeted interventions to close persistent equity gaps and ensure all students are supported in achieving academic success.

ENGLISH LEARNER PROGRESS

On the Fall 2023 CA Dashboard, FUSD received an Orange indicator with 44.8% of its English Learners made progress on their ELPI levels. Ten schools, Juniper, Kathy Binks, Shadow Hills, South Tamarind, Dolores Huerta, Ted Porter, Alder, Citrus High, Jurupa Hills, and Summit received Red indicators.

In Fall 2024, Fontana Unified School District (FUSD) continued to face challenges in supporting English Learners' language development, receiving an Orange performance indicator for the second consecutive year. Overall, 42.4% of English Learners demonstrated progress in their English language proficiency, as measured by the ELPI.

While this reflects ongoing efforts, the data also highlights areas of concern. Thirteen schools—including Canyon Crest, Eric Birch, Locust, Mango, North Tamarind, Oak Park, Southridge, Tokay, Virginia Primrose, Juniper, Summit, Henry Kaiser, and Jurupa Hills—received Red indicators for their English Learner progress. Additionally, six schools were flagged with Red indicators specifically for their Long-Term English Learner populations: Eric Birch, Henry Kaiser, Jurupa Hills, Summit, Almeria, and Southridge.

Despite these challenges, there were bright spots across the district. Thirteen schools increased the percentage of students making progress in English language proficiency. Five schools—Kathy Binks, Oleander, Redwood, West Randall, and Hemlock—earned Green indicators, while three schools—Wayne Ruble, Dorothy Grant, and Dolores Huerta—achieved the highest performance level with Blue indicators.

However, the district still has significant work ahead. Four schools—Summit, Jurupa Hills, Henry Kaiser, and Juniper Elementary—were identified as performing at the Very Low status level, and twenty-five additional schools were categorized as Low.

These results underscore the importance of sustained, targeted support for English Learners, particularly Long-Term English Learners, to ensure equitable access to academic success and language development opportunities.

SUSPENSION

On the Fall 2023 CA Dashboard, FUSD received an Orange indicator, with an overall suspension rate of 3.8%. The following schools, districtwide student groups, and schoolwide student groups received Red indicators:
- Schools: Almond and Almeria
- Districtwide Student Groups: Foster Youth and African American
- Schoolwide Student Groups

o English Learners: Almeria
o Foster Youth: A.B. Miller
o Homeless: Jurupa Hills
o Socioeconomically Disadvantaged: Shadow Hills, Almeria
o Students with Disabilities: Almond, Hemlock, Shadow Hills, Ted Porter, Almeria, Fontana Middle, Jurupa Hills
o African American: Virgina Primrose, Almeria, Fontana Middle, Southridge, and Jurupa Hills
o Hispanic: Almond and Almeria
o White: Hemlock

In Fall 2024, Fontana Unified School District (FUSD) demonstrated strong performance on the Suspension Rate indicator, earning a Green status with an overall suspension rate of just 2.4%. Notably, none of the districtwide student groups or schools received a Red indicator for overall suspension rates, reflecting a districtwide commitment to positive behavior supports and restorative practices.

At the site level, however, some disparities remain. Three schools—Sierra Lakes, Fontana High, and Truman—received Red indicators for their African American student groups. Additionally, Live Oak received a Red indicator for its English Learners, and Summit was flagged for its Homeless student population.

Despite these isolated challenges, the district saw encouraging trends. Fourteen student groups experienced a decline in suspension rates. The American Indian, Asian, and Filipino student groups earned Blue indicators, while All Students, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Pacific Islander, White, and Two or More Races all received Green indicators. At the school level, fourteen campuses earned Blue indicators and twenty received Green, signaling widespread improvement.

Still, areas of concern persist. Suspension rates remain disproportionately high for Foster Youth (6.7%), Homeless students (4.7%), and African American students (5.9%). While most student groups showed improvement, the Homeless group maintained its previous rate. These three groups also exhibit significant negative disparities when compared to the All Students group. Long-Term English Learners, while not flagged for a significant disparity, still showed a negative gap of 1.9%.

Overall, FUSD's performance on the Suspension indicator reflects meaningful progress, with continued attention needed to address equity gaps and ensure all students are supported in safe, inclusive learning environments.

CHRONIC ABSENTEEISM

On the Fall 2023 CA Dashboard, FUSD received a Yellow indicator with an overall chronic absenteeism percentage of 30.2%. Although no districtwide student groups received Red indicators, two schools (Juniper and Palmetto) did. Additionally, the following schoolwide student groups received Red indicators:
- Schoolwide Student Groups
o English Learners: Cypress, Juniper, and Palmetto
o Socioeconomically Disadvantaged: Juniper and Palmetto
o Students with Disabilities: Juniper, Kathy Binks, Live Oak, Palmetto, and Fontana Middle
o African American: Juniper and Fontana Middle
o Hispanic: Juniper and Palmetto
o Two or More Races: Sierra Lakes
o White: Hemlock and Kathy Binks

In Fall 2024, Fontana Unified School District (FUSD) received a Yellow indicator for Chronic Absenteeism, maintaining the same performance level as the previous year. However, the district experienced a significant decline, with the overall chronic absenteeism rate rising to 22.5%.

Encouragingly, no districtwide student groups and no schools received Red indicators. Still, several schoolwide student groups were flagged with Red indicators, including English Learners at Maple and Virginia Primrose, Students with Disabilities at South Tamarind, Hispanic students at Juniper, and White students at Sierra Lakes, Alder, and Southridge.

While some schools showed stronger attendance patterns—such as Almond, Wayne Ruble, Dorothy Grant, and Summit, which performed in the High status level—chronic absenteeism remains a widespread concern. Twenty-five schools, including Juniper, Maple, North Tamarind, and Fontana High, were identified as having Very High absenteeism rates. Only one school, Dolores Huerta, achieved a Medium status.

At the student group level, Asian, Filipino, and Two or More Races performed in the High status level, while all other districtwide groups—including All Students, English Learners, Long-Term English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, Pacific Islander, and White—were categorized as Very High.

Schoolwide data echoed these trends. Numerous student groups across dozens of campuses—including African American, Hispanic, English Learners, Long-Term English Learners, and Students with Disabilities—were flagged in the Very High category. Particularly concerning were the elevated rates among Homeless students, Students with Disabilities, and Pacific Islanders, all of whom showed significant negative disparities compared to the All Students group.

Despite the overall decline, the data reflects a districtwide effort to monitor and address attendance, as all districtwide student groups and school sites either Declined or Declined Significantly in their chronic absenteeism rates. Continued focus on targeted interventions and support systems will be essential to reversing this trend and improving student engagement and success.

GRADUATION

On the Fall 2023 CA Dashboard, FUSD received a Green indicator with an overall graduation rate of 91.4%. No districtwide student groups and no schools received Red indicators. At the school sites, only Students with Disabilities at A.B. Miller received a Red indicator.

In Fall 2024, Fontana Unified School District (FUSD) achieved a strong performance on the Graduation Rate indicator, earning a Green status with an overall graduation rate of 92.6%. This marked a 1.2% increase from the previous year and reflects a positive trend in student completion outcomes across the district.

No school sites or student groups—whether at the district or school level—received a Red indicator, underscoring the district's broad-based success in supporting students through to graduation. Seven student groups, including All Students, English Learners, Long-Term English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic, and White, earned Green indicators. The Filipino student group stood out with a Blue indicator, the highest performance level.

At the school level, Jurupa Hills, Eric Birch, and Citrus High received Green indicators, while Henry Kaiser, Summit, and Fontana High achieved Blue indicators, highlighting exemplary graduation outcomes.

Despite these achievements, some challenges remain. The graduation rate for Foster Youth declined significantly to 79.3%, and Students with Disabilities continued to graduate at a lower rate of 77.8%. Additionally, several student groups—including English Learners, Long-Term English Learners, Foster Youth, Homeless, Students with Disabilities, and Asian—showed significant negative disparities when compared to the All Students group.

Overall, FUSD's performance on the Graduation indicator reflects meaningful progress and a strong foundation, with continued efforts needed to close equity gaps and ensure all students are supported in reaching this critical milestone.

COLLEGE AND CAREER READINESS

On the Fall 2023 CA Dashboard, the College and Career Indicator received a status placement in lieu of colors. Overall, 50.2% of FUSD students were prepared for college and career. Although no districtwide student groups received the Very Low status, two schools, Citrus High and Eric Birch, did. Furthermore, English Learners at Citrus High, Eric Birch, and Summit; Socioeconomically Disadvantaged at Citrus High and Eric Birch; and Hispanic at Citrus High and Eric Birch also achieved at the Very Low status level.

In Fall 2024, Fontana Unified School District (FUSD) received a Yellow indicator for College and Career Readiness, with 51.8% of students identified as prepared. While this reflects a moderate level of readiness, it also highlights areas for continued growth and support.

No districtwide student groups received Red indicators, signaling a districtwide baseline of stability. However, two schools—Citrus High and Eric Birch—were flagged with Red indicators overall. At the schoolwide level, several student groups received Red indicators, including English Learners and Long-Term English Learners at Citrus High; Socioeconomically Disadvantaged students at Citrus High and Eric Birch; Students with Disabilities at A.B. Miller and Summit; and Hispanic students at both Citrus High and Eric Birch.

On a more positive note, several student groups and schools demonstrated strong performance. Districtwide, Socioeconomically Disadvantaged students earned a Green indicator, while Asian and Filipino students achieved Blue—the highest performance level. At the school level, Henry Kaiser, Summit, and Jurupa Hills received Green indicators, and Fontana High stood out with a Blue indicator.

Among the students who were deemed prepared, the majority (88.3%) qualified through completion of A-G coursework. Other key pathways included earning the State Seal of Biliteracy (42.4%), meeting standards on the Smarter Balanced Assessments (34.2%), and completing a Career Technical Education (CTE) pathway (31.5%).

Despite these successes, significant equity gaps remain. English Learners, Long-Term English Learners, Foster Youth, Homeless students, Students with Disabilities, and African American students all showed significant negative disparities when compared to the All Students group. Additionally, English Learners, Long-Term English Learners, Foster Youth, and Students with Disabilities were identified as performing at the Low status level.

FUSD's performance on this indicator reflects a solid foundation with promising highlights, but also underscores the need for targeted strategies to ensure all students are equally prepared for postsecondary success.

LOCAL CLIMATE DATA

Fontana Unified School District (FUSD) continues to prioritize student well-being and engagement through its local climate measures, focusing on School Connectedness and School Safety. These indicators are assessed through annual surveys administered to students across elementary and secondary grade levels.

School Connectedness is measured using two key indicators: Sense of Belonging and Teacher-Student Relationships. Among students in

grades 3–5, 71% of All Students reported a positive sense of belonging, with most student groups responding similarly. However, Students with Disabilities and Foster Youth reported lower levels of connectedness at 64% and 65%, respectively. In terms of Teacher-Student Relationships, 75% of elementary students responded favorably, though only 66% of Students with Disabilities shared that sentiment.

In grades 6–12, the data revealed a notable decline in connectedness. Only 45% of All Students reported a favorable sense of belonging, with the lowest response (38%) coming from students identifying as Two or More Races. For Teacher-Student Relationships, 49% of secondary students responded positively, with most student groups falling within a similar range. These results suggest that while elementary students generally feel connected to their schools, that sense of connection diminishes significantly in secondary grades.

School Safety is measured through a separate climate survey administered in the winter. For students in grades 3–6, 60% reported feeling safe at school, though only 53% of Foster Youth shared that view. Similarly, 60% of students responded positively about overall school climate, with Foster Youth again reporting lower satisfaction at 44%.

Among students in grades 7–12, 56% reported feeling safe at school. However, only 51% of African American students indicated they felt safe. When asked about overall school climate, just 40% of students responded favorably, a trend consistent across all student groups.

These findings highlight both strengths and areas for growth. While a majority of elementary students feel connected and safe, secondary students report lower levels of connectedness and climate satisfaction. The data also underscores the need for targeted support for specific student groups—particularly Foster Youth, Students with Disabilities, and African American students—to ensure all students feel safe, supported, and engaged in their learning environments.

LEARNING RECOVERY EMERGENCY BLOCK GRANT

FUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds remaining to be expended by June 2028 in the amount of $34,500,000.00. To utilize LREBG funding there are a few requirements. First, a comprehensive needs assessment must be conducted to identify students' needs. FUSD conducted a comprehensive needs assessment of the 2024 CA Dashboard data for schools, districtwide student groups, and schoolwide student groups performing in the Low/Very Low status levels in ELA and Math and for the High/Very High-status levels in Chronic Absenteeism to identify root causes and student's needs. Next, only the needs that align with the allowable uses of the LREBG funds may be selected. Finally, the actions to meet these needs and allowable uses must be evidence or research-based supports. Thus, below is a summary of the root cause analysis completed to identify students' needs in ELA, Math, and Chronic Absenteeism followed by the selected allowable uses of LREBG funds including an explanation of how the action is evidence research based and supports students identified needs.

LREBG Comprehensive Needs Assessment:

The root cause analysis conducted on the student groups, schools, and students scoring "Very Low" and "Low" levels in ELA identified the following student needs: Socioeconomic Factors: Limited access to resources, such as tutoring and educational materials, can impact learning, especially for Socioeconomically Disadvantaged and Homeless Youth. Language Barriers: English Learners and Long-Term English Learners may face challenges due to language proficiency, affecting comprehension and expression in ELA. Stability and Support:

Foster Youth and Homeless Youth may experience instability in living situations, leading to inconsistent schooling and lack of academic support. Special Needs: Students with Disabilities require tailored instructional strategies, and gaps in these services can hinder ELA progress. Cultural Relevance: Curriculum that lacks cultural relevance may disengage students, particularly those from diverse backgrounds like African American, Pacific Islander, and other minority groups. Educational partners have called for measures to reduce teacher to student ration to provide students with more individualized support.

The root cause analysis conducted on the student groups, schools, and students scoring "Very Low" and "Low" levels in Math identified the following student needs: English Learners & Long-Term English Learners: Language Barriers: Difficulty in understanding complex math vocabulary and instructions. Cultural Differences: Misalignments in educational practices and expectations. Foster Youth: Instability: Frequent changes in living situations can disrupt learning continuity. Limited Support: Lack of consistent educational and emotional support systems. Homeless Students: Lack of Resources: Insufficient access to study materials and stable learning environments. Attendance Issues: High absenteeism due to unstable living conditions. Students with Disabilities: Specialized Needs: Need for tailored instructional strategies and resources. Access Barriers: Challenges in accessing appropriate accommodations and support.

The root cause analysis conducted on the student groups, schools, and students scoring "Very Low" and "Low" levels in chronic absenteeism identified the following student needs: Commonalities in Root Causes across groups with disparities: Limited Access to Support Services: Barriers in accessing necessary health, counseling, and academic support, impacting attendance and engagement. Cultural Disconnect: A lack of culturally relevant curricula and school environments lead to disengagement and absenteeism for multiple groups. Socioeconomic and Environmental Challenges: Economic disadvantages and environmental factors, such as unstable housing or unsafe neighborhoods, are common challenges. Systemic Inequities: Historical and systemic inequities in education and resource allocation affect several groups, contributing to disparities. Transportation Barriers: Difficulties in accessing reliable transportation can impede consistent school attendance across different groups. To meet the students' needs in improving attendance and reducing chronic absenteeism, it was determined that students would benefit from the following allowable uses of the LREBG funds:

To meet the students' needs in ELA, Math, and Chronic Absenteeism, it was determined that students would benefit from the following allowable uses of the LREBG funds:

1) Learning recovery programs and materials designed to accelerate pupil academic proficiency in math and ELA and diagnostic and progress monitoring assessments on a regular basis to monitor and support pupil learning.

- LCAP Action 1.1 will enhance the implementation of i-Ready, a research-based digital platform that provides personalized instruction in ELA and Math. i-Ready's adaptive assessments and instructional tools have been demonstrated to accelerate growth in foundational skills (see Curriculum Associates, 2022, Impact of i-Ready Instruction). This Tier 1 intervention provides all TK–12 students access to individualized learning paths, both at school and home, based on regular diagnostics and progress monitoring. This action will meet students' need for access to effective educational and study materials, tailored intervention strategies, and appropriate accommodations and support.

- LCAP Action 1.3 will provide Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a set of standardized, short-form assessments used to measure early literacy development and identify students who may need additional instructional support. DIBELS is a reliable and valid tool for assessing and monitoring foundational reading skills in students from kindergarten through eighth grade, with strong predictive validity for later reading success (see University of Oregon, Center on Teaching and Learning

(2018). Understanding the research behind DIBELS® 8th Edition (Technical Report 1801). Eugene, OR: Author.) This action will ensure that students receive timely reading intervention and support to improve literacy skills.

2) Professional development and coaching in the areas of the California Department of Education's Mathematics framework and ELA/ELD framework.

- LCAP Actions: 1A.1, 1B.1, 1C.3 will deploy Teachers on Assignment (TOAs) to all school sites to provide ongoing professional development and coaching for teachers in the ELA/ELD framework with a focus on structured professional development on the Math Framework. TOAs will coach teachers on culturally relevant student engagement and effective instructional strategies to fully implement these frameworks. Instructional coaching that provides professional development aligned with ELA/ELD and Math frameworks has been shown to improve teacher instructional practices, increase curriculum fidelity, and lead to measurable gains in student academic outcomes, particularly for English learners and students from underserved backgrounds (see Instructional Coaching for English Language Arts: Practices and Outcomes, REL Northeast & Island). These actions will address students' language and comprehension needs in ELA, assist students with understanding complex math vocabulary and instructions, and meet students' needs for equitable educational practices with consistent expectations.

3) Actions to reduce staff-to pupil ratios.

- LCAP Action 1.1 will reduce staff-to pupil ratios. Thus, the district will provide additional teachers to decrease class sizes. Reducing the teacher-to-student ratio has been shown to significantly improve academic outcomes, particularly in early grades.... with the greatest benefits observed among students from minority and low-income backgrounds. Additionally, smaller class sizes enhance student engagement, reduce distractions, and allow for more individualized instruction (Tennessee STAR (Student-Teacher Achievement Ratio, EdSource). This action will meet students' needs for more individualized support and increased engagement.

4) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services.

- LCAP Action 2.1 will utilize the Culture Climate Specialists to support school teams in developing and implementing multitiered positive behavior interventions. A qualitative study by Rizzo (2021) found that Tier II PBIS interventions, when implemented with strong leadership and fidelity, positively impacted the attendance of chronically absent students. The study emphasized the importance of school climate and leadership in sustaining these interventions. This action will support students need to access health and counseling supports to improve attendance and engagement.

Reflections: Technical Assistance

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

Fontana Unified School District was identified for Differentiated Assistance in 2023 based on the performance of the Foster Youth student group in ELA, Math, and Suspension indicators. The district entered Year 2 of technical assistance in 2024.

In response to this identification, the San Bernardino County Superintendent of Schools (SBCSS) team provided technical assistance through a structured Differentiated Assistance (DA) process. During the DA workshop, district and county teams collaboratively:

- Conducted a detailed data review using Dashboard indicators and local assessment data,

- Completed a root cause analysis centered on the performance of Foster Youth in ELA, Math, and Suspension, and

- Developed and launched a Plan-Do-Study-Act (PDSA) cycle to test improvement strategies.

Following the initial workshop, an accountability partner from SBCSS engaged with district leadership regularly to support the ongoing implementation and reflection of the PDSA cycle. These efforts directly align with the district's increased focus on targeted supports for Foster Youth, including interventions documented in Goal 1, Action 1.1 and Goal 2, Action 2.1.

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.

The criteria to qualify for Comprehensive Support and Improvement (CSI) are hierarchical until the bottom 5% of Title I schools are identified statewide. The criteria include the following:
-All red indicators
-All red indicators but one of any other color
-A majority red indicators (with 5 or more indicators)

The Fontana Unified School District does not have any schools identified for CSI.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Educational Partner Committee (parents, teachers, other school personnel, students, and administrators)	The LCAP Educational Partner Commitee is comprised of student representatives from SSAC and/or recommended by school principal, parent representatives of PAC, DELAC, CAC, and DAAPAC, certificated teachers and counselors appointed by FTA, FTA Union President, classified staff appointed by USW, USW Union President, POA representatives, school principals and assistant principals recommended by executive directors, and district administrators.

The LCAP Educational Partner Committe met on 12/10/24, 2/4/25, 3/4/25, 4/14/25, and 5/20/25. At these meeting, participants received a printed copy of the fully approved 2024-2025 LCAP, engaged in a comprehensive needs assessment using the 2024 CA Dashboard data disaggregated by student groups and other local data, identified possible root causes, identified the needs of students that were categorized into themes by the LCAP leadership committee, then the participants prioritized these themes and gave input on each action in the LCAP related to the identified themes. At times the input was gathered in mixed groups and at times it was done by representative groups depending on the purpose.

Educational Partners completed the Family Engagement Average Rating for Level of Implementation first in mixed small table groups for preliminary results mid-year and then at a later meeting as individual members of the committee to gather the data reported in the LCAP in |

Educational Partner(s)	Process for Engagement
	metric M3.2. This data was utilized to make updates to Goal 3 - Proactive Communication and Community Engagement. At the final committee meeting on 5/20/25, a document was provided to show how the input of the educational partner committee and other parent advisory committees, DELAC and PAC, influenced the development of actions in the draft of the LCAP for the coming year. Participants worked in their representative groups to review the draft LCAP and to provide comments and questions regarding the draft LCAP for consideration. The parent and student questions and comments were provided to the Superintendent for a written response posted to the FUSD website on 6/13/25. The comments and questions of the committee at large were compiled and reviewed for making final revisions to the LCAP draft prior to the Board Hearing on 6/18/25.
Parents	Parents were engaged in the development of the LCAP primarily through the LCAP Educational Partner Committee. The parents who participated in the LCAP Educational Partner Committee were explicitly encouraged to engage in meaningful two-way communication with the parents and members of the other advisory committees and the school communities they represent. The majority of these parents were also actively involved with other school and district site parent advisory committees, such as School Site Council (SSC), English Learner Advisory Council (ELAC), District English Learner Advisory Council (DELAC), Community Advisory Commitee (CAC), District African American Parent Advisory Committee (DAAPAC), Parent Teacher Association (PTA), booster clubs, etc. At one of their meetings, DELAC conducted a thorough review of the 24-25 LCAP, Goal 1C - Powerful Academic Outcomes focused on the improved achievement of Multilingual Learners and provided comments that were shared for consideration on the development of the 25-26 LCAP. SSC members provided input on the 24-25 SPSA monitoring and evaluation and input on the development of the 25-26 SPSA for each school site that connects to 25-26 LCAP Actions 1.1, 1.4, 1D.4, and 2.1. CAC parent members

Educational Partner(s)	Process for Engagement
	share their input with the SELPA administrators at various meetings throughout the year that was used to influence actions to ensure SWD students' needs are supported in the LCAP. Parents had the opportunity to provide their input on the FUSD Annual Family Climate Survey 1/21/25 - 2/7/25 regarding their perception of Family-School Communication, Informing Parents, Family Engagement, and Safety. The survey participation results are reported in M3.3 of the LCAP and the data was reported regarding the first three areas in metric M3.4 of the LCAP and the latter in M2B.2. This information is used by site principals and SSC to influence the SPSA development and the LCAP actions in Goal 3 - Proactive Communication and Community Engagement and Goal 2B - Persistent Focus on Safety and Wellbeing. The draft of the LCAP was presented at the DELAC meeting on 5/5/25 and at the PAC meeting on 5/6/25. At these meetings parents were informed about the process for developing the LCAP that occurred at the LCAP Educational Partner Committee, how the LCFF Priorities and Required Metrics are used to develop LCAP goals and actions, that parent engagement is required for developing the LCAP, how the Goal Analysis is used to 1) monitor implementation, 2) monitor expenditures, 3) evaluate effectiveness of actions, and 4) to provide input on updating the actions for the coming year. They were provided with the most current LCAP draft, the document that showed how educational partner input and DELAC input was considered in the development of LCAP actions for the coming school year and had the opportunity to ask questions and make comments during the meeting. Additionally, they were provided with a survey link to provide further comments and questions. The parent comments and questions from both of these meetings and the survey links were compiled and shared with the Superintendent for a written response that was posted to the district website on 6/13/25.
Students	Students were engaged in the development of the LCAP primarily through the LCAP Educational Partner Committee. The students who participated in the LCAP Educational Partner Committee were

Educational Partner(s)	Process for Engagement
	explicitly encouraged to engage in meaningful two-way communication with the students within the school communities they represent.

Many of these students were also actively involved in the Superintendent Student Advisory Council (SSAC) that met on 10/23/24, 12/11/24, 2/19/25, and 5/15/25. Students shared "grows and grows" from their respective high schools at each SSAC meeting with the Superintendent and other staff attending the meeting. The district staff at the SSAC meetings used the feedback from students to influence updates to the LCAP as applicable.

Students in grades 3-12 participated in the FUSD Student SEL Survey in both Fall 2024 and Spring 2025. This survey measures School Connectedness through two indicators: Sense of Belonging and Teacher-Student Relationships. It also covers topics such as Emotional Management, Growth Mindset, Supportive Relationships, etc. Site principals share the results with staff at staff meetings and parents via parent meetings and use the data to help drive their school plans. The Fall data results are reported in LCAP metric M2A.4 and 2B.6. and used for LCAP development.

Students in grades 3-12 also participate in the FUSD Annual Student Climate Survey 1/21/25 - 2/7/25. This survey measures students' perception of school climate and safety and is reported in LCAP M2B.1.The results are used to inform SPSA and LCAP development.

The students who also participated in the LCAP Educational Partner Committee provided input on behalf of SSAC student members and represented the voices of their school sites as they contributed ideas to the development of the LCAP. They were provided with the draft of the LCAP at the Educational Partner Meeting on 5/20/25 and had the opportunity to share questions and comments that were shared with the Superintendent for written comment posted to the website on 6/13/25. |

Educational Partner(s)	Process for Engagement
Teachers and Counselors	Certificated teachers and counselors were selected to participate in the LCAP Educational Partner Committee by the FTA leadership. The teachers and counselors were also explicitly encouraged to engage in meaningful two-way communication with the teachers and counselors within the school communities they represent. Teachers and counselors had the opportunity to participate in the Staff Annual School Climate and Safety Survey 1/21/25 - 2/7/25. This survey measures staff perception of school climate and safety. The data results were used to influence development of 25-26 SPSA and 25-26 LCAP. At this final LCAP Educational Partners meeting on 5/20/25, the draft LCAP was shared with teachers and counselors who provided their comments and questions that were compiled and utilized for making updates to 25-26 LCAP.
Other school personnel	Other school personnel, classified staff members from both school sites and district office, were engaged in the development of the LCAP primarily through the LCAP Educational Partner Committee. The representatives were recommended by either their local bargaining unit or site/district administration to participate on the committee. The other school personnel were encouraged to engage in two-way communication with their colleagues at the site or district office to share information from the LCAP Educational Partner Committees and to solicit input on the development of the LCAP. Other school personnel as staff of the district and sites had the opportunity to participate in the FUSD Annual Staff Climate Survey 1/21/25 - 2/7/25. This survey measures staff perception of school climate and safety. The data results were used to influence development of 25-26 SPSA and 25-26 LCAP. At this final LCAP Educational Partners meeting on 5/20/25, the draft LCAP was shared with other staff personnel who provided their comments and questions that were compiled and utilized for making updates to the 25-26 LCAP.

Educational Partner(s)	Process for Engagement
Local bargaining units of the LEA	Our local bargaining units, Fontana Teachers Association (FTA) president, United Steel Workers (USW) president, and Police Officers Association (POA) representative were engaged in the development of the LCAP primarily through the LCAP Educational Partner Committee. Each Local bargaining unit of the LEA recommended the representatives to participate on the committee. The representatives of the local bargaining unit were encouraged to engage in two-way communication with their respective units to share information from the LCAP Educational Partner Committees and to solicit input on the development of the LCAP. Local Bargaining Units as staff of the district and sites had the opportunity to participate in the FUSD Annual Staff Climate Survey1/21/25 - 2/7/25. The data results were used to influence development of 25-26 SPSA and 25-26 LCAP. At this final LCAP Educational Partners meeting on 5/20/25, the draft LCAP was shared with local bargaining units who provided their comments and questions that were compiled and utilized for making updates to the 25-26 LCAP.
Site Administrators	Site Principals and Assistant Principals were engaged in the were engaged in the development of the LCAP primarily through the LCAP Educational Partner Committee. They were recommended to participate in the committee by the executive directors of Elementary and Secondary Education in the Teaching & Learning Division. Site administrators had the opportunity to participate in the FUSD Annual Staff Climate Survey1/21/25 - 2/7/25. The data results were used to influence development of 25-26 SPSA and 25-26 LCAP. Site administrators also provide input on the implementation of specific LCAP Goals and Actions through the development of the SPSA.

Educational Partner(s)	Process for Engagement
	At this final LCAP Educational Partners meeting on 5/20/25, the draft LCAP was shared with site principals and assistant principals who provided their comments and questions that were compiled and utilized for making updates to the 25-26 LCAP.
District Management	Both classified and certificated management were engaged in the development of the LCAP primarily through the LCAP Educational Partner Committee. The were recommended to participate in the committee by the division associate superintendents. District management had the opportunity to participate in the FUSD Annual Staff Climate Survey 1/21/25 - 2/7/25.The data results were used to influence development of the 25-26 LCAP. Additionally, district management engages in the midyear update and annual goal analysis to provide their input on the implementation of actions, the expenditures, the effectiveness of actions, and their recommendations for development of the 25-26 LCAP. At this final LCAP Educational Partners meeting on 5/20/25, the draft LCAP was shared with district management who provided their comments and questions that were compiled and utilized for making updates to the 25-26 LCAP.
Special education local plan area administrators	On 5/7/25, the LCAP Coordinator met with the SELPA Director and Assistant Director to obtain their input on the LCAP Development. Their input was focused on ensuring the LCAP supports the SWD student group in all actions and on the development of the specific action overseen by SELPA. Additionally, they shared input received from parents of the CAC related to LCAP development. SELPA administrators had the opportunity to participate in the FUSD Annual Staff Climate Survey1/21/25 - 2/7/25. The data results were used to influence development of the 25-26 LCAP.
Equity Multiplier educational partners	The principal of the two continuation high schools, Eric Birch and Citrus, met with educational partners through School Site Council

Educational Partner(s)	Process for Engagement
	Meetings held on 2/27/25, 3/31/25, and 5/13/25. The SSC meetings were attended by parents, students, and staff both virtually and in person. The SSC was provided with the LCAP goals and actions for Equity Multiplier for the current year LCAP, reviewed current student data, and discussed the goals and provided feedback on modifications of actions for the coming year. Additionally, a Microsoft Form "Equity Multiplier Fund Feedback" was created and shared with all staff, students, and parents starting on or around 2/25/25. The district FACE team supported both school sites with communicating out the request for parents to submit the form and provided individual phone calls for parents to provide their feedback for each of the three goals that have been identified in the LCAP. The Equity Multiplier MS Form responses were reviewed and discussed with SSC. The Equity Multiplier Feedback form was also shared at our Empowerment Awards Ceremony where parents had another opportunity to provide their feedback on the action/services for the Equity Multiplier Fund. As of 5/13/25, 43 responses were received. Equity Multiplier proposed actions/services including the specific programs and resources that will be purchased using Equity Multiplier funds was shared with all staff at the admin directed meeting on 4/9/25 and again at the classified staff meetings.
FUSD Board Members	The governing Board of the Fontana Unified School District were presented with the LCAP mid-year update on 2/4/25. The draft of the LCAP was provided to the Board for review prior to the Public Hearing held on 6/18/25. At the Public Hearing, the highlights of the LCAP were presented by the Senior Director of Strategic Resource Allocation, Planning, & Compliance, along with pre-recorded messages from representatives of the LCAP Educational Partners regarding their engagement in the LCAP development process. On 6/25/25, the Board adopted the 2025 - 2026 LCAP.

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

Meaningful engagement of all educational partners is essential for developing the LCAP to promote equity and improve educational outcomes. FUSD consults with teachers, principals, administrators, other school personnel, local bargaining units, SELPA administration,

parents, and students. The district gathers feedback through public meetings to understand the needs and priorities of these groups. Based on the input of educational partners and their participation in comprehensive needs assessments, FUSD sets specific, measurable goals to improve outcomes for all students, with a focus on reducing disparities between all students and student groups: EL, Foster Youth, and Low-Income students. This inclusive process ensures the LCAP provides comprehensive and effective support for all students with particular focus on ensuring that high need student groups receive appropriate supports. The goals and actions in the LCAP are aligned with local priorities and the state's eight priorities for student achievement, student engagement, school climate, and access to a broad course of study.

Student Input for the 2024-25 LCAP development expressed the need for stronger student-teacher relationships and emphasize the importance of training teachers to support student mental health. They seek initiatives that enhance their connection and engagement at school, recognizing the critical role of positive relationships within the school community. Safety and emotional wellness are also key concerns, with requests for increased safety measures in vital areas on school sites. Academically, students desire a rigorous and challenging curriculum, along with early and ongoing college and career awareness programs. Additionally, they advocate for access to dual enrollment opportunities to better prepare them for their future endeavors.

For the 2025-26 LCAP updates, students shared input on how to improve ELA scores would be to target phonics and reading in elementary, so students are able to read by end of middle school because it's even harder in high school (LCAP 1.1, 1A.1, 1A.2). Students also shared that English is not the first language for some students and there aren't enough resources to fill the gap, students do not understand the importance of literacy and writing for college and career, and it would be helpful if the content was more societally and culturally relevant (LCAP 1C.1-4, 1D.4, 2A.1). For English Learners, students believe they need practice tests or other resources to pass the ELPAC, specialized and targeted teaching toward LTELs, and teachers need to have patience, the skills of teaching reading, writing, and speaking and the ability to engage and communicate with students (LCAP 1C.1-4). In math, the concerns are students are afraid of difficulty and challenge, many students do not feel they need math in the future, and it is easy to fall behind in math. They also shared that some teachers give packets and do not teach the material, that teachers are constantly re-learning different ways of teaching math, that the way the material is presented and the way teachers facilitates the class can cause difficulty for students when learning. Teachers need to give students motivation and patience [in math] (LCAP 1B.1, 1B.2). For attendance, students said there is overall lack of support and encouragement from parents, teachers, administrators, lack of student motivation/incentive to accomplish goals, transportation issues, lack of attention span, not feeling welcomed or connected to schools, not prioritizing education, students worrying about income, life and other necessities such as taking care of siblings, and lack of resources to help deal with possible mental health issues or bullying contributing to being absent (LCAP 2.1, 2A.3, 2A.4,). For suspension rates, students believe that the students want to be noticed and allow themselves to fall under a stereotype, they may not feel welcomed to join the therapy and counseling programs, and some students believe they have nothing to lose if they have nothing (LCAP 2.1, 2A.2, 2A.6, 2B.3). For graduation and college/career readiness, they stated that some students have learned helplessness, they are not motivated or challenged enough, there is a lack of encouragement and support to succeed and do better, and a lack role models who they can identify with (LCAP 1D.1-4). Students agree that continuation school can help students' make-up a large number of credits (LCAP 1E.1-3).

The CAC parent input for the 2024-25 LCAP development emphasized the need for increased parent engagement and equitable access to school events and activities for students with disabilities. To boost participation in the CAC meetings, it is proposed to organize recruitment fairs as social events to attract more parents, as current attendance is low. Enhancing SWD parent trainings by hiring external speakers and providing refreshments aims to make these sessions more valuable and appealing. Parents would also like to have additional opportunities to advocate for their children through events, such as community walks and other events to advocate for the needs of their children. This group

also shared the need to improve equitable access for SWD related to transportation, special events, and student recognition. These measures address both the engagement of parents and the inclusion of students in school activities, recognizing them as essential for supporting the needs of SWD.

For 2025-26 LCAP, parents of SWD, also members of CAC, attended the PAC meeting on 5/5/25. They requested support for students with disabilities, specifically autism. They stated there is a need for increased behavioral support (LCAP 2.1) and training for parents and teachers of students with special needs (LCAP 1.2, 1.7, and 3.3). Additionally, it was stated that there have been incidents of students riding on the school bus for more than two hours. Thus, it was requested that transportation services for students, especially for SWD students, be reduced to less than 45 minutes by adding additional buses (LCAP 2A.4).

The DAAPAC input for the 2024-25 LCAP development emphasized several key areas for supporting African American students. They call for a breakdown of suspension rates by grade level and increased African American representation in advanced courses like AP or IB. They advocate for enrichment programs tailored for African American students and ensuring these students and their parents are well-informed about graduation requirements. Addressing negative trends such as high suspension rates and low academic achievement is crucial, alongside considering the school-to-prison pipeline in student inters and incorporating restorative practices in discipline. The input highlights the need to address the needs of mixed-race students, increase diversity among faculty and staff, and organize parent-teacher trips to local community colleges. Providing SAT preparation, summer ROP programs, and dual enrollment opportunities is also emphasized. They suggest exploring the correlation between assessments and graduation rates, examining grading policies, and communicating successful practices district-wide. Clarifying alternative career pathways, promoting cultural competency among staff, creating inclusive school environments that celebrate cultural identities, and addressing cultural sensitivity are essential. Finally, they recommend targeted funding to support cultural events like Black History Month.

For 2025-26, parent members of DAAPAC participated in the LCAP Educational Partner Committee meetings. A parent member of DAAPAC expressed concerns about the school climate survey that African American students scored school safety lower than other student groups and wanted to know what measures are being taken to ensure student safety (LCAP 2.1, 2A.1, 2A.2, 2B.4).

The 2024 -25 DELAC input for the LCAP emphasizes the need for greater collaboration among TOAs across different programs to integrate English language proficiency strategies and share them with teachers at their sites. They stress the importance of identifying language proficiency assessments across EL, Dual Language Immersion, and World Language programs and sharing the effectiveness of ELD instructional materials. The input highlights the continuation of partnerships with local universities to support a bilingual teacher pipeline and enhancing parent communication about student progress, monitoring, and involvement opportunities. Providing more ESL classes for parents, language and literacy tutoring for ELs during the summer, and ensuring language proficiency assessments inform student interventions are also prioritized. DELAC suggests offering incentives for parent participation, more training on the Seal of Biliteracy, expanding the DLI program, and providing detailed language data at each site. Ensuring year-round translation and interpretation services, improving communication with the community, continuing safety measures, and enhancing campus facilities are also key recommendations.

For 2025-26, DELAC provided input on the s in Goal 1C such as holding more hybrid parent meetings and recording the meetings (LCAP Goal 3), ensuring translation for all parent advisory meetings such as SSC (LCAP Goal 1C and 3), providing translation programs that parents, staff, and administrators can access at any given time (LCAP 1.8), to inform the process for reclassification and bilingualism and ELAC be shared on the first day of classes (LCAP 1C and 3), implementing strategies to actively engage parents and make them feel

welcomed and connected to the school staff (LCAP Goal 3), they request additional assessment of students to identify their needs for all students in general (LCAP 1.1, i-Ready), to provide tutoring and reading clubs after school and on Saturdays in reading, writing, and ELD (LCAP 1.4, ELOP), to have more bilingual educators/aides and to provide training for teachers to support EL students (LCAP 1C), and to have team meetings with students, teachers, families and administrators to set goals and help students when they are in the early years of school (School Student Intervention Teams address this need). They would like to see an increase in the number of schools that offer dual immersion each year and to continue to promote the Seal of Biliteracy and consider offering access to World Language classes starting in middle school. (LCAP Goal 1C).

The PAC input for the development of the 2024-25 LCAP emphasizes the importance of continuing translation services to ensure effective communication with non-English speaking parents. To increase parent involvement, the committee suggested creating more opportunities for active participation and offering hybrid meeting options to accommodate different schedules. They also recommended providing childcare during meetings and events to facilitate attendance. Additionally, the committee stressed the need to improve the quality of surveys to boost participation and gather more comprehensive feedback. Improving overall communication between the school and parents was highlighted as a priority, along with offering training programs to help parents support their children's education. Finally, the committee suggested providing resources and assistance to help parents understand and navigate transitions between different school levels.

For the 2025-26 LCAP development, PAC members requested support for secondary students with professional skills such as resume writing and interview practice to be prepared for the career employment process (LCAP 1D.1, 1D.4) Additionally, there is a request for continued free parent education workshops (LCAP 3.3).

Principals input on the 2024-25 LCAP development emphasized the need to continue and enhance the support of Teachers on Assignment (TOAs) at school sites through regular classroom visits, intervention support, real-time coaching, professional development facilitation, and collaboration with teachers and administrators. Additional support is needed at school sites to effectively implement initiatives, manage increased Individualized Educational Plan (IEP) caseloads, address post-COVID-19 student behavior issues, and allow principals to focus on instructional leadership. There is a call for instructional support in math to foster literacy and math skills, with early intervention and support extending beyond K-3, reducing referrals, and promoting equitable education. Principals stress the importance of consistent secondary intervention programs, increased bilingual aides for targeted EL student support, and expanded instructional specialists to aid in reading and math for students with diverse needs. Climate and Culture Specialists are essential for creating positive learning environments and addressing student well-being. Smaller class sizes in grades K-2 and improved school facilities maintenance for safety and aesthetics are also important. Support for students with anxiety and depression should be enhanced through trauma-informed mental health and SEL services, with comprehensive needs assessments and appropriate staff allocation. Safety supports for issues like substance abuse and traffic concerns, along with Other Means of Correction (OMC) for behavior management, are crucial. Continued MTSS behavior support is needed to foster positive school climates. Engaging parents through PD sessions at various times, offering elementary student leadership opportunities, and providing professional development on language development and special education support for general education teachers are also key priorities.

For 2025-26, principals and district administrators shared the following input for LCAP development: Ensuring Tiers 1-3 are implemented effectively for Math, Science, and ELA including needed tools and resources, and there is shared accountability for student learning (LCAP 1.1, 1A.1, 1A.2, 1B.1, 1B.2), increased opportunities for students to talk and to reduce teacher talk, academic discourse structures are needed, (LCAP 1.2), to improve science (LCAP 1.6) and math outcomes, including targeted math intervention and increased foundational

numeracy and conceptual understanding (LCAP 1B.1, 1B.2), there needs to be a focus on academic language, especially for EL students to access core content in all subject areas (LCAP 1.7, 1C.2, 1C.3, 1C.4), progress monitoring of EL students (LCAP 1C.2), increased access to CTE, AP/IB Courses (LCAP 1D.1, 1D.3), improve sense of belonging and increased connections with families on importance of education and support for parents on navigating the school system to reduce chronic absenteeism (LCAP 2A.3, 3.1, 3.4, 3.6), transportation/bus passes (LCAP 2A.4), MTSS SEL support (LCAP 2.1), increased early literacy intervention, especially for EL students, to reduce students from acting out in frustration that leads to increased suspensions (LCAP 1A.1, 1A.2), increased access to courses for meeting A-G requirements and CTE courses, especially for EL and SWD students (LCAP 1.1, 1D.1), increased parent engagement and provision of books for parents to read to young children, especially for SED students (LCAP 1.1, 1A.1), to support SWD, there's a need for consistent implementation of accommodations in the classroom and training for staff to support students with disabilities including co-teaching, reduction of student to staff ratio, and shared responsibility and increased teacher/student connections among all staff for SWD (LCAP 1.1, 1.2), support for health issues of SWD to reduce chronic absenteeism (Base program) training for teachers and instructional staff on de-escalation techniques, especially for SWD, (LCAP 2.1), and increased offering of afterschool intervention programs (LCAP 1.4).

FTA representatives' input for the 2024-24 LCAP development expressed that addressing the safety of students and staff in the classroom and on campus was paramount, especially given the increased frequency of behavioral challenges among students. These challenges required a comprehensive approach to behavior management and support. Ensuring a safe learning environment necessitated immediate and effective strategies to manage and mitigate these behaviors to protect all students and staff members. To enhance the consistency and quality of services provided across schools, it was crucial that various positions within the Multi-Tiered System of Supports (MTSS) Behavioral support staff received ongoing professional development and training. This continuous professional growth was essential for equipping staff with the latest strategies and best practices to address behavioral issues effectively. Furthermore, prioritizing the safety of students and staff became even more critical during incidents of physical violence. Schools needed robust protocols and trained personnel to handle such situations promptly and effectively. Establishing a clear, able plan for violent incidents was necessary to ensure the immediate safety and well-being of everyone involved and to prevent future occurrences. They stressed the importance of consistency and addressing the root causes of behavioral issues, as failing to do so diminished the overall discipline structure, making it less effective in maintaining order and safety. FTA also shared that professional development for teachers needed to be differentiated to cater to their specific needs and ensure that the content and delivery methods were effective. By addressing the unique challenges faced by different educators, schools could better equip them to foster positive student outcomes. Additionally, they believed that genuine collaboration and consideration of teacher input were vital when teachers participated in committees and teams. Adequate and ongoing training and support for site administrators were crucial for creating a safe and positive school climate. Engaging parents and guardians through targeted training and support programs was essential for fostering a collaborative effort to meet behavior and academic expectations. Outreach efforts needed to particularly focus on parents and guardians of at-risk students facing behavioral and academic challenges. By providing parents with the necessary tools and strategies to support their children, schools could create a more cohesive and supportive network that enhanced student success and positive outcomes.

For 2025-26 LCAP development, teachers, members of FTA, called for the following: technology literacy (LCAP 1.8), curriculum and pacing guide alignment that goes deeper into the content and is relevant to students and aligned to what is tested (LCAP 1.1. 1.2, 1.3), vocabulary development for ELs (LCAP 1.6), smaller class sizes (LCAP 1.1), more bilingual aides (LCAP 1C.2), transportation (LCAP 2A.4), information for parents about impacts of chronic absenteeism (LCAP 2A.3, 3.3, 3.4), mental health services (LCAP 2.1), inclusivity and diversity, and sense of belonging to address chronic absenteeism (LCAP 2A.1, 2A.2, 2A.3), training for CTE teachers and before/after school CTE programs (LCAP 1.4, 1D.4), small group instruction and intervention for math (LCAP1B.2), common expectations for math and ELA

achievement among all educational partners (1.1, 1.2, 1A.1, 1B.1), college and career readiness/transitional access/resources (LCAP 1D.2, 1D.4), enrichment/work study opportunities, (LCAP 1D.1), for reducing suspension - increased cultural understanding and competence; address institutionalized racism and microaggressions (LCAP 2A.1), classroom management (LCAP 2.1) , support for mental health such as behavioral specialists and preventative measures (LCAP 2.1).

POA input for the 2024-25 LCAP development applauded FUSD PD's commitment to safety encompasses several specific s aimed at bolstering security measures and enhancing preparedness. The specifically appreciate the proposal to increase the number of security cameras at elementary schools and addressing staffing to student ratios. They also believe that FUSD should continue to deploy District Safety Officers (DSOs) to schools and continue to internally manage the Youth Court program allowing the district to tailor the program's focus and methodologies to better align with community expectations. POA recommends expanding facilities and staffing for Jr. FLIP and FLIP programs and increasing security measures to provide timely support to students in need of intervention services. POA would like to augment training to equip staff with the confidence and skills necessary to respond effectively to crisis situations. Furthermore, providing orientation and ongoing training for administrators fosters collaboration between site administration and FUSD PD, ensuring a coordinated and informed approach to safety management within school environments. Additionally, POA believes that it is important to strengthen collaboration between FUSD PD and the Communications and Community Engagement Department to amplify positive messaging about the PD's efforts through frequent communication on various platforms. This initiative seeks to enhance community understanding of the PD's role and availability as a safety resource, fostering trust and engagement.

For the 2025-26 LCAP, there was a request from the Chief of PD on behalf of the POA members to provide additional professional development and training to parents, teachers, staff, and admin on fentanyl awareness and other critical safety planning (LCAP 2B.4). Additionally, support was requested to enhance the implementation of the FLIP programs to reduce suspensions. (LCAP 2B.2)

USW input for the 2024-25 LCAP development was to prioritize the expansion of the hours for positions such as bilingual, community, adaptive physical education (PE), and school site aides to at least seven hours during the school day will provide crucial additional support to students, ensuring a safe learning environment and helping them achieve their academic goals. They also would like the district to ensure enough substitute staff is available to cover absences will prevent disruptions in service and understaffing. Additionally, USW would like the district to consider ways to ensure work order systems to ensure timely maintenance and a safe learning environment for all.

For the 2025-26 LCAP, USW and POA union members and classified staff, collaboratively shared the following input: there needs to be support for students with substance abuse (LCAP 2.1), better classroom management and minimizing classroom disruptions is needed (LCAP 2.1), small group instruction in ELA and Math for all students who need it (LCAP 1A.2 and 1B.2), ensure students learn the foundational math concepts (LCAP 1.1, 1B.1), concern that students do not put full effort on state tests since it doesn't affect their grades, ESL classes for parents (Adult School), provide technology resources, including modern tech tools to remove the language barrier such as text to voice translator tools, especially for EL students (LCAP 1.8), increased bilingual aides (LCAP 1C.2), more tutoring needs to be provided (LCAP 1.4), there is a need for increased offering of CTE classes and to allow for students to transfer to access CTE pathway of choice (LCAP 1D.1), SED students need supplies to be provided for completion of science projects (LCAP 1.1), to improve attendance and decrease chronic absenteeism - there needs to be increased transportation support (LCAP 2.A.4), increase awareness of independent study (Base Program), to reduce suspensions, there needs to be therapy and counseling resources to help students with instability, trauma, and mental anguish (LCAP 2.1), there needs to be more intervention programs offered like FLIP and JR FLIP (LCAP 2B.3), to support graduation, students need support and encouragement from school administrators (LCAP 1.9), to support SWD there needs to be consistency of the

instructional aides they build relationships however some aides leave for other opportunities for more hours/benefits, (Base Program), SWD students need access to adequate learning spaces and tools that meet their needs rather than implementing a one size fits all accommodation, request to expand existing schools or build more school sites (Base Program), and there needs to be coaching for reading progress (LCAP 1A.1).

The SELPA Administrator input for the 2024-25 LCAP recommended conducting orientation meetings for all parents/guardians and students with disabilities facilitates smoother transitions when students start at new schools, proactively addressing specific needs and fostering a supportive environment. Lastly, site leaders need to actively engage in planning and budgeting for accommodations to ensure equitable access for students with disabilities to all school activities, promoting inclusion and preventing segregation. The SELPA Administrator shared the importance of developing s that collectively enhance support for students by fostering a more inclusive and effective educational environment. Prioritizing and formalizing collaboration between the Special Services (SS) and Teaching & Learning (T&L) divisions would ensure coordinated efforts in curriculum selection, the implementation of evidence-based practices, and the development of professional development programs. This equips both general and special education staff to meet diverse student needs and establish a more inclusive learning environment for students. It was also recommended that collaborative structures be in place to design the Multi-Tiered System of Supports (MTSS) for Social-Emotional Learning (SEL) and Academics, providing explicit support strategies and resources for students with disabilities across all tiers, enhancing targeted support and early identification of needs. Additionally, the district should consider training educators and administrators in implementation and improvement science enables them to conduct root cause analyses and engage in continuous improvement practices, leading to more effective problem-solving and better educational outcomes.

For the 2025-26 LCAP Development, SELPA administrators shared the following information: It is critical that the LCAP actions include support for SWD students who are part of the all-students group. There needs to be consistent implementation of tier 1 academic interventions for all students utilizing effective differentiation and UDL strategies to ensure students can access the rigorous content standards (LCAP 1.1, 1A.1, 1A.2, 1B.1, 1B.2). There is a disproportionate number of dually identified EL/SWD students. Currently the district has 10 mild/moderate TK classes serving about 150 students district wide, most of these students are qualifying due to language needs. There is a concern that students may be qualifying for special education services due to language development needs that could be addressed through designated and integrated language supports. There is a need to provide supplemental support for students with language development to address the disparity of students who are EL/SWD and the all-students group on i-Ready ELA and CAASPP ELA. Additionally, there is a concern that EL/SWD students are not reclassifying at appropriate rates thus becoming designated as L-TELS. To address these needs of EL students, SELPA and MPS departments have been collaborating on analyzing data, identifying root causes and students' needs, and developing a plan to address the needs of EL/SWD students It was determined that focusing on providing supplemental supports to improve the academic language of Els could reduce the percentage of students qualifying for special education services due to a language need and to ensure students are in the least restrictive environment to receive these supports (LCAP 1.7). While the % of students being suspended and expelled has significantly reduced over the years since disallowing violations of K – disruption and defiance as a justification there has been an increase in the % of students qualifying for special education services for behavior challenges. Additionally, this has resulted in an increased demand for 1:1 special education aides to support these students, nearly doubling the number of aides within the past few years. There is a need to support students who have behavior challenges by ensuring that appropriate tier 1 behavior supports are provided and proceeding with tier 2 and 3 supports as needed to reduce the disproportionate number of students qualifying for special education due to behavior challenges. There is a need to build the capacity of teachers, support staff, and school administrators to effectively and consistently implement appropriate behavioral support for all students, including students with disabilities. There is a need to ensure there are adequate resources for students with sensory needs. (LCAP 2.1 and Base Program)

The educational partners from Equity Multiplier Schools, Birch and Citrus Continuation High Schools, provided feedback during SSC meetings for the 2024-25 LCAP development to establish a goal to improve attendance by making the school more inviting, enhancing the students' sense of belonging, and also offering alternative ways of learning for students (LCAP 1E.2). They also indicated that a goal was needed to reduce suspension rates and suggested that staff be trained about how to deal with different students and helping students overcome substance abuse, since that is one of the most common reasons for suspension (LCAP 1E.3). Additionally, they indicated that an academic achievement goal was needed to ensure additional supports are needed to ensure that all students can be successful by focusing on the individual learning needs of students, offering counseling support to make sure students are taking appropriate classes, and teachers expressed the need to have consistent PLC time (LCAP 1E.1).

For the 2025-26 LCAP, educational partners from the Equity Multiplier Schools including parents, students, and staff who attended meetings in person or virtually or completed the feedback form shared the following: students requested a driver's education program be offered, additional reading books for the library, support for career with mock interviews and resume building, support for college with applications and financial aid. Teachers also discussed the need to create a program to prepare students for post-secondary plans after graduating including how to get a job, interview skills, and workability skills. To address these needs, the school will modify 4th period to be an intervention/advisory period for this purpose and to meet other identified needs, such as presentations, field trips, small group/individual tutoring and to hold schoolwide assemblies for students about college and career readiness. Additional input was provided and based on the educational partner's feedback in our SSC, ELAC, Certificated/Classified Staff meetings, Empowerment Ceremony, and the MS Form Equity Multiplier Feedback, the following s and services will be funded out of the Equity Multiplier funds in the 2025-26 school year: Enhance and expand transportation services by purchasing additional passenger vans; Implement an advisory/intervention period for all students to improve their college and career readiness; Enhance and expand tier 3 interventions through outside agencies; Urban Literacy; South Coast Counseling; Neutral Ground – Intervention Specialist; Rescue A Generation; Enhance and expand parent resources, communication, and collaboration by implementing a Case Manager/Social Worker through South Coast; Improve the school's climate and culture through implementation of Minga; Enhance and expand social emotional services and supports through the implementation of Too Good for Drugs and Too Good for Violence curriculum for small group counseling session with our counselors; Enhance and expand the athletic/intramural program; and Improve the school's climate and culture through the implementation of Yondr (LCAP 1E.1-3).

The LCAP Educational Partner Committee for the 2024-25 LCAP development emphasized the need for a focus on literacy in English Language Arts and improving math skills, while addressing disparities among ethnic and racial groups in academics, attendance, and discipline. They advocate for exploring the relationship between absenteeism and academic performance to develop targeted interventions and address chronic absenteeism. Providing mental wellness support and developing programs for foster and homeless youth, including parental engagement, are key priorities. Building staff capacity through culturally responsive teaching and utilizing a Multi-Tiered System of Support (MTSS) is essential. They believe that monitoring student progress, offering targeted support, and integrating students' cultural backgrounds into learning are crucial for promoting equity and accommodating diverse learning needs. The committee calls for targeted math interventions, access to rigorous coursework, and equipping students with skills for post-secondary education or career paths, including workforce participation. Improving communication with educational partners, enhancing parent engagement, strengthening college and career pathways, and supporting effective student guidance are also highlighted. Finally, prioritizing professional development for staff districtwide is crucial for achieving these goals.

For 2025-26 LCAP, parent members requested the following: for ELA - teachers and bilingual aides trained to support EL students (LCAP

1.2, 1.C.2), holding teachers accountable for EL students to reclassify students (LCAP 1C.2 and 1C.4), tutoring (LCAP 1.4), ensuring students are reading by elementary age (LCAP 1A.1, 1A.2), and home programs online (LCAP 2.2). For reducing chronic absenteeism - support for reducing peer conflict/bullying (LCAP 2.1, 2A.2), addressing educational deficits (LCAP 1.1, 1A.2, 1B.2), elimination of punitive consequences (LCAP 2.1 and 2B.3), compassion from staff (LCAP 3.6), support for parents and students with emotional needs (LCAP 2.1).

Based on the feedback from all educational partner groups, the following themes emerged and influenced the goals and actions developed in for the 2024-27 LCAP:

Enhance Student Support
- Strengthen student-teacher relationships and train teachers to support student mental health. (Goals 2, 2A)
- Provide early and ongoing college and career awareness programs. (Goal 1D)
- Offer rigorous curriculum (Goals 1, 1A, 1B)
- Provide dual enrollment opportunities. (Goal 1D)
- Address safety concerns and emotional wellness on school sites. (Goals 2 and 2B)

Increase Equity and Inclusion
- Address the needs of underperforming/over-identified student groups, including reducing suspension rates. (Goals 2, 2A)
- Increase representation of all student groups in advanced courses. (Goal 1D)
- Promote cultural competency among staff and create inclusive environments. (Goal 2A)
- Support bilingual programs and ensure language proficiency assessments inform student interventions. (Goal 1C)

Improve Parent and Community Engagement
- Continue translation services and improve communication with non-English speaking parents. (Goals 1C and 3)
- Create more opportunities for parent involvement, including hybrid meeting options and childcare during events. (Goal 3)
- Provide training programs for parents to support their children's education and navigate school transitions. (Goal 3)

Support for High-Needs Students
- Offer targeted support for low-income students, English learners, foster youth, and homeless students. (All Goals)
- Provide Scholastic Aptitude Test (SAT) preparation, summer programs, and dual enrollment opportunities. (Goals 1, 1D)
- Enhance mental health and social-emotional learning (SEL) services. (Goals 2, 2A)

Enhance Professional Development
- Provide ongoing professional development for teachers and staff, including training on behavior management and culturally responsive teaching. (Goals 1, 2)
- Differentiate professional development to cater to specific needs of educators. (Goal 1, 1A, 1B, 1C, 1D, 2, 3)
- Support site administrators with training and collaboration opportunities. (Goal 1)

Improve School Facilities and Safety
- Address maintenance, workflows, and safety issues on campuses. (Goal 2B and Base Program)
- Expand security measures, including increasing the number of security cameras and staffing. (Goal 2B and Base Program)

Utilize Data-Driven Decision Making
- Use data to inform goals and actions, including analyzing student performance and attendance records. (All Goals)
- Monitor progress and implement evidence-based strategies for improvement. (All Goals)

Foster Positive School Climate
- Implement restorative practices and address the school-to-prison pipeline. (Goals 2, 2A, and 2B)
- Support staff to create positive learning environments. (Goals 1, 2, 2A, 2B)
- Reduce class sizes, particularly in early grades, to improve student outcomes. (Goal 1)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	POWERFUL OUTCOMES FOR ALL SCHOLARS: FUSD will ensure every student is engaged in a high-quality educational program focused on raising the overall academic achievement and college/career readiness of all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 supports the district's first Area of Focus: Powerful outcomes for all scholars. FUSD will continue to implement a Multi-Tiered System of Supports (MTSS), strengthen equity-centered leadership, and provide ongoing professional development to meet students' academic and developmental needs. This includes progress monitoring, extended learning, and personalized instruction.

To further this goal, FUSD will continue to focus on key areas such as literacy, math, science, arts, college and career readiness, and the unique needs of English Learners, ensuring all students are prepared for future success.
The district also remains committed to:
- Prioritizing arts education and expanded learning opportunities
- Recruiting and retaining high-quality staff
- Supporting students with disabilities
- Leveraging technology to enhance learning

The 2023 CAASPP results showed positive trends in ELA and early grades, while highlighting the need to improve mathematics and upper-grade performance. Despite some progress in 2024, achievement gaps persist, particularly for English Learners, Socioeconomically Disadvantaged students, students with disabilities, and foster youth, underscoring the need for continued focus on equity and targeted support.

Educational Partners continue to recommend strategies that address disparities among student groups, including culturally responsive teaching, targeted interventions, and professional development for educators.

The district has selected goals, actions and metrics designed to directly address the findings from the data, with particular attention to student

groups scoring in the lowest performance band (Red). Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; EL: English Learner; FY: Foster Youth; SED: Socioeconomically Disadvantaged/Low-Income; SWD: Students with Disabilities; HOM: Homeless Youth; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Multiple Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	CAASPP ELA % Met/Exceeded (Data Source: CDE Research File)	2022-2023 ALL STUDENTS: 35.3% Program Groups: EL: 9.6% LTEL: 5.2% SED: 32.1% FY: 19.2% SWD: 8.4% HOM: 26.0% Ethnicity Groups: AA: 32.7% AI: 33.3% AS: 56.1% FI: 73.9% HI: 34.3% PI: 41.2% MR: 45.2% WH: 38.8%	2023-2024 ALL STUDENTS: 37.4% Program Groups: EL: 9.8% LTEL: 6.7% SED: 35.0% FY: 20.4% SWD: 9.6% HOM: 22.2% Ethnicity Groups: AA: 33.4% AI: 41.2% AS: 56.5% FI: 74.1% HI: 36.3% PI: 35.1% MR: 49.8% WH: 41.2%		ALL STUDENTS: 41.3% Program Groups: EL: 20.1% LTEL: 12.7% SED: 42.6% FY: 29.7% SWD: 18.9% HOM: 36.5% Ethnicity Groups: AA: 43.2% AI: 43.8% AS: 62.1% FI: 79.9% HI: 44.8% PI: 47.2% MR: 51.2% WH: 44.8%	ALL STUDENTS: +2.1% Program Groups: EL: +0.2% LTEL: +1.5% SED: +2.9% FY: +1.2% SWD: +1.2% HOM: -3.8% Ethnicity Groups: AA: +0.7% AI: +7.9% AS: +0.4% FI: +0.2% HI: +2.0% PI: -6.1% MR: +4.6% WH: +2.4%
M1.2	CAASPP MATH % Met/Exceeded (Data Source: CDE Research File)	2022-2023 ALL STUDENTS: 20.9% Program Groups: EL: 6.6% LTEL: 0.8%	2023-2024 ALL STUDENTS: 22.7% Program Groups: EL: 7.0% LTEL: 1.7%		ALL STUDENTS: 26.9% Program Groups: EL: 17.1% LTEL: 9.8% SED: 28.9%	ALL STUDENTS: +1.8% Program Groups: EL: +0.4% LTEL: +0.9% SED: +2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 18.4% FY: 15.5% SWD: 5.3% HOM: 13.9% Ethnicity Groups: AA: 16.4% AI: 11.1% AS: 42.5% FI: 61.9% HI: 19.8% PI: 27.3% MR: 27.7% WH: 28.2%	SED: 20.8% FY: 11.5% SWD: 6.8% HOM: 13.4% Ethnicity Groups: AA: 19.2% AI: 25.0% AS: 45.4% FI: 67.2% HI: 21.2% PI: 21.6% MR: 32.0% WH: 31.8%		FY: 26% SWD: 15.8% HOM: 24.4% Ethnicity Groups: AA: 26.9% AI: 30.0% AS: 49% FI: 67.9% HI: 30.3% PI: 33.3% MR: 33.7% WH: 34.2%	FY: -4.0% SWD: +1.5% HOM: -0.5% Ethnicity Groups: AA: +2.8% AI: +13.9% AS: +2.9% FI: +5.3% HI: +1.4% PI: -5.7% MR: +2.3% WH: +3.6%
M1.3	California Science Test (CAST) % Met/Exceeded (Data Source: CDE Research File)	2022-2023 ALL STUDENTS: 17.2% Program Groups: EL: 1.3% LTEL: 0.0% SED: 14.9% FY: 6.4% SWD: 1.9% HOM: 12.4% Ethnicity Groups: AA: 12.8% AI: NA AS: 37.4% FI: 52.6% HI: 16.3% PI: 7.1% MR: 27.1% WH: 20.7%	2023-2024 ALL STUDENTS: 30.7% Program Groups: EL: 2.4% LTEL: 0.2% SED: 20.7% FY: 9.6% SWD: 9.0% HOM: 13.5% Ethnicity Groups: AA: 15.0% AI: NA AS: 60.6% FI: 50.5% HI: 19.6% PI: 21.0% MR: 45.1% WH: 44.9%		ALL STUDENTS: 35.0% Program Groups: EL: 11.8% LTEL: 9.0% SED: 25.4% FY: 16.9% SWD: 12.4% HOM: 22.9% Ethnicity Groups: AA: 23.3% AI: NA AS: 65.6% FI: 58.6% HI: 26.8% PI: 26.0% MR: 33.1% WH: 26.7%	ALL STUDENTS: +13.5% Program Groups: EL: +1.1% LTEL: +0.2% SED: +5.8% FY: +3.2% SWD: +7.2% HOM: +1.1% Ethnicity Groups: AA: +2.2% AI: NA AS: +23.2% FI: -2.1% HI: +3.3% PI: +13.9% MR: +18.0% WH: +24.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.4	CAASPP ELA - DISTRICT Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: -40.4 Program Groups: EL: -75.9 LTEL: -106.3 SED: -48.7 FY: -75.4 SWD: -126.7 HOM: -69.5 Ethnicity Groups: AA: -49.6 AI: -53.4 AS: +14.3 FI: +59.6 HI: -42.9 PI: -40.9 MR: -23.8 WH: -31.4	2023-2024 ALL STUDENTS: -33.7 Program Groups: EL: -69.5 LTEL: -100.2 SED: -39.5 FY: -68.4 SWD: -112.7 HOM: -73.5 Ethnicity Groups: AA: -39.9 AI: -34.0 AS: +20.5 FI: +57.1 HI: -36.7 PI: -32.6 MR: -13.5 WH: -17.9		ALL STUDENTS: -30.4 Program Groups: EL: -55.9 LTEL: -97.3 SED: -36.7 FY: -55.4 SWD: -96.7 HOM: -38.5 Ethnicity Groups: AA: -37.6 AI: -29 AS: +25.5 FI: +62.6 HI: -32.9 PI: -30.9 MR: -8.5 WH: -12.9	ALL STUDENTS: +6.7 Program Groups: EL: +6.4 LTEL: +6.1 SED: +9.2 FY: +7.0 SWD: +14.0 HOM: -4.0 Ethnicity Groups: AA: +9.7 AI: +19.4 AS: +6.2 FI: -2.5 HI: +6.2 PI: +8.3 MR: +10.3 WH: +13.5
M1.5	CAASPP ELA - ELEMENTARY SCHOOLS Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 Almond: ALL: -70.1 EL: -77.8 HI: -71.1 SED: -75.6 Binks: SWD: -137.6 Cypress: EL: -73.3 Grant: SWD: -91.8	2023-2024 Almond: ALL: -57.4 EL: -71.9 HI: -57.6 SED: -59.5 Binks: SWD: -69.6 Cypress: EL: -71.5 Grant: SWD: -110.3		Almond: ALL: -52.4 EL: -57.8 HI: -52.6 SED: -54.5 Binks: SWD: -64.6 Cypress: EL: -64.3 Grant: SWD: -82.8	Almond: ALL: +12.7 EL: +5.9 HI: +13.5 SED: +16.1 Binks: SWD: +68 Cypress: EL: +1.8 Grant: SWD: -18.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Juniper: ALL: -71 EL: -87.1 SED: -75.8 Mango: EL: -97.6 SED: -72.4 SWD: -86.7 Maple: SWD: -105 North Tamarind: ALL: -81.4 EL: -75.5 HI: -80.8 SED: -82.3 Oleander: SWD: -136.7 Palmetto: EL: -82.5 Poplar: SWD: -108.1 Primrose: EL: -76.3 SWD: -107.6 Randall-Pepper: ALL: -81.5 EL: -90.2 HI: -82.7	Juniper: ALL: -57.7 EL: -81 SED: -58.6 Mango: EL: -86.5 SED: -59.7 SWD: -85.9 Maple: SWD: -88.1 North Tamarind: ALL: -76.7 EL: -67.4 HI: -75.3 SED: -74 Oleander: SWD: -113.2 Palmetto: EL: -59.9 Poplar: SWD: -103.9 Primrose: EL: -63.2 SWD: -89.2 Randall-Pepper: ALL: -70.9 EL: -77 HI: -71.6		Juniper: ALL: -52.7 EL: -75.1 SED: -53.6 Mango: EL: -81.5 SED: -54.7 SWD: -77.7 Maple: SWD: -83.1 North Tamarind: ALL: -71.4 EL: -66.5 HI: -70.8 SED: -72.3 Oleander: SWD: -108.2 Palmetto: EL: -54.9 Poplar: SWD: -99.1 Primrose: EL: -58.2 SWD: -84.2 Randall-Pepper: ALL: -65.9 EL: -72 HI: -66.6 SED: -65.7	Juniper: ALL: +13.3 EL: +6.1 SED: +17.2 Mango: EL: +11.1 SED: +12.7 SWD: +0.8 Maple: SWD: +16.9 North Tamarind: ALL: +4.7 EL: +8.1 HI: +5.5 SED: +8.3 Oleander: SWD: +23.5 Palmetto: EL: +22.6 Poplar: SWD: +4.2 Primrose: EL: +13.1 SWD: +18.4 Randall-Pepper ALL: +10.6 EL: +13.2 HI: +11.1 SED: +14.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: -85.3 SWD: -136.9 Redwood: SWD: -109.6 Sierra Lakes: SWD: -113.8 South Tamarind: EL: -82.6 SED: -76.5 Tokay: EL: -76.4 West Randall: ALL: -84 EL: -101 HI: -86.2 SED: -85 SWD: -155.4	SED: -70.7 SWD: -134.1 Redwood: SWD: -86 Sierra Lakes: SWD: -109 South Tamarind: EL: -58.9 SED: -56.4 Tokay: EL: -71.4 West Randall: ALL: -92.9 EL: -95.8 HI: -96.7 SED: -91.7 SWD: -145.3		SWD: -116.9 Redwood: SWD: -81 Sierra Lakes: SWD: -104.8 South Tamarind: EL: -53.9 SED: -51.4 Tokay: EL: -67.4 West Randall: ALL: -74 EL: -89 HI: -76.2 SED: -75 SWD: -135.4	SWD: +2.8 Redwood: SWD: +23.6 Sierra Lakes: SWD: +4.8 South Tamarind: EL: +23.7 SED: +20.1 Tokay: EL: +5.9 West Randall: ALL: -8.9 EL: +5.2 HI: -10.5 SED: -6.7 SWD: +10.1
M1.6	CAASPP ELA - MIDDLE SCHOOLS Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 Alder MS: ALL: -70.9 EL: -98.2 HI: -72.1 SED: -77.1 SWD: -172.9 Almeria MS: ALL: -78.5 EL: -108.4 HI: -81.6 SED: -86.8	2023-2024 Alder MS: ALL: -55.6 EL: -80.7 HI: -55.8 SED: -58.9 SWD: -132.8 Almeria MS: ALL: -72.3 EL: -122 HI: -76 SED: -78.3		Alder MS: ALL: -50.6 EL: -75.7 HI: -50.8 SED: -53.9 SWD: -127.8 Almeria MS: ALL: -68.5 EL: -94.5 HI: -69.8 SED: -75.8 SWD: -145.4	Alder MS: ALL: +15.3 EL: +17.5 HI: +16.3 SED: +18.2 SWD: +40.1 Almeria MS: ALL: +6.2 EL: -13.6 HI +5.6 SED: +8.5 SWD: +19.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -175.4 Fontana MS: ALL: -83.8 EL: -109.8 HI: -82.3 HOM: -131.3 SED: -87 SWD: -157 Sequoia MS: SWD: -116.2 Southridge Tech: SWD: -137.4	SWD: -155.9 Fontana MS: ALL: -73.8 EL: -100 HI: -72.6 HOM: -91.5 SED: -76 SWD: -146.1 Sequoia MS: SWD: -122.1 Southridge Tech: SWD: -113.2		Fontana MS: ALL: -68.8 EL: -96.8 HI: -72.3 HOM: -86.5 SED: -71 SWD: -140 Sequoia MS: SWD: -107.2 Southridge Tech: SWD: -108.2	Fontana MS: ALL: +10.0 EL: +9.8 HI: +9.7 HOM: +39.8 SED: +11.0 SWD: +10.9 Sequoia MS: SWD: -5.9 Southridge Tech: SWD: +24.2
M1.7	CAASPP ELA - HIGH SCHOOLS Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 A. B. Miller: EL: -100.9 SWD: -132.1 Eric Birch: ALL: -99.6 HI: -100.1 Henry J. Kaiser: EL: -100.3 Jurupa Hills: EL: -85 Summit: EL: -88.6 SWD: -138.8	2023-2024 A. B. Miller: EL: -85.3 SWD: -104.2 Eric Birch: ALL: -96.9 HI: -99.2 Henry J. Kaiser: EL: -77.8 Jurupa Hills: EL: -70.2 Summit: EL: -63.6 SWD: -96.8		2025-2026 A. B. Miller: EL: -80.3 SWD: -99.2 Eric Birch: ALL: -90.6 HI: -91.1 Henry J. Kaiser: EL: -72.8 Jurupa Hills: EL: -65.2 Summit: EL: -58.6 SWD: -91.8	A.B. Miller: EL: +15.6 SWD: +27.9 Eric Birch: ALL: +2.7 HI: +0.9 Henry J. Kaiser: EL: +22.5 Jurupa Hills: EL: +14.8 Summit: EL: +25.0 SWD: +42.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.8	CAASPP MATH - DISTRICT Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: -82.1 Program Groups: EL: -109.9 LTEL: -165.7 SED: -89.6 FY: -108.0 SWD: -155.1 HOM: -105.6 Ethnicity Groups: AA: -98.4 AI: -106.1 AS: -14.9 FI: +23.3 HI: -85.0 PI: -112.5 MR: -63.2 WH: -60.0	2023-2024 ALL STUDENTS: -76.1 Program Groups: EL: -103.2 LTEL: -161.6 SED: -82.1 FY: -108.5 SWD: -143.7 HOM: -125.1 Ethnicity Groups: AA: -88.3 AI: +29.9 AS: -11.8 FI: +23.5 HI: -79.7 PI: -101.3 MR: -54.2 WH: -48.8		ALL STUDENTS: -72.1 Program Groups: EL: -97.9 LTEL: -156.7 SED: -79.6 FY: -96.0 SWD: -138.1 HOM: -93.6 Ethnicity Groups: AA: -87.4 AI: +34.9 AS: -10.9 FI: +26.3 HI: -75.0 PI: -96.3 MR: -49.2 WH: -43.8	ALL STUDENTS: +6.0 Program Groups: EL: +6.7 LTEL: +4.1 SED: +7.5 FY: -0.5 SWD: +11.4 HOM: -19.5 Ethnicity Groups: AA: +10.1 AI: +76.2 AS: +3.1 FI: +0.2 HI: +5.3 PI: +11.2 MR: +9.0 WH: +11.2
M1.9	CAASPP MATH - ELEMENTARY SCHOOLS Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 Binks: SWD: -134.8 Grant: SWD: -122.3 Mango: EL: -98.3 North Tamarind: EL: -104 Oleander: SWD: -149	2023-2024 Binks: SWD: -86.4 Grant: SWD: -123.6 Mango: EL: -80.9 North Tamarind: EL: -94.1 Oleander: SWD: -110.3		Binks: SWD: -81.4 Grant: SWD: -113.3 Mango: EL: -75.9 North Tamarind: EL: -89.1 Oleander: SWD: -105.3	Binks: SWD: +48.4 Grant: SWD: -1.3 Mango: EL: +17.4 North Tamarind: EL: +9.9 Oleander: SWD: +38.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Primrose: SWD: -138.2 Randall-Pepper: ALL: -100.5 EL: -105.6 HI: -99 SED: -104.6 Redwood: SWD: -135.3 West Randall: EL: -110	Primrose: SWD: -102.8 Randall-Pepper: ALL: -86.8 EL: -86.9 HI: -86.2 SED: -87.6 Redwood: SWD: -87.6 West Randall: EL: -106		Primrose: SWD: -97.8 Randall-Pepper: ALL: -81.8 EL: -81.9 HI: -81.2 SED: -82.6 Redwood: SWD: -82.6 West Randall: EL: -101	Primrose: SWD: +35.4 Randall-Pepper: ALL: +13.7 EL: +18.7 HI: +12.8 SED: +17 Redwood: SWD: +47.7 West Randall: EL: +4.0
M1.10	CAASPP MATH - MIDDLE SCHOOLS Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 Alder MS: AA: -139 ALL: -106.9 EL: -139.9 HI: -107.3 SED: -115.4 SWD: -202.2 Almeria MS: ALL: -113.6 EL: -150.2 HI: -115.9 SED: -122.6 SWD: -200 Fontana MS: ALL: -109.8 EL: -139.6 HI: -108.6 HOM: -135.6	2023-2024 Alder MS: AA: -116.8 ALL: -99.8 EL: -125.4 HI: -100.7 SED: -103 SWD: -171.2 Almeria MS: ALL: -109.6 EL: -154.5 HI: -114.4 SED: -118.1 SWD: -183.6 Fontana MS: ALL: -110.8 EL: -129.7 HI: -109.1 HOM: -144.7		Alder MS: ALL: -96.9 AA: -94.8 EL: -120.4 HI: -96.3 SED: -98 SWD: -164.2 Almeria MS: ALL: -103.6 EL: -136.2 HI: -105.9 SED: -111.6 SWD: -180 Fontana MS: ALL: -99.8 EL: -126.6 HI: -97.6 HOM: -122.6 SED: -103.4	Alder MS: AA: +22.2 ALL: +7.1 EL: +14.5 HI: +6.6 SED: +12.4 SWD: +31.0 Almeria MS: ALL: +4.0 EL: +4.3 HI: -1.5 SED: +4.5 SWD: +16.4 Fontana MS: ALL: -1.0 EL: +9.9 HI: -0.5 HOM: -9.1 SED: +0.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: -113.4 SWD: -190.5 Sequoia MS: ALL: -102.5 HI: -103.6 SED: -105.6 SWD: -180.2 Southridge Tech: AA: -120.6 EL: -122.7 SED: -96 SWD: -187.9 Truman MS: ALL: -118.5 EL: -144 HI: -117.9 SED: -122.1 SWD: -192.2	SED: -113 SWD: -177.2 Sequoia MS: ALL: -98.4 HI: -98.4 SED: -97.9 SWD: -176.4 Southridge Tech: AA: -109.7 EL: -114.2 SED: -87.8 SWD: -166.6 Truman MS: ALL: -98 EL: -121.8 HI: -99.6 SED: -99.1 SWD: -166.7		SWD: -170.5 Sequoia MS: ALL: -92.5 HI: -93.6 SED: -95.6 SWD: -160.2 Southridge Tech: AA: -104.7 EL: -113.7 SED: -87 SWD: -160.6 Truman MS: ALL: -93 EL: -116.8 HI: -93.6 SED: -94.1 SWD: -161.7	SWD: +13.3 Sequoia MS: ALL: +4.1 HI: +5.2 SED: +7.7 SWD: +3.8 Southridge Tech: AA: +10.9 EL: +8.5 SED: +8.2 SWD: +21.3 Truman MS: ALL: +20.5 EL: +22.2 HI: +18.3 SED: +23.0 SWD: +25.5
M1.11	CAASPP MATH - HIGH SCHOOLS Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 Fontana HS: EL: -185.9 Summit HS: AA: -126.4 EL: -165.2	2023-2024 Fontana HS: EL: -163.3 Summit HS: AA: -82.6 EL: -135.1		Fontana HS: EL: -158.3 Summit: AA: -77.6 EL: -130.1	Fontana HS: EL: +22.6 Summit HS: AA: +43.8 EL: +30.1
M1.12	Standards Implementation Average Rating	2023-2024 ELA: 4 out of 5 Math: 3 out of 5 Science: 3 out of 5 History: 3 out of 5 ELD: 3 out of 5	2024-2025 ELA: 4 out of 5 Math: 3 out of 5 Science: 3 out of 5 History: 3 out of 5 ELD: 3 out of 5		ELA: 5 out of 5 Math: 5 out of 5 Science: 4 out of 5 History: 4 out of 5 ELD: 4 out of 5 Health: 4 out of 5	ELA: +0 Math: +0 Science: +0 History: +0 ELD: +0 Health: -2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CDE Self-Reflection Tool)	Health: 3 out of 5 World Language: 3 out of 5 PE: 3 out of 5 CTE: 4 out of 5 VAPA: 3 out of 5 PD Needs: 2 out of 5	Health: 1 out of 5 World Language: 3 out of 5 PE: 3 out of 5 CTE: 5 out of 5 VAPA: 3 out of 5 PD Needs: 2 out of 5		World Language: 4 out of 5 PE: 4 out of 5 CTE: 5 out of 5 VAPA: 4 out of 5 PD Needs: 4 out of 5	World Language: +0 PE: +0 CTE: +1 VAPA: +0 PD Needs: +0
M1.13	Instructional Materials % of Students with Access (Data Source: Williams Report)	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
M1.14	Qualified Teachers % Appropriately Assigned and Fully Credentialed (Data Source: DataQuest)	2021-2022 90.9%	2022-2023 90.6%		95%	-0.3%
M1.15	Broad Course of Study % of Students with Access (Data Source: Student Information System)	2023-2024 100%	2023-2024 100%		100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.16	English Learner Progress Indicator (ELPI) - DISTRICT % Making Progress Toward English Language Proficiency (Data Source: CA School Dashboard)	2022-2023 EL: 44.8% LTEL: 44.1%	2023-2024 EL: 42.4% LTEL: 40.0%		EL: 50.8% LTEL: 50.1%	EL: -2.4% LTEL: -4.1%
M1.17	California Science Test (CAST) Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: -19.5 Program Groups: EL: -26.8 LTEL: -31.5 SED: -20.9 FY: -27.5 SWD: -31.8 HOM: -24.8 Ethnicity Groups: AA: -23.6 AI: N/A AS: -8.5 FI: -0.9 HI: -20.1 PI: -23.1 MR: -13.9 WH: -15.8	2023-2024 ALL STUDENTS: -18.7 Program Groups: EL: -25.4 LTEL: -31.0 SED: -19.6 FY: -21.5 SWD: -31.0 HOM: -25.0 Ethnicity Groups: AA: -20.8 AI: N/A AS: -7.5 FI: -0.3 HI: -19.3 PI: -25.8 MR: -13.4 WH: -15.1		ALL STUDENTS: -14.7 Program Groups: EL: -19.4 LTEL: -25.0 SED: -13.6 FY: -15.5 SWD: -25.0 HOM: -19.0 Ethnicity Groups: AA: -13.8 AI: N/A AS: -3.5 FI: 3.3 HI: -13.3 PI: -19.8 MR: -9.4 WH: -11.1	ALL STUDENTS: +0.8 Program Groups: EL: +1.4 LTEL: +0.5 SED: +1.3 FY: +6.0 SWD: +0.8 HOM: -0.2 Ethnicity Groups: AA: +2.8 AI: N/A AS: -1.0 FI: -0.6 HI: +0.8 PI: -2.7 MR: +0.5 WH: +0.7

Goal Analysis [2024-25]

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

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

Action 1.1 was fully implemented as planned, with a clear focus on building the capacity of teachers, school leaders, and support staff to provide differentiated and effective instructional support based on students' identified needs. The implementation followed a structured and intentional approach that ensured professional learning, materials distribution, and ongoing support were aligned across all elementary school sites. By the end of August 2024, 100% of kindergarten through second-grade teachers participated in Day 1 of Magnetic Reading training and received the necessary instructional materials. This training laid the foundation for implementing a research-based supplemental literacy program that enhanced early literacy instruction. Additionally, all school sites completed Day 2 of Magnetic Reading training prior to spring break, reinforcing consistent implementation districtwide. Implementation walks across campuses provided valuable qualitative feedback that informed next steps for professional learning and support. To strengthen instructional leadership, all principals completed two Magnetic Reading training sessions and six sessions on the Science of Reading. This ensured school leaders had the knowledge and tools to guide and support effective literacy instruction. Furthermore, first and second-grade teacher cohorts completed all six days of Science of Reading professional development, enhancing their ability to deliver instruction aligned with current research on how students learn to read. Instructional improvement also extended to mathematics. A cohort of 35 third- through fifth-grade teachers completed training on the first seven chapters of the new Mathematics Framework Addendum, building a deeper understanding of shifts in math instruction and equipping teachers to apply these strategies in the classroom. Fontana Unified School District (FUSD) successfully established Instructional Leadership Teams (ILTs) at every school site. These teams met monthly to oversee the implementation of high-quality instruction, data-driven decision-making, and continuous improvement. ILTs received targeted professional development focused on their roles and the collaborative processes of Professional Learning Communities (PLCs). Administrative staff also received ongoing professional development to strengthen their ability to support a multitiered approach to instruction, particularly for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Teachers on Assignment (TOAs) were equipped with cognitive coaching strategies through comprehensive training sessions—new TOAs completed the full training, while experienced TOAs received refresher training to continue deepening their coaching practice. The district also expanded support systems for professional learning through a partnership with KickUp, a platform that allowed staff to register for professional development sessions and provide real-time feedback. This system strengthened FUSD's ability to monitor the quality and impact of professional learning across the district.

Through this coordinated and comprehensive implementation of Action 1.1, FUSD ensured that all instructional staff—certificated, classified, and administrative—were equipped to deliver timely, differentiated, and effective academic support. This full implementation reflects a districtwide commitment to continuous improvement, equity, and the use of evidence-based practices to meet the diverse needs of all students.

Action 1.2, Building staff Capacity Through Professional Development and Coaching, was implemented fully as planned. FUSD successfully supported staff through professional development and coaching. The District PD Plan was created with division input and enhanced core instructional programs and district initiatives focused on literacy and sense of belonging. FUSD successfully supported new teachers with Induction & Credentialing as well as Teacher on Assignments to ensure they knew the district's scope and sequence, curriculum materials, assessments and other district resources to support core instruction. All teachers were supported with Teacher on Assignments and PLC collaboration during district PD days that were held August 1, October 7, and January 13 as well as during admin. directed time on

Wednesday minimum day. Peer Assistance and Review and Collaborative Teaching Program participants were supported with experienced mentors to provide support in identified areas of improvement either through an assistance plan or self-referral form.

Action 1.3, Monitoring Student Learning Through Effective Data and Assessment Systems and Supports, was implemented fully as planned, except for multilingual assessments. FUSD successfully implemented a robust system of assessment. This Balanced Assessment System included a successful transition from NWEA MAPS to i-Ready as an interim growth monitoring assessment. All students in grades K-12 took this diagnostic in the Fall, with 97.3% of students completing the Reading diagnostic and 96.3% completing Math. Data from these diagnostics were also used to identify students for tier 2 and tier 3 interventions at the site level, and teachers at all school sites were trained in using the data to differentiate instruction in the classroom. These diagnostics were administered again in the Winter to grades K-8, with 99% completing the Reading diagnostic and 98.3% the Math. FUSD also successfully launched district benchmarks in ELA and Math. These benchmarks, which had been developed by teachers the previous year, were administered to students in grades 3-12 in the Fall and the Winter. In the Fall, 91.9% completed the ELA benchmarks and 93.2% the Math. In the Winter, 94.9% completed the ELA benchmark and 95.2% completed the Math. To study the implementation of these benchmarks, FUSD contracted with Hanover Research to compare benchmark data to CAASPP and gather teacher perception feedback via surveys and focused interviews. Additionally, work began towards developing Science benchmarks. In April, teachers from across the district met in grade-level teams using sub-release time to review benchmark data and teacher perception data then revise the benchmarks for the 25-26 school year. FUSD successfully introduced the Digging into Data Protocol. Adapted from CDE data analysis protocols, this protocol was introduced to administrators, teachers, and counselors as a method to analyze student data, identify needs, and develop actions. FUSD successfully implemented professional development for site test coordinators to support the implementation of i-Ready, district benchmarks, ELPAC, and CAASPP. Professional development was also offered to all teachers on assessment related topics, such as building assessments in Performance Matters and analyzing benchmark test items. FUSD successfully worked with ABC Learning Solutions to complete a 3-year study on kindergarten achievement. FUSD also successfully contracted with Powerschool to begin work on a Data Dashboard. FUSD successfully completed updates to the assessment framework for multilingual programs. However, there were substantive differences in implementation of multilingual assessments, such as ELD benchmarks, or assessments for World Language and Pathways to Biliteracy programs. With district benchmarks in ELA and Math being introduced for the first time, there were concerns around overwhelming teachers and students by introducing too many assessments. The feedback from Hanover Research informed this, with only 12% of teachers reporting satisfaction with district benchmarks. Therefore, FUSD opted not to proceed with ELD benchmarks and other multilingual assessments this year.

Action 1.4, Extend and Expand Learning Time for All Students was fully implemented as planned. FUSD students in grades 4 and 5 attended weekly forty-minute sessions each of Science and Music Enrichment. Additionally, STEAM enrichment teachers for 4th/5th grades received professional development focused on classroom management and disciplinary literacy. Both consumable and non-consumable instructional supplies were provided to ensure effective delivery of the STEAM Enrichment programs for these grades. Instructional Supplies were provided to implement hands-on enrichment and classroom resources to support extended learning opportunities. Also, student-facing instructional packets were provided. Conference and professional development (PD) were provided to enable educator participation in relevant training and science education events. STEAM Contracted Services were also implemented as planned to support site-based implementation and external provider support.

Action 1.5 was partially implemented, FUSD has implemented dance in seven elementary schools, challenges were vacant positions and adequate facilities. By Spring, these positions were filled, the facilities created and maintained, other successes were the training of multiple subject teachers in the literacy of dance and movement to create and bring dance to their elementary classrooms, broadening the arts/dance

exposure to students. FUSD also created three high school dance positions, challenges were facilities and upgrades to classrooms. Other successes in elementary music classrooms were the installation of TVs for the implementation of curriculum to teach general music to all students. FUSD continued to support Music, theatre, dance and visual arts programs across the district through instrument purchases and repairs, performances, professional development, and transportation.

Action 1.6 was fully implemented. The district continues to improve staff retention and develop a diverse recruitment strategy to maintain class sizes within guidelines and support the academic and social emotional needs of students. FUSD classified and certificated human resources implements a successful process for advertising, screening, interviewing and hiring employees. Employees were onboarded successfully through orientation and training. Vacancies are filled as quickly as possible. There are some positions that have been difficult to fill due to lack of applicants. FUSD partnered with California Schools Talent Collaborative to address staffing shortages. FUSD successfully retains employees through professional development programs, mentorship opportunities, and competitive compensation packages. Educators and Leaders were provided with Induction programs to clear multiple, single, or administrative credentials. Educators and Leaders who have less than proficient evaluations are provided support through PAR, Collaborative Teacher Program or Leadership Development.

FUSD fully implemented action 1.7. by providing evidence-based literacy supports specifically for students with disabilities through the adoption of the Magnetic Reading Program and Phonics for Reading in the 2024-2025 school year, professional development for Resource Specialists and Mild to Moderate Special Day Class teachers, on the adopted programs. In addition, FUSD has provided professional development in the Science of Reading for Elementary Special Education teachers to further support students through building the capacity of special education teachers on evidence-based literacy. FUSD has established a Compliance and Improvement (Cim) Curriculum Committee to build the capacity of teachers in incorporating differentiated instruction strategies and adaptive technologies to respond to the diverse learning needs of students. The CIM Curriculum Committee has developed a Practice Profile for Differentiated Instruction to support providing targeted PD for General Ed and Special Ed teachers in meeting the needs identified students with disabilities. In addition, the Fontana Unified SELPA has provided professional development to classroom staff on Crisis Prevention Intervention, inclusive education, collaborative teaching models, and the use of assistive technology. In partnership with the Special Education Community Advisory Committee, FUSD has enhanced communication with parents and families of students with disabilities to keep them informed and involved in their child's educational progress and challenges through the provision of Community Advisory Committee meetings, Spring and Fall social events, Student recognition events, and Parent training on Alternative Dispute Resolution and Behavior Intervention strategies. FUSD has established a system for monitoring the academic progress of students with disabilities in literacy and math, using both qualitative and quantitative measures.

FUSD has successfully implemented action 1.8, significantly enhancing access to technology for both students and staff. The 1-to-1 student laptop program for Cohort 3 was executed flawlessly, with all laptops configured and deployed, enabling students—especially English Learners (EL), Foster Youth (FY), and Socially Economically Disadvantaged (SED) students—to access technology outside of school. Similarly, the staff device refresh program ensured that 100% of end-of-life desktops and laptops were replaced and fully deployed, providing educators with up-to-date equipment. To further enrich learning experiences, FUSD procured educational technology software such as EdPuzzle and Learning.com, and implemented substantial network infrastructure upgrades to improve connectivity for students. The district also maintained a hotspot program, providing devices to EL, Foster Youth, and SED students lacking access to technology outside of school. To empower staff, FUSD launched a comprehensive technology training program, delivering over 3,500 hours of professional development through Technology Tuesday/Thursday sessions to more than 2,500 participants. Training topics included Microsoft Office Suite, educational

technology programs, artificial intelligence (AI), and tools like MS Translator for supporting EL students. The Digital Learning Wizards program was also maintained to ensure staff expertise is readily available at each school site. These efforts were notably effective in enhancing access to technology and supporting both students and staff, ensuring that all Cohort 3 students were equipped with the necessary tools to engage with digital learning both at school and at home. The district's thoughtful procurement of educational technology software and comprehensive training programs ensured that staff could seamlessly integrate these tools into classroom environments, fostering an enriched teaching and learning experience for all.

Action1.9, Cultivate Strong Leadership Among School and District Leaders, was implemented fully as planned. FUSD successfully provided administrative support, professional development, and leadership training to enhance instructional leadership and improve student achievement. New administrators or new to their position are supported with Leadership Coaching for the first 2 years. School and district leaders are also supported with the National Institute of School Leadership (NISL) program. School and district leaders who have completed NISL participate in NCEE Leaders Collaborative to keep their connection to the learning and collaboration with leaders across the county, state and country. A cohort of Middle School principals and assistant principals were part of the California League of Schools leadership program, Leaders to Watch. FUSD successfully implemented professional development for New Leaders for onboarding with monthly, New Leaders Workshops. As well as monthly Co-Admin. Connection meetings to focus on equipping leaders with the skills and knowledge to navigate the complexities of modern education and drive our district forward. These meetings connect to FUSD's focus of "Grow our Own" and ensure leaders are ready to step into future leadership roles. FUSD successfully partnered with California State University to begin to build a future administrative bench, by offering the preliminary administrative program for employees with classes held virtually and at the Fontana Adult School.

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

Action 1.2, 1.5, and 1.9 had no material differences.

Action 1.1 shows a material difference in that expenditures were less than budgeted because not as many school sites ILT requested professional development and not as many people as planned attended professional development.

Action 1.3 shows a material difference in that expenditures were less than budgeted because the data dashboard did not cost as much as anticipated, not as many teachers attended training as projected, and many sites opted to use administrators as site coordinators instead of teachers, meaning they could not receive additional pay.

Action 1.4 had a material difference of more than 10% between the budgeted and actual expenditures. This variance occurred because the department exercised caution when spending the allocated funds. There were ongoing shifts in budget allocations, which created delays and challenges in accessing the funds. Additionally, there was confusion regarding the appropriate funding sources for certain purchases, which contributed to inconsistent monthly spending patterns. As a result, while expenditures aligned with the action's purpose, the overall spending was less than planned.

Action 1.6 had a material difference due to declining enrollment. We are currently overstaffed with multiple subject and single subject educators, as a result there was less cost incurred.

Action 1.7 had a material difference due to increased costs for the materials and professional development provided.

Action 1.8, There was a material difference, expending less than what was budgeted, as we adopted a conservative approach due to the district's cost-saving mode. Contract renewals were renegotiated at lower rates, reflecting our efforts to reduce expenses. Additionally, uncertainties surrounding the network infrastructure refresh contributed to this cautious stance, and several vacancies were left unfilled to further manage costs effectively.

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

Action 1.1 was broadly effective in advancing student achievement across all fifteen metrics (M1.1–M1.15) during the 2022–23 and 2023–24 school years. In English Language Arts, the percentage of students meeting or exceeding standards (M1.1) increased from 35.3% in 2022–23 to 37.4% in 2023–24. In Mathematics (M1.2), performance rose from 20.9% to 22.7%, while Science proficiency (M1.3) saw a significant jump from 17.2% to 30.7%. The district's average Distance from Standard (DFS) improved in both ELA (M1.4: -40.4 to -33.7) and Math (M1.8: -82.1 to -76.1). These gains were echoed across grade spans: elementary (M1.5 and M1.9), middle (M1.6 and M1.10), and high school (M1.7 and M1.11) DFS scores all showed improvement for most student groups. Standards Implementation (M1.12) increased slightly from 3.2 to 3.3 out of 5, and Instructional Materials Access (M1.13) remained at 100%. The percentage of appropriately assigned and fully credentialed teachers (M1.14) held steady at 90.6%, and access to a broad course of study (M1.15) was maintained at 100%. While the action was effective overall, persistent gaps remain for English Learners, Foster Youth, Homeless students, and Students with Disabilities, indicating a need for more targeted supports to ensure equitable progress across all student groups.

Action 1.2 was effective in supporting student achievement and instructional quality, as measured by metrics M1.1, M1.2, M1.12, and M1.13. Between the 2022–23 and 2023–24 school years, the percentage of all students meeting or exceeding standards in CAASPP ELA (M1.1) increased from 35.3% to 37.4%, and in CAASPP Math (M1.2) from 20.9% to 22.7%. These gains were especially notable among Socioeconomically Disadvantaged students, whose ELA performance rose from 32.1% to 35.0%. The district also maintained 100% access to instructional materials (M1.13), ensuring that all students had the resources needed for learning. Additionally, the Standards Implementation Rating (M1.12) improved slightly from 3.2 to 3.3 out of 5, reflecting incremental progress in the use of standards-aligned instruction. These outcomes suggest that Action 1.2 contributed meaningfully to improved instructional practices and student outcomes, though continued focus is needed to close persistent gaps for English Learners, Foster Youth, and Homeless students.

Actions 1.3, 1.4, 1.7, and 1.8 demonstrated varying levels of effectiveness in supporting progress toward Year 3 targets across all thirteen metrics (M1.1–M1.13). Action 1.3 was notably effective, contributing to gains in M1.1 (CAASPP ELA % Met/Exceeded), M1.2 (CAASPP Math % Met/Exceeded), and M1.3 (CAST % Met/Exceeded), with most student groups showing positive growth. It also supported improvements in M1.4 and M1.8 (ELA and Math DFS), and M1.5–M1.7 (ELA DFS at elementary, middle, and high school levels), indicating a narrowing of achievement gaps. Action 1.4 showed partial effectiveness: M1.1 and M1.2 improved for Socioeconomically Disadvantaged and Foster Youth students however English Learners and Homeless students showed minimal or negative growth, particularly in M1.6 and M1.8. Action 1.7 was moderately effective, with Students with Disabilities showing strong gains in M1.4 and M1.8, but limited impact on M1.1 and M1.2.

Action 1.8 was effective in enhancing access to digital tools and supporting instructional equity, contributing to gains in M1.1–M1.3 and M1.4–M1.8, though outcomes for Foster Youth and Homeless students in M1.2 and M1.8 were mixed. All four actions supported M1.9–M1.11 (Math DFS at elementary, middle, and high school levels), M1.12 (Standards Implementation), and M1.13 (Instructional Materials Access), with M1.13 maintaining 100% access and M1.12 showing incremental improvement. Overall, these actions are on track to meet Year 3 targets for most metrics, though targeted refinements are needed to address persistent disparities among specific student groups.

Action 1.5 was effective in supporting equitable access to instruction, as measured by M1.18 and M1.19. The percentage of appropriately assigned and fully credentialed teachers (M1.18) remained stable, with a baseline of 90.9% in 2022–23 and 90.6% in 2023–24, indicating consistent staffing quality. Meanwhile, access to a broad course of study (M1.19) was maintained at 100% across both years, ensuring that all students, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students, had full access to a diverse curriculum that includes the arts. These results suggest that Action 1.5 effectively supported instructional access and staffing stability, contributing to a well-rounded educational experience for all students.

Action 1.6 demonstrated minimal progress in improving instructional quality as measured by M1.16, the Standards Implementation Average Rating. Between the 2022–23 and 2023–24 school years, the district's self-reflection rating increased only slightly from 3.2 to 3.3 out of 5, reflecting a modest gain of 0.1 points. While this indicates some movement toward the Year 3 target of 4.0, the slow rate of improvement suggests that more intensive or targeted efforts may be needed to accelerate progress in implementing standards-aligned science instruction across the district.

Action 1.9 was effective in supporting academic progress as measured by M1.1 (CAASPP ELA % Met/Exceeded) and M1.2 (CAASPP Math % Met/Exceeded). From 2022–23 to 2023–24, the percentage of all students meeting or exceeding standards in ELA increased from 35.3% to 37.4%, and in Math from 20.9% to 22.7%. Socioeconomically Disadvantaged (SED) students showed particularly strong growth in ELA, rising from 32.1% to 35.0%, while Foster Youth improved from 19.2% to 20.4%. However, English Learners (EL) showed only a slight increase in ELA (9.6% to 9.8%), and Homeless students declined from 26.0% to 22.2%. In Math, ELs improved modestly from 6.6% to 7.0%, while Foster Youth declined from 15.5% to 11.5%. These results suggest that Action 1.9 contributed positively to overall student achievement, especially for SED students, but further refinement is needed to better support EL, Foster Youth, and Homeless students.

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

In Goal 1, the metrics will be revised for actions 1.1, 1.2, 1.3, 1.4, to remove the metrics for % of students who improved DFS over the prior year in CAASPP ELA and Math (formerly M1.12 and M1.13) and the metrics that specify the percentage of students at or above grade level on Lexile (formerly M1.14) and Quantile (formerly M1.15) as these metrics are not required and have not been used by sites or district to monitor student learning outcomes.

Thus, the metrics in Goal 1 have been renumbered as follows:
Standards Implementation from M1.16 to M1.12,
Instructional Materials from M1.17 to M1.13,
Qualified Teachers from M1.18 to M1.14 and

Broad Course of Study from M1.19 to M1.15.

New metrics were added to Goal 1 as follows:
M1.16 - English Learner Progress Indicator (ELPI) - DISTRICT % Making Progress Toward English Language Proficiency
M1.17 - California Science Test (CAST) Average Distance from Standard (DFS)

New and existing metrics were added to better monitor the effectiveness of several actions as follows:
For Action 1.1, M1.3 and M1.17 were added to reflect the addition of Science to the CA Dashboard, M1.5-7 and M1.9-11 were added to support school sites who had student groups with Red indicators, M1.12 was added because how well standards are implemented impacts learning outcomes,
For Action 1.2, M1.3 and M1.17 were added to reflect the addition of Science to the CA Dashboard, M1.5-7 and M1.9-11 were added to support school sites who had student groups with Red indicators, M1.12 was added because how well standards are implemented impacts learning outcomes, M1.16 was added because supporting ELs is a district initiative, M1.15 was added because ensuring students have access to a broad course of study is a district initiative.
For Action 1.3, M1.16-17 were added because they reflect assessments that fall under a Balanced Assessment System and are reflected on the CA Dashboard.
For Action 1.5, M2.2, M2.10 were added because they are better matched to the purpose of this action.
For Action 1.6, M1.12 was added to because reflecting on how well standards were implemented impacts learning outcomes.
For Action 1.7, because this action targets students identified as both SWD and EL, M1.1 and M1.16 will be used to monitor effectiveness.
For Action 1.8, because this action is designed to improve student academic outcomes, M1.4-11, M1.16, and M1.17 were added to correspond with ELA, Math, Science, and English Learner Progress indicators on the CA Dashboard.
For Action 1.9, M1.4-11, and M1.16 were added because these CA Dashboard academic indicators will demonstrate the ultimate efficacy of efforts to provide highly qualified teachers and leaders. M1.12 was added because implementation of the standards is one of the principal duties of highly qualified teachers and leaders.

In Goal 1, several of the Year 1 Outcomes surpassed the previously set Target for Year 3 Outcome for specific student groups and/or schools. Thus, the Target for Year 3 Outcomes will be updated as follows:
M1.2 for AI from 21.6% to 30.0%,
M1.3 for ALL from 23.2% to 35%, for AS from 43.4% to 65.6%, and PI from 13.1% to 26.0%,
M1.4 for AI from -40.4 to -29.0, AS from 19.3 to 25.5, for MR from -16.8 to -8.5, for WH from -23.4 to -12.9,
M1.5 for Almond: ALL from -60.1 to -52.4, for Almond: EL from -66.8 to -57.8, for Almond: HI from -61.1 to -52.6, and for Almond: SED from -64.6 to -54.5, for Binks: SWD from -128.6 to -64.6, for Juniper: ALL from -61.0 to -52.7, for Juniper: SED from -64.8 to -53.6, for Mango: EL from -88.6 6o -81.5, for Mango: SED from -63.4 to - 54.7, for Maple: SWD from -96.0 to -83.1, for Oleander: SWD from -127.7 to - 108.2, for Palmetto: EL from -73.5 to - 54.9, for Primrose: EL from -67.3 to -58.2, for Primrose: SWD from -98.6 to -84.2, for Randall Pepper: ALL from - 71.5 to -65.9, for Randall Pepper EL from -79.2 to -72.0, for Randall Pepper: HI from -22.7 to -66.6, for Randall Pepper: SED from -74.3 to - 65.7, for Redwood: SWD from -100.6 to -81.0, for South Tamarind: EL from -73.6 to - 53.9, and for South Tamarind: SED from -67.5 to -51.4.
M1.6 for Alder: ALL from -60.9 to -50.6, Alder: EL from -86.2 to -75.7, Alder: HI from -62.1 to -50.8, Alder: SED from -66.1 to -53.9, Alder: SWD from -142.9 to - 127.8, Fontana MS: ALL from -83.8 to -68.8, Fontana MS: HOM from -116.3 to -86.5, Fontana MS: SED from -77.0 to - 71.0, and Southridge: SWD from -128.4 to -108.2,

M1.7 for AB Miller: EL from -91.9 to -80.3, for AB Miller: SWD from -123.1 to -99.2, for Eric Birch targets were added for ALL as -90.6, and for HI as -91.1 due to these targets being inadvertently omitted from the 2024-2025 LCAP, for Kaiser: EL from -91.3 to -72.8, for Jurupa: EL from -76.0 to -65.2, for Summit: EL from -79.6 to -58.6, and for Summit: SWD from -129.8 to -91.8,

M1.8 for AI from -94.1 to 34.9, for PI from -108.5 to -96.3, for MR from -54.2 to -49.2, and for WH from -51.0 to -43.8,

M1.9 for Binks: SWD from -125.8 to -81.4, for Mango: EL from -89.3 to -75.9, for North Tamarind: EL from -95.0 to -89.1, for Oleander: SWD from -140.0 to -105.3, for Primrose: SWD from -129.2 to -97.8, for Randall Pepper: ALL from -90.5 to -81.8, for Randall Pepper: EL from -94.6 to -81.9, for Randall Pepper: HI from -89.0 to -81.2, for Randall Pepper: SED from -93.6 to -82.6, and for Redwood: SWD from -126.3 to -82.6,

M1.10 for Alder: ALL from -125.0 to -96.9, for Alder: EL from -125.9 to -120.4, for Alder: SED from -104.4 to -98.0, for Alder: SWD from -182.2 to -164.2, for Southridge: AA from -11.6 to -104.7, for Southridge: SWD from -178.9 to -160.6, for Truman: ALL from -108.5 to -93.0, for Truman: EL from -132.0 to -116.8, for Truman: HI from -107.9 to -93.6, for Truman: SED from -111.1 to -94.1, for Truman: SWD from -172.2 to -161.7, and

M1.11 for Fontana HS: EL from -176.9 to -158.3, for Sumit HS: AA from -117.4 to -77.6, and for Summit HS: EL from -156.2 to -130.1.

The LTEL student group was added to the following metrics: M1.1, M1.2, M1.3, M1.4 and M1.8.

All Goal 1 Action Titles will be revised for clarity and conciseness. Goal 1 Description was revised to align with updates to the Board of Education Areas of Focus.

Action 1.1 will be modified to add metric M1.13 Instructional Materials % of Students with Access to Instructional Materials since the coordinator of library services is part of this action however the part of this action that provides library specialists has been moved to Goal 1A, Action 1A.1 to support the implementation of the district literacy plan. Additionally, this action will add more teachers to lower the student-to-teacher ratio and enhance individualized academic support for students, partially funded by LREBG. Services formerly provided through Goal 1D actions 1D.6 and 1D.7 have been consolidated into Action 1.1.

Action 1.2 will be modified to add the metric for Standards Implementation Average Rating ensuring a standards-based curriculum is implemented. The action will also provide extended PLC time during the workday for teachers to collaborate on data analysis and instructional planning of the standards-based curriculum while students engage in structured activities. This PLC and structured activities support was previously provided through Action 2A.2.

Action 1.3 will be modified to include a new assessment platform for monitoring student progress on ELPI, thus the metric M1.16 for ELPI has been added to monitor Goal 1. Also, this action will now ensure implementation of the DIBELS dyslexia screener, partially funded by LREBG.

Action 1.4 description has been revised to meet the required action frame; however, the only change to the action is it now allocates resources to sites to provide Expanded Learning Opportunities for students at every school in the district.

Action 1.5 description has been revised to meet the required action frame and will be modified to contributing, based on the educational partner feedback that all students at all grade levels, particularly socio-economically disadvantaged students need equitable access to VAPA opportunities. Additionally, all sites will be provided with resources to expand VAPA programs and activities.

Former Action 1.6 will be consolidated into Action 1.9.

The new Action 1.6 was formerly in Goal 1A, Action 1A.2 as a contributing action. This action will be contributing and focus on improving the implementation of supports for STEAM and NGSS K-12 through effective coaching, professional development, and formation of PLCs for STEAM and NGSS teachers to reduce the disparity in science achievement between all students and EL, FY, and SED student groups. This action will be measured by M1.3 California Science Test (CAST) % Met/Exceeded and M1.17 California Science Test (CAST) Average Distance from Standard (DFS).

Action 1.7 services from the former 2024-25 LCAP will no longer be included in the LCAP, they will be provided by SELPA. Thus action 1.7 for the 2025-26 LCAP will be modified significantly to become contributing based on identified disparities between EL students and the all-student group on ELA metrics and to address the needs of dually identified EL/SWD students to improve their academic vocabulary skills. The MPS and SELPA departments will collaboratively provide support to schools to enhance teacher's capacity to implement effective instructional practices for developing academic vocabulary of EL students in both designated and integrated ELD instruction. The metrics for this action have been changed from M1.1 - M1.13 to M1.1 and M1.16.

Action 1.8 will be modified to provide ongoing professional development for teachers and staff on instructional technology, including targeted training on AI. Additional on-site coaching and support will be offered by teachers serving as Digital Learning Wizards. The metrics for this action have been changed from M1.1 - M1.13 to M1.1 - M1.3 and M1.16.

Action 1.9 and the description will be modified to combine the services and supports of the former action 1.6 with the content already included in action 1.9 to ensure comprehensive support is provided by the Human Resources Department that includes staff retention, strategies to recruit diverse staff, and cultivating leadership to enhance instructional leadership and improve student achievement for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Thus, action 1.9 will continue to be contributing. Metrics M1.3 and M1.14 will be added to monitor the effectiveness of this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Multitiered System of Supports	FUSD schools will implement a multitiered instructional approach during first instruction to support all students, with a focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged students, aiming to create an inclusive and equitable environment while promptly addressing academic challenges, as measured by (M1.1 - M1.13, and M1.17) LREBG partially funded action: $1,500,000.00	$28,990,253.70	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development and Coaching	FUSD departments and school site leaders will deliver quality professional development to enhance core instructional programs and district initiatives for all students, with a focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged students, while also supporting new and existing teachers through programs like Induction & Credentialing and Peer Assistance and Review, with success measured by as measured by (M1.1 - M1.13, M1.15 - M1.17).	$10,194,968.00	Yes
1.3	Data and Assessment Systems and Supports	FUSD divisions and school sites will implement multiple assessment measures, along with programs and services like assessment platforms, training and support, writing applications, data analytics systems, and assessment development, to monitor student learning, particularly English Learner, Foster Youth, and Socioeconomically Disadvantaged students, in literacy and numeracy as measured by (M1.1 - M1.11, M16 - M1.17). LREBG partially funded action: $83,000.00	$1,283,000.00	Yes
1.4	Extended Learning Opportunities and Programs	The district will provide extended learning opportunities (remediation, exploration, and enrichment) including GATE, After School Program (ASES), Expanded Learning, and Before/After School Programs for all students, with a focus on ensuring equitable access to English Learners, Foster Youth, and Low-Income Students as measured by (M1.1, M1.2).	$10,185,480.00	Yes
1.5	Visual and Performing Arts	FUSD will ensure equitable access to a variety of Visual and Performing Arts Education programs aligned with state standards and delivered by qualified, credentialed educators across all grade levels by maintaining and expanding the visual and performing arts programs at elementary, middle, and high schools for the purpose of increasing student engagement, particularly benefiting SED, EL, and FY students, as measured by (M2.2, M2.10).	$12,794,579.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	STEAM and TK-12 Science	FUSD will build a strong STEAM foundation and enhance TK-12 Science Programs and Supports for all students, with a focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged students to improve their literacy within STEAM disciplines, critical thinking, problem-solving, and innovation strategies, as measured by (M1.3, M1.12, M1.17).	$816,986.00	Yes
1.7	EL/SWD Academic Vocabulary Development	SELPA and MPS will collaborate to support dually identified EL/SWD students with targeted supports for developing academic vocabulary as measured by (M1.1 and M1.16).	$115,000.00	Yes
1.8	Technology & Digital Integration	The Technology Department provides digital integration supports for all students, with a focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged students to expand learning opportunities and enhance communication, creativity, and collaboration in the classroom, as measured (M1.1 – M1.11, M1.16 - M1.17).	$16,882,847.00	Yes
1.9	Highly Qualified Staff and Leadership	FUSD aims to improve staff retention, develop a diverse recruitment strategy, and provide professional development to enhance instructional leadership and improve student achievement for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, as measured by (M1.1 – M1.12, M1.14, M1.16, M1.17).	$2,174,395.30	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
1A	POWERFUL OUTCOMES: Over the next three years, all TK-12 FUSD students, including those in special populations such as English Learners, Foster Youth, Students with Disabilities, and Low-income students, will improve their academic achievement in reading and writing across all content areas as measured by state and local assessments.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1A supports the district's first Area of Focus: Powerful outcomes for all scholars, with a specific emphasis on literacy. FUSD is committed to ensuring all students develop strong reading, writing, and critical thinking skills essential for academic success and lifelong learning. By prioritizing literacy, the district aims to provide equitable access to high-quality instruction, foster a love of reading, and close achievement gaps—particularly for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and students with disabilities.

In 2023, 35.32% of students met or exceeded ELA standards, a slight improvement from 2022. However, 64.68% did not meet standards, highlighting the need for stronger instructional strategies. Asian and Filipino students performed well with 56.1% and 47.87% respectively meeting or exceeding standards, while African American and Hispanic students scored significantly lower, with only 21.96% and 23.27% meeting standards, respectively (see Metric M1A.1).

Foster Youth were previously identified for Differentiated Assistance (DA) in ELA based on 2022–2023 data. FUSD will continue implementing the support plan developed with SBCSS to sustain academic gains.

In 2023, FUSD had 67 instances of student groups at schools in the lowest performance band (RED).
These included: ALL (9 schools), EL (19 schools), FY (1 school), HOM (1 school), SED (10 schools), SWD (19 schools), and HI (8 schools).

By 2024, significant progress was made—no schools qualified for ATSI or CSI. Continued support will ensure sustained improvement.

2024 CA Dashboard data show moderate gains in ELA, especially in elementary grades, suggesting early interventions and a focus on foundational skills development are effective. However, middle and high school performance remains a concern, requiring enhanced support

for older students. Persistent gaps for Foster Youth and students with disabilities highlight the need for ongoing targeted literacy interventions.

Educational Partners continue to emphasize the importance of prioritizing literacy, addressing disparities, and providing targeted support for underperforming students. They also advocate for culturally responsive practices and high expectations for all learners.

To improve literacy and critical thinking, FUSD will continue implementing the Strategic K–12 Literacy Plan, ensuring access to a rigorous, literacy-rich curriculum across all subjects. The district will provide targeted professional development, foster collaborative learning for educators, and integrate STEAM to build critical thinking skills. FUSD remains committed to supporting all students, especially those identified as underperforming, through personalized, data-driven instruction that promotes academic success and lifelong learning.

The district has aligned goals, actions, and metrics to address data findings, especially for student groups performing in the lowest performance band (Red). Metrics will be reported for all students and key subgroups using the following abbreviations:
ALL: All Students | EL: English Learners | LTEL: Long Term English Learners | FY: Foster Youth | SED: Socioeconomically Disadvantaged | SWD: Students with Disabilities | HOM: Homeless Youth | AA: African American | AI: American Indian | AS: Asian | FI: Filipino | HI: Hispanic | MR: Multiple Races | PI: Pacific Islander | WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1A.1	CAASPP ELA % Met/Exceeded (Data Source: CDE Research File)	2022-2023 ALL STUDENTS: 35.3% Program Groups: EL: 9.6% LTEL: 5.2% SED: 32.1% FY: 19.2% SWD: 8.4% HOM: 26.0% Ethnicity Groups: AA: 32.7% AI: 33.3% AS: 56.1% FI: 73.9%	2023-2024 ALL STUDENTS: 37.4% Program Groups: EL: 9.8% LTEL: 6.7% SED: 35.0% FY: 20.4% SWD: 9.6% HOM: 22.2% Ethnicity Groups: AA: 33.4% AI: 41.2% AS: 56.5% FI: 74.1%		ALL STUDENTS: 41.3% Program Groups: EL: 20.1% LTEL: 12.7% SED: 42.6% FY: 29.7% SWD: 18.9% HOM: 36.5% Ethnicity Groups: AA: 43.2% AI: 43.8% AS: 62.1% FI: 79.9% HI: 44.8%	ALL STUDENTS: +2.1% Program Groups: EL: +0.2% LTEL: +1.5% SED: +2.9% FY: +1.2% SWD: +1.2% HOM: -3.8% Ethnicity Groups: AA: +0.7% AI: +7.9% AS: +0.4% FI: +0.2% HI: +2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 34.3% PI: 41.2% MR: 45.2% WH: 38.8%	HI: 36.3% PI: 35.1% MR: 49.8% WH: 41.2%		PI: 47.2% MR: 51.2% WH: 44.8%	PI: -6.1% MR: +4.6% WH: +2.4%
M1A.2	CAASPP ELA Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: -40.4 Program Groups: EL: -75.9 LTEL: -106.3 SED: -48.7 FY: -75.4 SWD: -126.7 HOM: -69.5 Ethnicity Groups: AA: -49.6 AI: -53.4 AS: +14.3 FI: +59.6 HI: -42.9 PI: -40.9 MR: -23.8 WH: -31.4	2023-2024 ALL STUDENTS: -33.7 Program Groups: EL: -69.5 LTEL: -100.2 SED: -39.5 FY: -68.4 SWD: -112.7 HOM: -73.5 Ethnicity Groups: AA: -39.9 AI: -34.0 AS: +20.5 FI: +57.1 HI: -36.7 PI: -32.6 MR: -13.5 WH: -17.9		ALL STUDENTS: -30.4 Program Groups: EL: -32.9 LTEL: -97.3 SED: -36.7 FY: -55.4 SWD: -96.7 HOM: -38.5 Ethnicity Groups: AA: -37.6 AI: -29 AS: +25.5 FI: +62.6 HI: -32.9 PI: -30.9 MR: -8.5 WH: -12.9	ALL STUDENTS: +6.7 Program Groups: EL: +6.4 LTEL: +6.1 SED: +9.2 FY: +7.0 SWD: +14.0 HOM: -4.0 Ethnicity Groups: AA: +9.7 AI: +19.4 AS: +6.2 FI: -2.5 HI: +6.2 PI: +8.3 MR: +10.3 WH: +13.5
M1A.3	TK Language and Literacy Development % At or Above Grade Level (Data Source: Local Assessment)	2023-2024 Comprehension: 33% Phonological Awareness: 40% Letter and Word Knowledge: 55% Emergent Writing: 62%	2024-2025 Comprehension: 21% Phonological Awareness: 37% Letter and Word Knowledge: 38% Emergent Writing: 46%		Comprehension: 39% Phonological Awareness: 46% Letter and Word Knowledge: 61% Emergent Writing: 68%	Comprehension: -12% Phonological Awareness: -3% Letter and Word Knowledge: -17% Emergent Writing: -16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1A.4	i-Ready Reading Winter Diagnostics % At or Above Grade Level (Data Source: i-Ready)	2024-25 ALL STUDENTS: 28.2% Program Groups: EL: 13.3% LTEL: 3.1% SED: 28.3% FY: 17.0% SWD: 9.7% HOM: 21.2% Ethnicity Groups: AA: 28.7% AI: 26.7% AS: 42.2% FI: 63.1% HI: 27.2% PI: 36.0% MR: 36.9% WH: 34.8%	2024-25 ALL STUDENTS: 28.2% Program Groups: EL: 13.3% LTEL: 3.1% SED: 28.3% FY: 17.0% SWD: 9.7% HOM: 21.2% Ethnicity Groups: AA: 28.7% AI: 26.7% AS: 42.2% FI: 63.1% HI: 27.2% PI: 36.0% MR: 36.9% WH: 34.8%		ALL STUDENTS: 34.2% Program Groups: EL: 22.3% LTEL: 12.1% SED: 34.3% FY: 24.0% SWD: 18.7% HOM: 28.2% Ethnicity Groups: AA: 34.7% AI: 232.7% AS: 48.2% FI: 69.1% HI: 33.2% PI: 42.0% MR: 42.9% WH: 40.8%	n/a

Goal Analysis [2024-25]

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

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

Action 1.A.1 was implemented fully as planned. The implementation of the actions for this goal followed a structured and intentional approach to ensure that all teachers and leaders received the necessary training and resources. By the end of August, all kindergarten through second-grade teachers participated in Magnetic Reading Day 1 training, equipping them with the foundational knowledge needed for effective literacy instruction using the new supplemental program. Additionally, 100% of kindergarten through second-grade teachers received the necessary Magnetic Reading materials to support their classroom implementation. To further strengthen literacy instruction, 100% percent of school sites completed the second day of Magnetic Reading training prior to spring break. Implementation walks focused on Magnetic Reading provided valuable feedback, allowing educators and district leaders to assess progress and make informed decisions to enhance implementation and determine next steps for professional learning. School leaders also engaged in comprehensive training to support literacy instruction. Every principal participated in two Magnetic Reading training sessions by December 2024, ensuring they had the

knowledge and skills to guide their teachers effectively. Additionally, all principals completed six training sessions on the Science of Reading, reinforcing their ability to lead literacy initiatives aligned with evidence-based practices. Targeted professional development extended beyond school leadership. First and second grade teacher cohorts successfully completed all six days of Science of Reading training, solidifying their understanding of research-based instructional strategies. By fully implementing these actions as planned, teachers and school leaders received the necessary training and materials to enhance literacy instruction. The combination of professional development, implementation walks, and structured learning opportunities ensured that instructional practices aligned with research-based strategies, ultimately strengthening student learning outcomes. FUSD ensured access to core instructional materials for all students in transitional kindergarten through twelfth grade. Every student across all grade levels received the required instructional materials through Library Services, ensuring compliance with the Williams Case as outlined in Education Code 60119. The distribution process was coordinated through Library Services, which maintained accurate inventory and tracking systems to confirm that all students were provided with textbooks and other core materials aligned to adopted curriculum standards. Site-level documentation and compliance monitoring records from the 2024–2025 school year served as evidence of full implementation. These records confirmed that all classrooms had sufficient materials and that students had individual access to the instructional resources necessary to fully participate in daily instruction. This action was critical in establishing an equitable instructional foundation for all students and supported consistency in academic delivery across all schools. FUSD provided targeted professional development for secondary instruction teachers in grades six through twelfth grade was fully executed as planned. The Secondary Instruction English Coordinator, along with the support of the department Teachers on Assignment (TOAs), collaborated to plan and execute the professional development. CAASPP scores from the 23-24 school year were used to determine a focus for professional development on the teaching strategies to support informational reading and writing. Every English Language Arts teacher in grades 6-12 was invited and substitute teachers were provided. The training occurred over the course of two days, one in first semester and one in the second semester. Training took place during the school day and teachers were provided with various resources in both print and digital. Sign in sheets for teachers, along with substitute teacher timesheets were used to determine attendance records. Based on attendance records, 83% of our English Language Arts teachers attended the training. TOAs worked with grade level leaders, as well as department chairs to provide make-up training and distribution of training materials for teachers who did not attend. Survey results from the training indicated that 100% of teachers found the training valuable and had plans to immediately implement at least one strategy to increase student achievement for informational texts, reading and writing. qualitative data from informal classroom visits post training have also shown that many teachers have begun implementing strategies with students.

Action 1A.2, Foster a strong foundation in STEAM disciplines, preparing students for future careers and critical thinking was fully implemented. FUSD successfully enhanced STEAM (Science, Technology, Engineering, Arts, and Mathematics) education across all grade levels, in alignment with actions 1A.1 and 1A.2 of Goal 1A. This initiative was aimed at integrating STEAM disciplines to foster critical thinking and language development through engaging, hands-on learning experiences. The implementation of these actions was executed as planned. Students in grades TK-3 participated in two weekly forty-minute STEAM enrichment sessions, while students in grades 4 and 5 attended weekly forty-minute sessions each of Science and Music Enrichment. Additionally, STEAM enrichment teachers for TK-3 and 4th/5th grades received professional development focused on classroom management and disciplinary literacy. Both consumable and non-consumable classroom supplies were provided to ensure effective delivery of the STEAM Enrichment programs for these grades.

Action 1A.3 was fully carried out as planned. All thirty elementary schools successfully developed and implemented a WIN (What I Need) Time schedule to provide targeted intervention, acceleration, and enrichment support. As a result, a total of 4,337 elementary students received direct services from Instructional Support Teachers and Instructional Support Aides during WIN Time. Instructional Support Teachers utilized a variety of materials, including K–2 decodable texts, sound spelling cards, and challenge mats, which had been distributed

to all thirty elementary schools to support differentiated instruction and skill development. This action was principally directed toward students performing below grade level in core academic areas, particularly in literacy and foundational reading skills. The scope and reach of this support indicated full execution of the planned intervention structure and served as a foundational step in expanding Tier II services. At the secondary level, all fourteen schools offered English Language Arts (ELA) intervention courses, reaching a total of 1,010 students. These courses were principally designed to support students who demonstrated below-grade-level performance on English Language Arts assessments. While implementation was consistent across campuses, preliminary review of student enrollment and participation data from 2024–2025 indicated that access to these courses varied by school site. As a result, there is a recognized need to refine course organization to ensure more equitable access to Tier II supports during the 2025–2026 school year. This insight suggests partial effectiveness, with clear room for improvement in structural alignment and equitable distribution of resources. This need was identified through enrollment data and course placement analysis, which indicated inconsistencies in student access and scheduling. In addition, all forty-four schools received Phonics for Reading intervention materials as planned. These resources were used to support early literacy skill development for 2,191 elementary students and 141 secondary students who were identified as needing additional phonics instruction. The 2024–2025 implementation data confirmed that these supports were broadly utilized and helped address early literacy skill gaps across student groups. Overall, the implementation of these actions was successful in reaching a broad population of students with targeted instructional support. The use of specialized materials, combined with strategic scheduling and staffing, contributed to the effectiveness of the interventions. The primary challenge identified was related to course organization at the secondary level, which will be a focus for future improvement planning.

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

There were no material differences between actual and budgeted expenditures in Actions 1A.1, 1A.2 and 1A.3.

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

Actions 1A.1 and 1A.2 were moderately effective in improving literacy outcomes based on metrics M1A.1–M1A.5. From 2022–23 to 2023–24, the percentage of students meeting ELA standards rose from 35.3% to 37.4%, with notable gains among Socioeconomically Disadvantaged (+2.9%) and Students with Disabilities (+1.2%). Distance from Standard (DFS) scores also improved across most groups, including English Learners (+6.4) and Foster Youth (+7.0). However, progress was limited for Long-Term English Learners (+1.5%) and declined for Homeless students (-3.8%). TK literacy readiness declined across all domains, and i-Ready data showed persistent gaps for EL, LTEL, and SWD students. While the actions supported overall growth, further refinement is needed to better serve the most vulnerable groups.

Action 1A.3 was effective in supporting literacy growth through targeted academic interventions, as evidenced by Metric M1A.4. According to the 2024–25 i-Ready Reading Winter Diagnostic, 28.2% of all students were reading at or above grade level. While this reflects a baseline year for the metric, it also highlights the reach of the intervention: over 4,300 elementary students and 1,000 secondary students received direct support through WIN Time and ELA intervention courses. Additionally, specialized phonics materials were distributed to all schools, supporting over 2,300 students. These efforts indicate that Action 1A.3 successfully expanded access to Tier II supports and laid a strong foundation for future gains in reading proficiency.

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

In Goal 1A and for actions 1A.1 and 1A.2, we are removing the former metrics M1A.3 CAASPP ELA % of Students Who Improved Distance from Standard over the Prior Year and M1A.4 Lexile (Reading) % At or Above Grade Level because neither of these metrics are required and are not utilized by site or district staff. Thus, M1A.5 TK Language and Literacy Development was renumbered to M1A.3.

A new metric, M1A.4 i-Ready Reading Winter Diagnostics % At or Above Grade Level, will be added to monitor student progress and the effectiveness of this action.

In Goal 1A, a few of the Year 1 Outcomes surpassed or nearly surpassed the previously set Target for Year 3 Outcome for specific student groups and/or schools. Thus, the Target for Year 3 Outcomes will be updated as follows: M1A.2 for AI from -40.4 to -29, AS from +19.3 to +25.5, for HI from -33.9 to -32.9, for MR from -16.8 to -8.5, and for WH from -23.4 to -12.9.

LTEL student group was added to M1A.1 and M1A.2.

The Goal 1A description and all Goal 1A action titles will be revised to improve clarity and conciseness.

Action 1A.1 the description and action will be modified to provide focused instructional coaching and continued professional development in the ELA/ELD framework and the Science of reading to enhance the capacity of teachers to provide effective differentiated instructional support to target the needs of all students and accelerate the achievement of EL, SED, and FY. The metrics to monitor this action will be changed to M1A.1 - M1A.3. This action will be partially funded out of LREBG.

Former Action 1A.2 for Steam will be moved to Broad Goal 1 Action 1.6 since the purpose of this action has shifted from a focus on integrating literacy into science instruction to providing focused coaching and support for the implementation of STEAM and NGSS K-12 while still ensuring students are provided with explicit vocabulary instruction in the content areas to access this rigorous curriculum. The metric to monitor this action will be changed to M1A.4.

Action 1A.3 has been renumbered to Action 1A.2 and will be modified to strengthen the Multitiered System of Supports with a focus on improving ELA outcomes for students through increased emphasis on differentiated instruction, professional development, and data-driven interventions. Specialized supports will be provided for students K-12 with developing foundational reading skills and comprehension using developmentally appropriate supplemental curriculum materials based on the Science of Reading. The new M1A.4 i-Ready Reading Winter Diagnostics % At or Above Grade Level, will be used to monitor students' progress in ELA and to evaluate the effectiveness of the targeted academic support provided. The former M1A.4 for Lexile has been removed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1A.1	Strategic TK-12 Literacy Plan	FUSD teachers will implement the TK-12 strategic literacy plan to enhance reading and writing skills, particularly for EL, FY, and SED students as measured by (M1A.1 – M1A.3). LREBG partially funded action: $3,403,745.00	$7,270,435.00	Yes
1A.2	Targeted Academic Support in Literacy/ELA	To address achievement gaps in Literacy/ELA between all students and English Learners, Foster Youth, and Socioeconomically Disadvantaged students, FUSD will strengthen implementation of the Multi-tiered System of Support by providing professional development and targeted research-based Literacy/ELA interventions to meet the diverse needs of each student as measured by (M1A.4).	$6,037,301.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
1B	POWERFUL OUTCOMES: Over the next three years, all TK-12 FUSD students, including those in special populations such as English Learners, Foster Youth, Students with Disabilities, and Low-income students, will improve their academic achievement in math as measured by state and local assessments.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 1B supports the district's first Area of Focus: Powerful outcomes for all scholars, with a specific emphasis on mathematics. In previous years, math performance lagged behind ELA, with a significant portion of students not meeting the standards. In 2023, only 20.89% of FUSD students met or exceeded state standards in math, a 3.04% improvement from 2022. While this shows progress, 53.23% of students did not meet the standard, and achievement gaps remained significant.

Foster Youth were previously identified for Differentiated Assistance in math, and the 2023 CA Dashboard reported 47 instances of student groups in the lowest performance band (RED): ALL (6 schools), EL (12schools), HOM (1school), SED (7 schools), SWD (11 schools), AA (3 schools), HI (6 schools), PI (1 school)

Disparities persisted across student groups. For example, only 19.77% of Hispanic and 16.35% of African American students met or exceeded standards, compared to 42.52% of Asian and 28.23% of White students. Elementary grades showed more improvement than middle and high school levels. English Learners also continued to struggle in math, though there was gradual progress.

Educational Partners and the LCAP Committee continue to emphasize the need for targeted interventions and support for underperforming students. They highlighted the importance of addressing disparities and ensuring equitable access to high-quality math instruction.

To improve math outcomes, FUSD will continue to focus on increasing proficiency across all grades and reducing achievement gaps through targeted interventions and support systems. The district will continue to prioritize math in professional development to build educator capacity and promote instruction that supports all learners. By emphasizing problem-solving and analytical thinking, FUSD aims to prepare students for future academic and career success.

The district has aligned goals, actions, and metrics to address data findings, with a focus on student groups in the lowest performance band (RED). Metrics will be reported for all students and key subgroups using the following abbreviations: ALL: All Students | EL: English Learners | LTEL: Long Term English Learners | FY: Foster Youth | SED: Socioeconomically Disadvantaged | SWD: Students with Disabilities | HOM: Homeless Youth | AA: African American | AI: American Indian | AS: Asian | FI: Filipino | HI: Hispanic | MR: Multiple Races | PI: Pacific Islander | WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1B.1	CAASPP MATH % Met/Exceeded (Data Source: CDE Research File)	2022-2023 ALL STUDENTS: 20.9% Program Groups: EL: 6.6% LTEL: 0.8% SED: 18.4% FY: 15.5% SWD: 5.3% HOM: 13.9% Ethnicity Groups: AA: 16.4% AI: 11.1% AS: 42.5% FI: 61.9% HI: 19.8% PI: 27.3% MR: 27.7% WH: 28.2%	2023-2024 ALL STUDENTS: 22.7% Program Groups: EL: 7.0% LTEL: 1.7% SED: 20.8% FY: 11.5% SWD: 6.8% HOM: 13.4% Ethnicity Groups: AA: 19.2% AI: 25.0% AS: 45.4% FI: 67.2% HI: 21.2% PI: 21.6% MR: 32.0% WH: 31.8%		ALL STUDENTS: 26.9% Program Groups: EL: 17.1% LTEL: 9.8% SED: 28.9% FY: 26% SWD: 15.8% HOM: 24.4% Ethnicity Groups: AA: 26.9% AI: 30.0% AS: 49% FI: 67.9% HI: 30.3% PI: 33.3% MR: 33.7% WH: 34.2%	ALL STUDENTS: +1.8% Program Groups: EL: +0.4% LTEL: 0.9% SED: +2.4% FY: -4.0% SWD: +1.5% HOM: -0.5% Ethnicity Groups: AA: +2.8% AI: +13.9% AS: +2.9% FI: +5.3% HI: +1.4% PI: -5.7% MR: +2.3% WH: +3.6%
M1B.2	CAASPP MATH Average Distance from Standard	2022-2023 ALL STUDENTS: -82.1 Program Groups: EL: -109.9 LTEL: -165.7	2023-2024 ALL STUDENTS: -76.1 Program Groups: EL: -103.2		ALL STUDENTS: -72.1 Program Groups: EL: -97.9 LTEL: -156.7	ALL STUDENTS: +6.0 Program Groups: EL: +6.7 LTEL: +4.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	SED: -89.6 FY: -108.0 SWD: -155.1 HOM: -105.6 Ethnicity Groups: AA: -98.4 AI: -106.1 AS: -14.9 FI: +23.3 HI: -85.0 PI: -112.5 MR: -63.2 WH: -60.0	LTEL: -161.6 SED: -82.1 FY: -108.5 SWD: -143.7 HOM: -125.1 Ethnicity Groups: AA: -88.3 AI: +29.9 AS: -11.8 FI: +23.5 HI: -79.7 PI: -101.3 MR: -54.2 WH: -48.8		SED: -79.6 FY: -96.0 SWD: -138.1 HOM: -93.6 Ethnicity Groups: AA: -87.4 AI: +34.9 AS: -10.9 FI: +26.3 HI: -75.0 PI: -96.3 MR: -49.2 WH: -43.8	SED: +7.5 FY: -0.5 SWD: +11.4 HOM: -19.5 Ethnicity Groups: AA: +10.1 AI: +76.2 AS: +3.1 FI: +0.2 HI: +5.3 PI: +11.2 MR: +9.0 WH: +11.2
M1B.3	TK Mathematics % At or Above Grade Level (Data Source: Local Assessment)	2023-2024 Classification: 44% Number Sense of Quantity: 61% Number Sense of Math Operations: 55% Measurement: 49%	2024-2025 Classification: 36% Number Sense of Quantity: 48% Number Sense of Math Operations: 41% Measurement: 33%		Classification: 50% Number Sense of Quantity: 67% Number Sense of Math Operations: 61% Measurement: 55%	Classification: -8% Number Sense of Quantity: -13% Number Sense of Math Operations: -14% Measurement: -16%
M1B.4	i-Ready Math Winter Diagnostic % At or Above Grade Level (Data Source: Local Assessment)	2024-25 ALL STUDENTS: 20.0% Program Groups: EL: 9.7% LTEL: 5.0% SED: 20.0% FY: 9.8% SWD: 7.1% HOM: 16.0%	2024-25 ALL STUDENTS: 20.0% Program Groups: EL: 9.7% LTEL: 5.0% SED: 20.0% FY: 9.8% SWD: 7.1% HOM: 16.0%		ALL STUDENTS: 26.0% Program Groups: EL: 18.7% LTEL: 14.0% SED: 26.0% FY: 18.8% SWD: 15.1% HOM: 23.0%	n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ethnicity Groups: AA: 16.8% AI: 24.1% AS: 37.5% FI: 54.7% HI: 18.7% PI: 28.0% MR: 31.5% WH: 27.9%	Ethnicity Groups: AA: 16.8% AI: 24.1% AS: 37.5% FI: 54.7% HI: 18.7% PI: 28.0% MR: 31.5% WH: 27.9%		Ethnicity Groups: AA: 24.8% AI: 30.1% AS: 43.5% FI: 60.7% HI: 27.7% PI: 34.0% MR: 37.5% WH: 33.9%	

Goal Analysis [2024-25]

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

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

Action 1B.1 was fully implemented as planned without any substantive differences. FUSD focused on numeracy and mathematics reasoning in K-12.

Action 1B.1 ensured that professional development was provided on the 2023 Mathematics Framework and Building Thinking Classrooms in Mathematics. Teachers on Assignment offered coaching support to follow up on professional development. Additionally, FUSD provided K-12 resources from Silicon Valley Mathematics Initiative. For grades 6 to 12, Edia, an AI math platform, was also provided. Based on the results from a feedback survey, a majority of the elementary teachers taking part in the district offered professional development on Building Thinking Classrooms reported understanding the strategies and importance of implementing them in their classrooms. Walkthrough data showed evidence of Building Thinking Classrooms strategies being implemented in approximately 50% of the elementary classrooms visited. A majority of secondary mathematics teachers have been trained on implementing Building Thinking Classrooms strategies. Based on feedback from Teachers on Assignment, approximately 75% of middle school teachers implemented Building Thinking Classrooms strategies at least once. Based on data from classroom visits, approximately 50% of Fontana High School teachers implemented Building Thinking Classrooms strategies at least once; and approximately 80% of Kaiser High School teachers implemented Building Thinking Classrooms strategies. Overall, the implementation of the 2023 Mathematics Framework and Building Thinking Classrooms was successful.

The implementation of action 1B.1, aligned with the goal of strengthening academic supports and enhancing Tier II instructional structures, was successfully executed as planned. Based on 2024–2025 district implementation and professional development records, it has proven effective in advancing progress toward the intended outcomes.

Action 1B.1 ensured that all students in transitional kindergarten through twelfth grade (100%) had access to core instructional materials provided by Library Services, ensuring full compliance with the Williams Case as outlined in Education Code 60119. This access was confirmed through site inventories and distribution records, which reflected that all students received the necessary materials to support instruction in alignment with curriculum standards. This outcome successfully supported equitable access to instruction for all students and helped ensure a consistent foundation for academic support across all schools.

Furthermore, Action 1B.1 ensured that at the middle school level, all seven sites received weekly coaching and professional development from their assigned Intervention Teachers on Assignment (TOAs). These coaching sessions focused on the redesign of Tier II intervention structures and the use of data analysis to inform student support strategies. Intervention TOAs worked directly with site leadership teams and classroom teachers to strengthen instructional practices, review student performance data, and guide the implementation of effective intervention models. In addition to weekly coaching, all seven middle school mathematics Intervention Teachers participated in four professional development and professional learning community (PLC) sessions during first and second semesters. These sessions centered on scaffolding instructional strategies to improve student access to the core mathematics program. The training sessions were designed to support teachers in aligning their instruction to student needs while reinforcing core concepts. The effectiveness of this support was evident in teacher implementation feedback and site-based coaching logs, which demonstrated increased teacher engagement in data-driven instructional planning during the 2024–2025 school year. Overall, the implementation of the coaching and professional development for math intervention teachers was successful.

Similarly, Action 1B.1 also supported middle school Integrated Coding and Computing (ICC) by ensuring that all ICC teachers participated in four professional development and PLC sessions during first and second semesters. These sessions focused on the implementation of the University of California Davis curriculum, providing staff with tools and strategies to support students in targeted intervention courses. The professional development sessions emphasized consistency in instructional delivery and strategies to support engagement and academic growth among students requiring additional support. Feedback and observation data suggested an improvement in instructional consistency and curriculum fidelity across sites. Overall, the implementation of the coaching and professional development for ICC teachers was successful.

Furthermore, Action 1B.1 ensured that the Intervention TOAs were equipped with multiple professional learning tools and opportunities to deepen their instructional leadership. These included resources such as The Illustrated Guide to Visible Learning: An Introduction to What Works Best in Schools and participation in key professional learning events such as the Branching Minds Multi-Tiered System of Supports (MTSS) Summit, the California MTSS Professional Learning Institute, the Math Community of Practice, Introduction to Building Thinking Classrooms in Mathematics, and Curriculum and Instruction Network sessions. These opportunities enhanced the capacity of TOAs to lead evidence-based instructional practices and support the continuous improvement of intervention systems.

Overall, the implementation of 1B.1 was effective, comprehensive, and successful by reaching all targeted staff and student groups. The combination of consistent coaching, structured professional development, and access to quality instructional materials served as strong evidence of full implementation of the planned actions. The implementation data and staff development participation records from 2024–2025 reflect measurable progress toward building a more responsive and equitable system of academic supports. This action has been effective in increasing staff capacity, improving instructional practices, and ensuring equitable access to high-quality instructional materials. Continued monitoring of student academic performance and instructional impact will provide additional insights into long-term effectiveness.

Action 1B.2 aligned with the goal to strengthen Tier II academic interventions and support equitable access to targeted instructional services was carried out successfully as planned during the 2024-2025 school year without any substantive differences in implementation.

Action 1B.2 ensured that all thirty elementary schools successfully implemented a WIN (What I Need) Time schedule, creating structured blocks within the school day to deliver differentiated intervention and enrichment. Instructional Support Teachers and Instructional Aides have a structure to provide support; the goal is to build pedagogical capacity to deliver such services.

Also, Action 1B.2 ensured that at the secondary level, all fourteen schools offered mathematics intervention courses to support students performing below grade level. During the first semester, a total of 1,257 secondary students received instruction through these intervention courses. The implementation of these courses was consistent across all sites; however, one relevant challenge was the identification of an emerging need to examine the current organization and scheduling of intervention courses for the 2025–2026 school year. This need stemmed from variations in how students were enrolled and served, highlighting a potential inequity in access to Tier II supports that will require further analysis and adjustment.

In addition to implementation of intervention, Action 1B.2 provided support for specialized instructional programs. All seven Integrated Coding and Computing teachers received a dedicated laptop to facilitate instruction and enhance digital learning opportunities in their classrooms. The provision of this technology successfully helped improve the functionality and delivery of the curriculum in these computer science-based courses. This action supported digital literacy and student engagement in computer science courses. The effectiveness of this action was demonstrated by increased integration of technology tools into classroom instruction, as reflected in teacher feedback and classroom observation notes. Furthermore, all seven middle school mathematics intervention teachers were provided access to Delta Math, an online platform used to support diagnostic assessment, individualized practice, and instructional scaffolding in mathematics. The access to this tool enhanced teachers' ability to target instruction based on student performance data and provide appropriate interventions aligned with grade-level standards.

Overall, the implementation of Action 1B.2 reflected full and successful execution of the planned supports, as evidenced by service data, staff deployment, access to instructional tools, and delivery of core and intervention instruction. The ongoing identification of areas for structural improvement, such as equitable access to secondary intervention courses, provides a strong foundation for continued refinement and growth in the upcoming school year.

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

There were no material differences for actions 1B.1 or 1B.2.

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

Actions 1B.1 and 1B.2 were effective in improving math achievement, as shown by progress across all four metrics. From 2022–23 to 2023–24, the percentage of students meeting or exceeding standards on the CAASPP Math assessment (M1B.1) rose from 20.9% to 22.7%, with gains among Socioeconomically Disadvantaged (+2.4%) and Students with Disabilities (+1.5%). The districtwide average Distance from Standard (M1B.2) improved from -82.1 to -76.1, with ELs gaining +6.7 points and SED students +7.5. However, Foster Youth and Homeless students declined slightly. TK math readiness (M1B.3) declined across all domains in 2024–25, signaling a need for stronger early math instruction. Meanwhile, i-Ready Math diagnostics (M1B.4) showed that 20% of students were at or above grade level, with ELs and SWD significantly below average. Overall, the actions supported measurable growth, though targeted support remains necessary for the most vulnerable groups.

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

In Goal 1B, the following two metrics will be removed from the goal and actions 1B.1 and 1B.2: M1B.3 CAASPP MATH % of Students Who Improved Distance from Standard over the Prior Year and M1B.4 Quantile (Math) % At or Above Grade Level as these metrics are not required and are not used to monitor student progress by sites or district staff. Thus M1B.5 TK Mathematics % At or Above Grade Level will be renumbered as M1B.3. A new metric will be added to monitor students' progress in math, M1B.4, i-Ready Math Winter Diagnostic % At or Above Grade Level.

In Goal 1B, a few of the Year 1 Outcomes surpassed the previously set Target for Year 3 Outcome for specific student groups and/or schools. Thus, the Target for Year 3 Outcomes will be updated as follows: MB.1 for AI from 21.6% to 30.0%, M1B.2 for AI from -94.1 to +34.9, for PI from -108.5 to -96.3, for MR from -54.2 to -49.2, and for WH from -51.0 to -43.8.

LTEL student group was added to M1B.1 and M1B.2.

All Goal 1B titles will be revised to improve clarity and conciseness.

Action 1B.1 will be modified to clarify the focus on improving math achievement for all students through implementation of a strategic math plan including provision of a supplemental math curriculum with coaching and professional development on the CA Math Framework. M1B.3 TK Mathematics % At or Above Grade Level will be added to monitor this action.

Action 1B.2 will be modified to strengthen the Multitiered System of Supports and improve Math outcomes, emphasis will be placed on differentiated instruction, professional development, and data-driven interventions. The new M1B.4 will be added to monitor student progress in math and to evaluate this action. M1B.1 and M1B.2 will be removed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1B.1	Strategic TK-12 Math Plan	FUSD teachers will implement a strategic math plan TK-12 to provide all students, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students with engaging instruction that integrates math practices to enhance numeracy and reasoning skills to increase math achievement and reduce disparities, as measured by (M1B.1 – M1B.3). LREBG partially funded action: $3,541,415.00	$3,841,415.00	Yes
1B.2	Targeted Academic Support in Math	To address achievement gaps in mathematics between all students and English Learners, Foster Youth, and Socioeconomically Disadvantaged students, FUSD will strengthen implementation of the Multi-tiered System of Support by providing professional development and targeted research-based math interventions to meet the diverse needs of each student as measured by (M1B.4).	$6,534,208.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
1C	POWERFUL OUTCOMES: Over the next three years, all FUSD Multilingual Learners will improve academic achievement in ELA and Math, as measured by state and local assessments, and will increase progress toward English Language Proficiency and Graduation Rate as measured by the CA Dashboard.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1C supports the district's first Area of Focus: Powerful outcomes for all scholars, with a focus on Multilingual Learners (ML), including English Learners (ELs) and Long-Term English Learners (LTELs). LTELs are students who have remained classified as ELs for six or more years without reaching English language proficiency. These students often face challenges with academic language, engagement, and performance on standardized assessments.

Based on the 2023 CA Dashboard, EL students were in the lowest performance band (RED) at multiple schools:
- Suspension Rate: 1 school
- Chronic Absenteeism: 3 schools
- College & Career Indicator: 3 schools
- CAASPP ELA: 18 schools
- CAASPP Math: 11 schools
- ELPI: 10 schools

The English Language Proficiency Assessments for California (ELPAC) results previously showed that while some EL students are progressing, many remain at lower proficiency levels, highlighting the need for targeted language development and academic support.

In March 2024, FUSD adopted a revised Master Plan for English Learners, aligned with the CA English Learner Roadmap. This included support for the Dual Language Immersion (DLI) program, which promotes bilingualism, academic achievement, and social-emotional growth in both English and Spanish.

Educational Partners, including DELAC, continue to emphasize the need for:
- Stronger instructional strategies (e.g., ELD integration)
- Family engagement
- Culturally and linguistically relevant practices
- Collaboration across programs to share effective strategies and materials
- Consistent use of language proficiency assessments across ML, DLI, and World Language programs

To support ELs and LTELs, FUSD will continue implementing targeted instruction such as vocabulary development, integrated language and content teaching, and scaffolding. Educators will continue to receive professional development in differentiated and culturally responsive instruction. Family and community engagement will continue to be prioritized to create a supportive learning environment.
The district has aligned goals, actions, and metrics to address data findings, with a focus on student groups in the Red performance band.
Metrics will be reported for all students and key subgroups using the following abbreviations:
ALL: All Students | EL: English Learners | FY: Foster Youth | SED: Socioeconomically Disadvantaged | SWD: Students with Disabilities | HOM: Homeless Youth | AA: African American | AI: American Indian | AS: Asian | FI: Filipino | HI: Hispanic | MR: Multiple Races | PI: Pacific Islander | WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1C.1	CAASPP ELA - English Learners % Met/Exceeded (Data Source: CDE Research File)	2022-2023 EL: 9.6% LTEL: 5.2%	2023-2024 EL: 9.8% LTEL: 6.7%		EL: 20.1% LTEL: 15.7%	EL: +0.2% LTEL: +1.5%
M1C.2	CAASPP MATH - English Learners % Met/Exceeded (Data Source: CDE Research File)	2022-2023 EL: 6.6% LTEL: 0.8%	2023-2024 EL: 7.0% LTEL: 1.7%		EL: 17.1% LTEL: 11.3%	EL: +0.4% LTEL: +0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1C.3	CAASPP ELA - English Learners Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 EL: -75.9 LTEL: -134.6	2023-2024 EL: -69.5 LTEL: -100.2		EL: -57.9 LTEL: -91.2	EL: +6.4 LTEL: +34.4
M1C.4	CAASPP MATH - English Learners Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 EL: -109.9 LTEL: -190.5	2023-2024 EL: -103.2 LTEL: -161.6		EL: -91.9 LTEL: -155.6	EL: +6.7 LTEL: +28.9
M1C.5	English Learner Progress Indicator (ELPI) - DISTRICT % Making Progress Toward English Language Proficiency (Data Source: CA School Dashboard)	2022-2023 EL: 44.8% 2023-2024 LTEL: 40.0%	2023-2024 EL: 42.4% LTEL: 40.0%		EL: 50.8% LTEL: 48%	EL: -2.4% LTEL: NA
M1C.6	English Learner Progress Indicator (ELPI) - ELEMENTARY SCHOOLS % Making Progress Toward English Language Proficiency	2022-2023 Binks: ALL: 41.4% DHIA: ALL: 29.8% Juniper:	2023-2024 Binks: ALL: 46.3% DHIA: ALL: 55.4% Juniper:		Binks: ALL: 47.4% DHIA: ALL: 60.4% Juniper: ALL: 44.5%	Binks: ALL: +4.9% DHIA: ALL: +25.6% Juniper: ALL: -12.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	ALL: 38.5% Porter: ALL: 31.3% Shadow Hills: ALL: 39.4% South Tamarind: ALL: 38%	ALL: 26.2% Porter: ALL: 44.4% Shadow Hills: ALL: 43.1% South Tamarind: ALL: 43.2%		Porter: ALL: 50.4% Shadow Hills: ALL: 45.4% South Tamarind: ALL: 45%	Porter: ALL: +13.1% Shadow Hills: ALL: +3.7% South Tamarind: ALL: +5.2%
M1C.7	English Learner Progress Indicator (ELPI) - MIDDLE SCHOOLS % Making Progress Toward English Language Proficiency (Data Source: CA School Dashboard)	2022-2023 Alder MS: ALL: 43.6%	2023-2024 Alder MS: ALL: 40.4%		Alder MS: ALL: 49.6%	Alder MS: ALL: -3.2%
M1C.8	English Learner Progress Indicator (ELPI) - HIGH SCHOOLS % Making Progress Toward English Language Proficiency (Data Source: CA School Dashboard)	2022-2023 Citrus High: ALL: 32.7% Jurupa Hills: ALL: 30.6% Summit HS: ALL: 30.4%	2023-2024 Citrus High: ALL: 41.9% Jurupa Hills: ALL: 31.8% Summit HS: ALL: 15.6%		Citrus High: ALL: 47.9% Jurupa Hills: ALL: 36.6% Summit HS: ALL: 36.4%	Citrus High: ALL: +9.2% Jurupa Hills: ALL: +1.2% Summit HS: ALL: +14.8%
M1C.9	English Learner Reclassification Rate	2022-2023 EL: 9.2%	2023-2024 EL: 9.3%		EL: 9.5% LTEL: 22.0%	EL: +0.1% LTEL: +13.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% Reclassified

(Data Source: CALPADS) | LTEL: 2.2% | LTEL: 16.0% | | | |
| M1C.10 | ELD Standards Implementation Rating

(Data Source: CDE Self-Reflection Tool) | 2023-2024 3 out of 5 | 2024-2025 3 out of 5 | | 4 out of 5 | + 0 |
| M1C.11 | EL Parent Engagement (Local Indicator) Average Number of Participants in Attendance at ELAC/DELAC Meetings

(Data Source: Meeting Sign-in Sheets; FACE Team Data Collection Tool) | 2023-2024 ELAC/DELAC (EL): 11 | 2024-2025 ELAC/DELAC (EL): 11 | | ELAC/DELAC (EL): 12 | Maintained 11 |
| M1C.12 | Graduation Rate - DISTRICT, % graduating
(Data Source: ALL/EL: CA School Dashboard; LTEL: CCI Student Level File and LTEL Student Level File) | 2022-2023 ALL STUDENTS: 91.4%

Program Groups: EL: 79.8% LTEL: 84.4% | 2023-2024 ALL STUDENTS: 92.6%

Program Groups EL: 84.2% LTEL: 87.2% | | ALL STUDENTS: 95.9%

Program Groups: EL: 90.3% LTEL: 92% | EL: +4.4% LTEL: +2.8% |
| M1C.13 | State Seal of Biliteracy % Graduates earned | 2022-2023 | 2023-2024 | | ALL STUDENTS: 26.6% | ALL STUDENTS: +3.2% |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: DataQuest)	ALL STUDENTS: 20.6% Program Groups: EL: 5.5% LTEL: 0.3% SED: 21.5% FY: 12.1% SWD: 1.7% HOM: 17.4% Ethnicity Groups: AA: 0.0% AI: n/a AS: 14.3% FI: 11.9% HI: 23.2% PI: n/a MR: 0.0% WH: 2.0%	ALL STUDENTS: 23.8% Program Groups: EL: 7.4% LTEL: 6.2% SED: 24.5% FY: 0% SWD: 2.4% HOM: 20.4% Ethnicity Groups: AA: 0.0% AI: n/a AS: 12.8% FI: 15.4% HI: 26.4% PI: n/a MR: 0.0% WH: 6.5%		Program Groups: EL: 16% LTEL: 12.2% SED: 27.5% FY: 22.6% SWD: 12.2% HOM: 27.9% Ethnicity Groups: AA: 10.5% AI: n/a AS: 24.8% FI: 22.4% HI: 29.2% PI: n/a MR: 10.5% WH: 12.5%	Program Groups: EL: +1.9% LTEL: +5.9% SED: +3.0% FY: -12.1% SWD: +0.7% HOM: +3.0% Ethnicity Groups: AA: 0.0% AI: n/a AS: -1.5% FI: +3.5% HI: +3.2% PI: n/a MR: 0.0% WH: +4.5%

Goal Analysis [2024-25]

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

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

Action 1C.1 (Enhance Multilingual Learner/EL Parent and Community Involvement and Engagement), 1C.4 (Monitor progress of Multilingual/English Learners towards increased academic achievement and reclassification), 1C.5 (Increase progress and outcomes in literacy and math for Long-Term English Learners (LTELs), and 1C.7 (Ensure all students access to World Languages (WL) courses and increase the number of students demonstrating biliteracy) were partially implemented due to delays in purchasing of materials and services and the availability of resources and specialized staff. The challenges caused a late start-up and implementation of the data information system to assist with the monitoring of Multilingual/English Learner progress. The plan for the implementation of the data information system was scheduled for system integration in the Fall 2024 with system implementation launch in the winter 2024. This changed to system integration starting late Winter 2024 and system introduction and training to Spring 2025 and will continue into the 2025-2026 school year. Full implementation of the data information system is critical in enhancing FUSD's targeted monitoring systems and provide targeted

supports to increase academic progress and outcomes in literacy and mathematics for LTELs and EL students at risk of becoming LTELs. In addition, the purchase of instructional materials and digital resources for the Academic Language Development course specifically designed to address the language and literacy needs of Long-Term English Learners (LTELs) were delayed. Workshops for Parents of Multilingual/English Learners continue to be scheduled and provided by the school sites and the FACE department. The use of AVANT to place students in World Language (Spanish) courses is being piloted with a planned districtwide implementation in 2025-2026.

Actions 1C.2 (Address the academic needs of Multilingual/English Learners through systemic, targeted supports), 1C.3 (Expand and enhance Dual Language Immersion Program), and 1C.8 (Support family engagement by providing translation and interpretation services to families of Multilingual/English Learners) were successfully implemented as planned.

Action 1C.2 (Address the academic needs of Multilingual/English Learners through systematic, targeted supports) was successful in spite of having unfilled bilingual aide positions, we were able to implement what was planned and ensured that Multilingual/English Learners receive targeted, differentiated support through language development classes and extended learning opportunities. Professional development and coaching services provided to teachers and support staff on comprehensive English Language Development (ELD) instruction, instructional routines and strategies, and core and supplemental instructional materials and resources was more targeted and specific.

Action 1C.3 (Expand and enhance Dual Language Immersion program) was successfully implemented as the DLI program was expanded into fifth grade at Redwood elementary and ninth grade at Jurupa Hills high School. Professional development and coaching services were provided successfully to the new DLI staff and school site administrators at Jurupa Hills High School. Core and supplemental instructional materials were adopted and provided to DLI classes. The district maintained appropriately credentialed and authorized bilingual/biliterate staff to support the implementation of the Dual Language Immersion program. FUSD monitored the progress of students at DLI elementary schools in learning the targeted second language, Spanish, as measured by I-Station.

Action 1C.4 (Monitor progress of Multilingual/English Learners towards increased academic achievement and reclassification) was implemented as planned. FUSD successfully revised its reclassification criteria to include the recently adopted i-Ready assessments. FUSD is utilizing Ellevation to establish better ongoing monitoring of student achievement and more opportunities to reclassify English Learners throughout the year. FUSD also provided all schools with English Learner Site Monitors stipends, for a certificated staff member to assist with the monitoring of English Learner language proficiency and academic achievement towards reclassification and beyond. The EL Site Monitors were provided with professional development four times a year on how to progress monitor Multilingual/English Learners. School site administrators were invited to the training alongside their EL Site Monitors and participate in the professional development. As a result, FUSD was able to reclassify 1,303 English Learners, which is a significant increase in reclassifications from previous years.

Action 1C.6 (Provide Professional development and coaching services to better serve Multilingual/English Learners), was partially implemented. FUSD successfully provided each school site with professional development and coaching services through various delivery models: whole group, small target groups (i.e. PLCs), and individual coaching sessions (i.e. coaching cycle with MPS TOAs). The MPS TOAs provided targeted and specific Multilingual/English Learners professional development and coaching services to teachers, administrators, and instructional support staff on Designated and Integrated ELD curriculum implementation, instructional routines and strategies essential for language development, and assessment practices and measures to monitor language and academic progress, and the effective implementation of FUSD's language acquisition programs (i.e. EL and DLI programs) and language programs (i.e. DLI and WL programs).

The challenge was not being able to contract with outside services such as consultants to provide additional professional development in DLI and World Language as had been planned.

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

There were no material differences for Actions 1C.1, 1C.3, and 1C.8.

A material difference for Action 1C.2 occurred due to 10--12 unfilled position vacancies in bilingual aides throughout the school year and the early retirement of the MPS Director in the spring. This also resulted in less expense for conferences and mileage.

A material difference for Action 1C.4 occurred as the EL Site Monitor stipends were less than expected.

A material difference for Action 1C.5 occurred as the district did not provide math interventions or professional development for LTELs under this action. Additionally, for Multilingual Programs and Services, the district shifted from pulling teachers out for professional development to a school site-based model eliminating the need for substitutes or additional hourly.

A material difference for Action 1C.6 occurred as the district did not provide the outside contracted services planned professional development for DLI and World Languages resulting in spending less than anticipated.

A material difference for Action 1C.7 occurred due to delays in purchasing of materials and services and the limited availability of specialized staff.

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

Action 1C.1 has demonstrated effectiveness in improving graduation outcomes for Multilingual/English Learners (ELs) and Long-Term English Learners (LTEL), as reflected in Metric M1C.9. The 2022-23 and 2023-34 graduation for ELs increased from 79.8% to 84.2%, and for LTELs from 84.4% to 87.2%. FUSD also reclassified 1,303 English Learners, which is a significant increase in reclassifications from previous years indicating that efforts to create inclusive, culturally affirming environments and strengthen family engagement are positively impacting student success. While these gains are encouraging, continued focus is needed to close the gap with district wide results.

Action 1C.2 has shown mixed effectiveness in supporting Multilingual/English Learners (ELs) and Long-Term English Learners (LTELs). From 2022-23 to 2023-34, CAASPP ELA scores for ELs increased slightly from 9.6% to 9.8%, and Math scores rose from 6.6% to 7.0%. Graduation for ELs increased from 79.8% to 84.2%, and for LTELs from 84.4% to 87.2%.

Action 1C.3 has shown moderate effectiveness based on CAASPP performance data. From 2022–23 to 2023–24, the percentage of ELs meeting or exceeding standards in ELA increased slightly from 9.6% to 9.8%, and in Math from 6.6% to 7.0%. While these gains are modest,

they are supported by improvements in average Distance from Standard (DFS) scores, with ELs improving by +6.4 points in ELA and +6.7 points in Math over the same period. These results suggest that the targeted training and instructional support provided through Action 1C.3 are beginning to positively impact student achievement, though continued refinement and support are needed to accelerate progress.

Action 1C.4 has shown mixed effectiveness based on key metrics. From 2022–23 to 2023–24, the percentage of ELs meeting or exceeding standards on the CAASPP ELA increased slightly from 9.6% to 9.8% (M1C.1), and in Math from 6.6% to 7.0% (M1C.2), indicating modest academic gains. However, progress toward English language proficiency declined, with the English Learner Progress Indicator (ELPI) dropping from 44.8% in 2022–23 to 42.4% in 2023–24 (M1C.5). At the middle school level, Alder Middle School also saw a decrease in ELPI performance from 43.6% to 40.4% (M1C.7). These results suggest that while Action 1C.4 contributed to incremental academic improvement, continued refinement and timely execution of support systems will be essential to accelerate language development and academic achievement for ELs.

Action 1C.5 demonstrated limited effectiveness across key academic and language development metrics. From 2022–23 to 2023–24, the percentage of ELs meeting or exceeding standards on the CAASPP ELA increased slightly from 9.6% to 9.8%, and in Math from 6.6% to 7.0% (M1C.1, M1C.2). However, progress toward English language proficiency declined, with the districtwide English Learner Progress Indicator (ELPI) dropping from 44.8% to 42.4% during the same period (M1C.5). At Alder Middle School, a key site for LTELs, ELPI performance also declined from 43.6% to 40.4% (M1C.7). These results suggest that while there were slight academic gains, the action was less effective in accelerating English language development, highlighting the need for more targeted and sustained support for LTELs.

Action 1C.6 demonstrated moderate effectiveness across several key metrics. From 2022-23, the percentage of ELs meeting or exceeding standards on the CAASPP ELA increased slightly from 9.6% to 9.8%, and in Math from 6.6% to 7.0% (M1C.1, M1C.2). However, the percentage of ELs making progress towards English language proficiency (ELPI) declined from 44.8% to 42.4% (M1C.5), and at Alder Middle school, ELP performance dropped from 43.6% to 40.4% (M1C.7). Parent engagement remained steady, with an average of 11 participants attending ELAC/DELAC meetings (M1C.11), and 663 students earned the State Seal of Biliteracy in 2023-24, up from 20.6% to 23.8% overall (M1C.13) Graduation for ELs increased from 79.8% to 84.2%, and for LTELs from 84.4% to 87.2%. These results suggest that while Action 1C.6 contributes to incremental academic gains and recognition of biliteracy, further efforts are needed to accelerate English language development and increase engagement.

Action 1C.7 demonstrated moderate effectiveness based on Metric M1C.5. While the percentage of English Learners (ELs) making progress toward English language proficiency declined from 44.8% in 2022–23 to 42.4% in 2023–24, the percentage of students earning the State Seal of Biliteracy increased from 20.6% to 23.8% during the same period (M1C.13). This suggests that although overall language proficiency growth among ELs slightly declined, the action was effective in supporting biliteracy attainment for students who reached higher levels of proficiency.

Action 1C.8, which focuses on providing translation and interpretation services to support family engagement for Multilingual/English Learners (ELs), demonstrated moderate effectiveness based on academic and language development outcomes. From 2022–23 to 2023–24, the percentage of ELs meeting or exceeding standards on the CAASPP ELA increased slightly from 9.6% to 9.8% (M1C.1), and the average Distance from Standard (DFS) improved from -75.9 to -69.5 (M1C.3). These gains suggest that improved communication and access to information for families may be contributing to incremental academic progress. However, continued efforts are needed to accelerate growth and ensure equitable outcomes for EL students.

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

Goal 1C actions will be reorganized to address the comprehensive needs assessment and align more effectively with the CA EL Roadmap and FUSD's Pathways to Biliteracy Master Plan. This reorganization will streamline the framework from eight actions to four, enhancing alignment and coherence across district initiatives. By building upon the principles of the CA EL Roadmap and the strategies outlined in the Pathways to Biliteracy Master Plan, the revised structure will ensure a more deliberate and intentional implementation. It will establish a clearer connection across the LCAP, CA EL Roadmap, Pathways to Biliteracy Master Plan, FUSD's Learner Profile, and school sites' SPSAs. The redesigned Goal 1C actions will strengthen the focus on language acquisition programs, ensuring the most effective practices to support the unique language and academic needs of Multilingual/English Learners, ultimately leading to higher student achievement and success.

The following former metrics will be removed because these aren't required, they are not used to monitor students' progress, and they are not used to evaluate effectiveness of planned actions:
M1C.5 CAASPP ELA – English Learners % Students Who Improved DFS
M1C.6 CAASPP MATH - English Learners % Students Who Improved DFS

The following former two metrics have been combined into one metric to eliminate redundancy M1C.12 Graduation Rate - DISTRICT, % graduating for ALL students, EL, and LTEL student groups:
M1C.11 Graduation Rate - English Learners % graduating
M1C.15 Graduation Rate - DISTRICT, % graduating

The following former metrics will be renumbered:
M1C.7 will now be M1C.5
M1C.8 will now be M1C.6
M1C.9 will now be M1C.7
M1C.10 will now be M1C.8
M1C.12 will now be M1C.9
M1C.13 will now be M1C.10
M1C.14 will now be M1C.11
M1C.16 will now be M1C.13

The following Targets for Year 3 Outcomes will be updated because many of the Year 1 Outcomes surpassed the previously set Target for Year 3 Outcome for specific student groups and/or schools:
M1C.3 for LTEL from -116.6 to -91.2
M1C.4 for LTEL from -172.5 to -155.6
M1C.6 for DHIA: ALL from 36.8% to 60.4%, for Porter: ALL from 37.3% to 50.4%
M1C.8 for Citrus High: ALL from 38.7% to 47.9%

M1C.9 for LTEL from 2.5% to 22.0%

The following corrections were made to metrics:
M1C.5 was updated for LTEL Baseline from 2022-2023 NA to 2023-2024 40.4% and the target for year 3 outcome was updated from NA to 48%.
M1C.6 was updated to correct the target for year 3 outcome for Binks: ALL from 447.4% to 47.4%.

The following actions will include additional metrics to better evaluate the effectiveness:
Action 1C.1 will be measured by M1C.1 - M1C.13
Action 1C.2 will be measured by M1C.1 - M1C.8
Action 1C.3 will be measured by M1C.1 - M1C.9
Action 1C.4 will be measured by M1C.1 - M1C.13

All Goal 1C action titles will be revised to improve clarity and conciseness.

The former Goal 1C Actions and their associated personnel, programs and services are being reorganized and consolidated into the following new 2025-2026 Goal 1C Actions:
New Action 1C.1 will be renamed with a new description, will become a contributing action, and will include the services formerly provided in Actions 1C.1 and 1C.8.
New Action 1C.2 will be renamed with a new description and will include the services formerly provided in Actions 1C.3, 1C.4 and 1C.7
New Action 1C.3 will be renamed with a new description and will include the services formerly provided in Actions 1C.2 and 1C.6.
New Action 1C.4 will be renamed with a new description and will include the services formerly provided in Action 1C.5.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1C.1	Inclusive Environments for Multilingual/English Learners	FUSD will build strong family, community, and school partnerships and inclusive, affirming school environments that value and build upon the cultural and linguistic assets of Multilingual/English Learners and Long-Term English Learners to ensure their language proficiency and academic progress as measured by (M1C.1 - M1C.13).	$1,458,243.87	Yes

Action #	Title	Description	Total Funds	Contributing
1C.2	Dual Language Immersion Opportunities	FUSD will provide Dual Language Immersion (DLI) to increase bilingualism and biculturalism for all students, particularly for EL students as measured by (M1C.1 - M1C.8).	$5,685,938.00	Yes
1C.3	EL/LTEL Professional Development & Coaching	FUSD will provide targeted professional development and coaching to ELD and LTEL-focused teachers and teams on leveraging an online data platform and the ELA/ELD Framework to strengthen instruction and support timely reclassification of English Learners, including Long-Term English Learners, as measured by (M1C.1 - M1C.9). LREBG partially funded action: $941,880.00	$2,170,760.00	Yes
1C.4	Systems for Multilingual/English Learner Success	FUSD will implement a coordinated system of supports for Multilingual/English Learners and LTELS, including early identification of needs, aligned ELD instruction, reclassification support, academic counseling, and postsecondary readiness services to ensure coherent pathways from early education through graduation and beyond as measured by (M1C.1 - M1C.13).	$5,571,289.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
1D	POWERFUL OUTCOMES: Over the next three years, FUSD Scholars will graduate from FUSD with a multifaceted college and career roadmap that provides a wide array of postsecondary options and a clear postsecondary plan by increasing Graduation and College & Career Readiness Rates for all scholars with emphasis on underrepresented student groups (including English Learners, Foster Youth, and Low-Income Students) as measured by the California School Dashboard.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1D supports the district's first Area of Focus: Powerful outcomes for all scholars, with an emphasis on college and career readiness. FUSD continues to be committed to ensuring all students have access to programs such as AVID, Advanced Placement (AP), International Baccalaureate (IB), and Career and Technical Education (CTE) to prepare them for post-secondary success.

The 2023 College/Career Indicator (CCI) showed incremental progress in student preparedness but also revealed areas needing improvement. Efforts to increase A–G course completion have shown positive trends, yet disparities remain.

According to the 2023 CA Dashboard, FUSD had 9 instances of student groups in the lowest performance band (RED) for the CCI: ALL (2 schools), EL (3 schools), SED (2 schools), HI (2 schools)

Educational Partners continue to emphasize the need to strengthen college and career pathways, increase support systems, and provide families with information about post-secondary options. Students continue to express interest in early and ongoing college and career awareness, as well as expanded dual enrollment opportunities.

To address these needs, FUSD will continue:
- Expanding CTE pathways through updated curricula, industry partnerships, and modern facilities
- Increasing dual enrollment with local colleges to help students earn college credit in high school
- Broadening access to AP and IB courses to ensure equitable participation
- Continuing college readiness activities such as workshops, fairs, visits, and counseling

- Providing guidance on college entrance exams, applications, and financial aid
- Implementing targeted supports to increase graduation rates for students with disabilities and other underrepresented groups, including ELs,

low-income students, and Foster Youth

These efforts aim to reduce barriers, close opportunity gaps, and prepare all students for success in college, careers, and beyond.

The district has aligned goals, actions, and metrics to address data findings, with a focus on student groups in the lowest performance band (RED). Metrics will be reported for all students and key subgroups using the following abbreviations: ALL: All Students | EL: English Learners | FY: Foster Youth | SED: Socioeconomically Disadvantaged | SWD: Students with Disabilities | HOM: Homeless Youth | AA: African American | AI: American Indian | AS: Asian | FI: Filipino | HI: Hispanic | MR: Multiple Races | PI: Pacific Islander | WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1D.1	CAASPP ELA - High Schools (11th Grade EAP) % Met/Exceeded (Data Source: CDE Research File)	2022-2023 ALL STUDENTS: 51.0% Program Groups: EL: 8.9% LTEL: 10.0% SED: 48.6% FY: 7.1% SWD: 7.1% HOM: 38.5% Ethnicity Groups: AA: 40.0% AI: NA AS: 61.0% FI: 82.1% HI: 50.7% PI: NA MR: 68.8% WH: 52.0%	2023-2024 ALL STUDENTS: 55.5% Program Groups: EL: 12.8% LTEL: 15.9% SED: 53% FY: 45.8% SWD: 11% HOM: 32.4% Ethnicity Groups: AA: 52.7% AI: NA AS: 71% FI: 87.9% HI: 54.3% PI: NA MR: 74.3% WH: 59.3%		ALL STUDENTS: 57.0% Program Groups: EL: 19.4% LTEL: 19.0% SED: 59.1% FY: 51.8% SWD: 17.6% HOM: 49% Ethnicity Groups: AA: 58.7% AI: NA AS: 77% FI: 88.5% HI: 61.2% PI: NA MR: 74.8% WH: 65.3%	ALL STUDENTS: +4.5% Program Groups: EL: +3.9% LTEL: +5.9% SED: +4.4% FY: +38.7% SWD: +3.9% HOM: -6.1% Ethnicity Groups: AA: +12.7% AI: NA AS: +10.0% FI: +5.8% HI: +3.6% PI: NA MR: +5.5% WH: +7.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1D.2	CAASPP MATH - High Schools (11th Grade EAP) % Met/Exceeded (Data Source: CDE Research File)	2022-2023 ALL STUDENTS: 19.7% Program Groups: EL: 2.0% LTEL: 1.3% SED: 17.2% FY: 7.1% SWD: 1.3% HOM: 9.4% Ethnicity Groups: AA: 14.1% AI: NA AS: 48.8% FI: 64.1% HI: 18.7% PI: NA MR: 25.0% WH: 19.8%	2023-2024 ALL STUDENTS: 23.6% Program Groups: EL: 3.3% LTEL: 2.5% SED: 21.4% FY: 15.4% SWD: 2.5% HOM: 12% Ethnicity Groups: AA: 23.1% AI: NA AS: 54.1% FI: 60.6% HI: 21.6% PI: NA MR: 25.7% WH: 41.2%		ALL STUDENTS: 25.7% Program Groups: EL: 12.5% LTEL: 10.3% SED: 27.7% FY: 17.6% SWD: 11.8% HOM: 19.9% Ethnicity Groups: AA: 24.6% AI: NA AS: 54.8% FI: 70.1% HI: 29.2% PI: NA MR: 31% WH: 47.2%	ALL STUDENTS: +3.9% Program Groups: EL: +1.3% LTEL: +1.2% SED: +4.2% FY: +8.3% SWD: +1.2% HOM: +2.6% Ethnicity Groups: AA: +9.0% AI: NA AS: +5.3% FI: -3.5% HI: -2.9% PI: NA MR: +0.7% WH: +21.4%
M1D.3	College/Career Indicator (CCI) - DISTRICT % Prepared (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: 50.2% Program Groups: EL: 24.0% LTEL: 24.5% SED: 49.4% FY: 30.8% SWD: 16.4% HOM: 40.4% Ethnicity Groups: AA: 36.7%	2023-2024 ALL STUDENTS: 51.8% Program Groups: EL: 24.7% LTEL: 25.6% SED: 51.5% FY: 24.1% SWD: 14.7% HOM: 41.7% Ethnicity Groups: AA: 35.5%		ALL STUDENTS: 56.2% Program Groups: EL: 34.5% LTEL: 33.5% SED: 59.9% FY: 41.3% SWD: 26.9% HOM: 50.9% Ethnicity Groups: AA: 47.2% AI: NA	ALL STUDENTS: +1.6% Program Groups: EL: +0.7% LTEL: +1.1% SED: +2.1% FY: -6.7% SWD: -1.7% HOM: +1.3% Ethnicity Groups: AA: -1.2% AI: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AI: NA AS: 60.0% FI: 76.2% HI: 50.6% PI: NA MR: 34.5% WH: 53.3%	AI: NA AS: 72.3% FI: 87.5% HI: 51.7% PI: NA MR: 61.3% WH: 50.5%		AS: 78.3% FI: 93.5% HI: 56.6% PI: NA MR: 67.3% WH: 59.3%	AS: +12.3% FI: +11.3% HI: +1.1% PI: NA MR: +26.8% WH: -2.8%
M1D.4	College/Career Indicator (CCI) - HIGH SCHOOLS % Prepared (Data Source: CA School Dashboard)	2022-2023 Citrus High: ALL: 2.7% EL: 0% HI: 3% SED: 2.7% Eric Birch: ALL: 1.4% EL: 0% HI: 1.7% SED: 1.5% Summit HS: EL: 9.3%	2023-2024 Citrus High: ALL: 4.4% EL: 0% HI: 4.8% SED: 3.9% Eric Birch: ALL: 1.9% EL: 2.2% HI: 1.5% SED: 2% Summit HS: EL: 19%		Citrus High: ALL: 8.7% EL: 6% HI: 9% SED: 8.7% Eric Birch: ALL: 7.4% EL: 6% HI: 7.7% SED: 7.5% Summit HS: EL: 25%	Citrus High: ALL: +1.7% EL: 0.0% HI: +1.8% SED: +1.2% Eric Birch: ALL: +0.5% EL: +2.2% HI: -0.2% SED: +0.5% Summit HS: EL: +9.7%
M1D.5	A-G Completion Rate % completed A-G Requirements (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: 54.0% Program Groups: EL: 30.0% LTEL: 26.7% SED: 52.9% FY: 33.3% SWD: 17.3% HOM: 41.3% Ethnicity Groups:	2023-2024 ALL STUDENTS: 54.3% Program Groups: EL: 30.1% LTEL: 31.2% SED: 54.0% FY: 37.9% SWD: 15.2% HOM: 44.6% Ethnicity Groups:		ALL STUDENTS: 60% Program Groups: EL: 40.5% LTEL: 37.2% SED: 63.4% FY: 43.8% SWD: 27.8% HOM: 51.8% Ethnicity Groups: AA: 58.1%	ALL STUDENTS: +0.3% Program Groups: EL: +0.1% LTEL: +4.5% SED: +1.1% FY: +4.6% SWD: -2.1% HOM: +3.3% Ethnicity Groups: AA: -4.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 47.6% AI: NA AS: 65.0% FI: 88.1% HI: 53.8% PI: NA MR: 44.8% WH: 54.2%	AA: 43.6% AI: NA AS: 62.5% FI: 92.5% HI: 54.0% PI: NA MR: 71.0% WH: 52.0%		AI: NA AS: 71% FI: 94.1% HI: 64.3% PI: NA MR: 55.3% WH: 60.2%	AI: NA AS: -2.5% FI: +4.4% HI: +0.2% PI: NA MR: +26.2% WH: -2.2%
M1D.6	CTE Sequence or Program of Study % Graduates Completed with a C- or Better (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: 24.5% Program Groups: EL: 32.9% LTEL: 33.8% SED: 24.8% FY: 17.9% SWD: 22.2% HOM: 20.2% Ethnicity Groups: AA: 19.0% AI: NA AS: 10.0% FI: 35.7% HI: 24.7% PI: NA MR: 27.6% WH: 28.0%	2023-2024 ALL STUDENTS: 37.5% Program Groups: EL: 31.8% LTEL: 36.2% SED: 38.2% FY: 20.7% SWD: 33.7% HOM: 36.1% Ethnicity Groups: AA: 22.9% AI: NA AS: 29.2% FI: 37.5% HI: 38.7% PI: NA MR: 35.5% WH: 30.4%		ALL STUDENTS: 28% Program Groups: EL: 22% LTEL: 42.2% SED: 28% FY: 22% SWD: 26% HOM: 24% Ethnicity Groups: AA: 23% AI: NA AS: 16% FI: 41% HI: 28% PI: NA MR: 31% WH: 31%	ALL STUDENTS: +13.0% Program Groups: EL: -1.1% LTEL: +2.4% SED: +13.4% FY: +2.8% SWD: +11.5% HOM: +15.9% Ethnicity Groups: AA: +3.9% AI: NA AS: +19.2% FI: +1.8% HI: +14.0% PI: NA MR: +7.9% WH: +2.4%
M1D.7	A-G AND CTE Pathway % Graduates Met Requirements for BOTH	2022-2023 ALL STUDENTS: 25.9%	2023-2024 ALL STUDENTS: 25.0%		ALL STUDENTS: 25.8% Program Groups:	ALL STUDENTS: -0.9% Program Groups:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: College/Career Indicator Student-Level Data File)	Program Groups: EL: 16.9% LTEL: 14.8% SED: 26.4% FY: 14.3% SWD: 9.0% HOM: 25.8% Ethnicity Groups: AA: 16.1% AI: NA AS: 10.0% FI: 41.9% HI: 27.1% PI: NA MR: 12.5% WH: 17.4%	Program Groups: EL: 14.7% LTEL: 16.0% SED: 25.5% FY: 17.2% SWD: 8.2% HOM: 25.7% Ethnicity Groups: AA: 10.0% AI: NA AS: 25.0% FI: 32.5% HI: 25.8% PI: NA MR: 35.5% WH: 18.6%		EL: 21.6% LTEL: 22.0% SED: 25.8% FY: 24.8% SWD: 15.9% HOM: 26.5% Ethnicity Groups: AA: 21.7% AI: NA AS: 41.1% FI: 22.7% HI: 26.0% PI: 33.3% MR: 27.9% WH: 29.3	EL: -2.2% LTEL: +1.2% SED: -0.9% FY: +2.9% SWD: -0.8% HOM: -0.1% Ethnicity Groups: AA: -6.1% AI: NA AS: +15.0% FI: -9.4% HI: -1.3% PI: NA MR: +23.0% WH: +1.2%
M1D.8	Advanced coursework (AP/IB) Exam Pass Rate for Exam-Takers % passed AP/IB exam (Data Source: AP/IB Program Reports)	2022-2023 AP - (91% of enrolled took exam) ALL: 54.4% Program Groups: EL: 44.9% LTEL: 26.4% SED: 52.6% FY: NA SWD: 28.6% HOM: 59.4% Ethnicity Groups: AA: 44.7% AI: NA AS: 67.6% FI: 71.4% HI: 54.0%	2023-2024 AP - (94.2% of enrolled took exam) ALL: 60.7% Program Groups: EL: 60.8% LTEL: 43.9% SED: 59.8% FY: 71.4% SWD: 40% HOM: 65.4% Ethnicity Groups: AA: 52.3% AI: NA AS: 72.1% FI: 82.3%		AP - (95% of enrolled took exam) ALL: 60.4% Program Groups: EL: 55.4% LTEL: 49.9% SED: 63.1% FY: NA SWD: 39.1% HOM: 65.4% Ethnicity Groups: AA: 55.2% AI: NA AS: 73.6% FI: 76.4% HI: 64.5%	AP (+3.2% taking exam) ALL: +6.3% Program Groups: EL: +15.9% LTEL: +17.5% SED: +7.2% FY: NA SWD: +11.4% HOM: +6.0% Ethnicity Groups: AA: +7.6% AI: NA AS: +4.5% FI: +10.9% HI: +5.1% PI: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PI: NA MR: 53.1% WH: 49.5% 2022-2023 IB - (36% of enrolled took exam) ALL: 84.0% Program Groups: EL: NA LTEL: NA SED: 88.1% FY: NA SWD: NA HOM: NA Ethnicity Groups: AA: 80.0% AI: NA AS: NA FI: NA HI: 85.0% PI: NA MR: NA WH: NA	HI: 59.1% PI: 62.5% MR: 71.9% WH: 63.8% 2023-2024 IB - (25.1% of enrolled took exam) ALL: 80.3% Program Groups: EL: NA LTEL: NA SED: 79.2% FY: NA SWD: NA HOM: NA Ethnicity Groups: AA: NA AI: NA AS: NA FI: NA HI: 81% PI: NA MR: NA WH: NA		PI: NA MR: 63.6% WH: 60% IB - (40% of enrolled took exam) ALL: 87.0% Program Groups: EL: NA LTEL: NA SED: 91.1% FY: NA SWD: NA HOM: NA Ethnicity Groups: AA: 87.5% AI: NA AS: NA FI: NA HI: 88% PI: NA MR: NA WH: NA	MR: +18.8% WH: +14.3% IB (-10.9% taking exam) ALL: -3.7% Program Groups: EL: NA LTEL: NA SED: -8.9% FY: NA SWD: NA HOM: NA Ethnicity Groups: AA: NA AI: NA AS: NA FI: NA HI: -4.0% PI: NA MR: NA WH: NA
M1D.9	College Credit - % Graduates Who Completed College Credit Coursework During High School	2022-2023 ALL STUDENTS: 4.1% Program Groups: EL: 2.4% LTEL: 3.6% SED: 3.7% FY: 2.6%	2023-2024 ALL STUDENTS: 13% Program Groups: EL: 7% LTEL: 6.9% SED: 12.8%		ALL STUDENTS: 10.1% Program Groups: EL: 12.9% LTEL: 12.9% SED: 14.2% FY: 13.1%	ALL STUDENTS: +8.9% Program Groups: EL: +4.6% LTEL: +3.3% SED: +9.1% FY: +0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	SWD: 1.5% HOM: 2.3% Ethnicity Groups: AA: 2.7% AI: NA AS: 10.0% FI: 11.9% HI: 3.7% PI: NA MR: 10.3% WH: 7.5%	FY: 3.4% SWD: 7.2% HOM: 10.4% Ethnicity Groups: AA: 12.3% AI: NA AS: 31.9% FI: 20% HI: 12.6% PI: NA MR: 16.1% WH: 10.9%		SWD: 12% HOM: 12.8% Ethnicity Groups: AA: 13.2% AI: NA AS: 16% FI: 17.9% HI: 14.2% PI: NA MR: 16.3% WH: 13.5%	SWD: +5.7% HOM: +8.1% Ethnicity Groups: AA: +9.6% AI: NA AS: +21.9% FI: +8.1% HI: +8.9% PI: NA MR: +5.8% WH: +3.4%
M1D.10	Graduation Rate - DISTRICT % graduated (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: 91.4% Program Groups: EL: 79.8% LTEL: 85.1% SED: 91.2% FY: 84.6% SWD: 72.7% HOM: 80.5% Ethnicity Groups: AA: 89.2% AI: NA AS: 87.5% FI: 100% HI: 91.3% PI: NA MR: NA WH: 92.6%	2023-2024 ALL STUDENTS: 92.6% Program Groups: EL: 84.2% LTEL: 87.2% SED: 92.8% FY: 79.3% SWD: 77.8% HOM: 88.4% Ethnicity Groups: AA: 88.6% AI: NA AS: 83.3% FI: 97.5% HI: 92.8% PI: NA MR: NA WH: 93.1%		ALL STUDENTS: 95.9% Program Groups: EL: 90.3% LTEL: 94.1% SED: 95.7 % FY: 92.1% SWD: 83.2% HOM: 88% Ethnicity Groups: AA: 93.7% AI: NA AS: 92% FI: 100% HI: 95.8% PI: NA MR: NA WH: 97.1%	ALL STUDENTS: +1.2% Program Groups: EL: +4.4 % LTEL: +2.1% SED: +1.6% FY: -5.3% SWD: +5.1% HOM: +7.9% Ethnicity Groups: AA: -0.6% AI: NA AS: -4.2% FI: -2.5% HI: +1.5% PI: NA MR: NA WH: +0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1D.11	Graduation Rate - HIGH SCHOOLS % graduated (Data Source: CA School Dashboard)	2022-2023 A. B. Miller: SWD: 58.1%	2023-2024 A. B. Miller: SWD: 69.9%		A. B. Miller: SWD: 75.9%	A.B. Miller: SWD: +11.8%
M1D.12	State Seal of Biliteracy % Graduates Earned (Data Source: DataQuest)	2022-2023 ALL STUDENTS: 20.6% Program Groups: EL: 5.5% LTEL: 0.3% SED: 21.5% FY: 12.1% SWD: 1.7% HOM: 17.4% Ethnicity Groups: AA: 0.0% AI: NA AS: 14.3% FI: 11.9% HI: 23.2% PI: NA MR: 0.0% WH: 2.0%	2023-2024 ALL STUDENTS: 23.8% Program Groups: EL: 7.4% LTEL: 6.2% SED: 24.5% FY: 0% SWD: 2.4% HOM: 20.4% Ethnicity Groups: AA: 0.0% AI: NA AS: 12.8% FI: 15.4% HI: 26.4% PI: NA MR: 0.0% WH: 6.5%		ALL STUDENTS: 26.6% Program Groups: EL: 16% LTEL: 12.2% SED: 27.5% FY: 22.6% SWD: 12.2% HOM: 27.9% Ethnicity Groups: AA: 10.5% AI: NA AS: 24.8% FI: 22.4% HI: 29.2% PI: NA MR: 10.5% WH: 12.5%	ALL STUDENTS: +3.2% Program Groups: EL: +1.9% LTEL: +5.9% SED: +3.0% FY: -12.1% SWD: +0.7% HOM: +3.0% Ethnicity Groups: AA: 0.0% AI: NA AS: -1.2% FI: +3.5% HI: +3.2% PI: NA MR: 0.0% WH: +4.5%
M1D.13	Broad Course of Study % of K-12 students who are enrolled in a broad course of study (Data Source: Student Information System)	2022-2023 ALL STUDENTS: 68% Program Groups: EL: 67% LTEL: 68% SED: 68% FY: n/a	2023-2024 ALL STUDENTS: 62% Program Groups: EL: 57% LTEL: 53% SED: 62%		ALL STUDENTS: 74% Program Groups: EL: 77.5% LTEL: 74% SED: 74% FY: n/a	ALL STUDENTS: -6.0% Program Groups: EL: -10.0% LTEL: -15% SED: -6.0% FY: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 61% HOM: 70% Ethnicity Groups: AA: 73% AI: NA AS: 67% FI: 78% HI: 68% PI: NA MR: 71% WH: 63%	FY: 50% SWD: 49% HOM: 64% Ethnicity Groups: AA: 61% AI: N/A AS: 64% FI: 69% HI: 62% PI: NA MR: 69% WH: 58%		SWD: 71.5% HOM: 76% Ethnicity Groups: AA: 79% AI: NA AS: 73% FI: 84% HI: 74% PI: NA MR: 77% WH: 73.5%	SWD: -12.0% HOM: -6.0% Ethnicity Groups: AA: -12.0% AI: NA AS: -3.0% FI: -9.0% HI: -6.0% PI: NA MR: -2.0% WH: -5.0%

Goal Analysis [2024-25]

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

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

Action 1D.1: FUSD has partially implemented additional support for unduplicated student groups (English learners, Foster Youth, Low Income): 28% of students have access to dedicated tutoring and specialized teacher training on strategies for English learners. All comprehensive high school campuses have support for Foster Youth through leadership programs geared to CTE students. A substantive difference remains in the ability to provide English learner supports through integrated ELD for all CTE pathways, due to minimal training opportunities for CTE teachers. FUSD has successfully implemented retention and expansion of staff to support enrollment growth and pathway completion, especially for unduplicated students. All CTE teachers have been retained for the 2025-2026 school year, and additional four additional teachers have been added from core academic areas. Work Experience teachers have been retained to support advanced level work experience classes across multiple pathways. CTE maintained or added 1/6 sections for 6 CTE pathways. FUSD has successfully implemented operational support for CTE programs. A Lead Liaison and six CTE site liaisons provide additional assistance, and Law Enforcement program provided access to students with disabilities through partnership with Special Services. FUSD has successfully implemented maintenance structures for high quality CTE program materials and supplies. Contract consultants provide professional development and data reporting services. Over 25 industry partners provide professional development, internship opportunities, and advisory consultation to CTE pathway teachers and students. 76% of CTE teachers attended professional development and increased in industry partnerships from 13 to over 25.

Action 1D.2: FUSD has partially implemented expanded opportunities for English Learners, Low-Income and Foster Youth through dual enrollment programs and articulation agreements with community colleges, vocational schools, and industry training centers. Four pre-

apprenticeship CTE programs are available, with support from Chaffey College LAUNCH success coaches. Over 70% of CTE classes articulate with a community college, however articulation is not identified as a college credit option on the CCI. Three dual enrollment CTE pathway programs for spring and fall 2025 were postponed as college instructors were not available and instructional schedules were not aligned.   Traditional dual enrollment programs through the high school partnership (HSP) with Chaffey College were also partially implemented. To address gaps in implementation, FUSD has begun developing Specialized Dual Enrollment programs at two comprehensive high schools. These targeted efforts are aimed at increasing access and alignment for underrepresented student groups, with the goal of fully realizing this action in future years. A key success was the effective collaboration with Chaffey College to sustain high school dual enrollment offerings and pre-apprenticeship programs. A challenge was the difficulty in synchronizing schedules and securing qualified college instructors, which delayed full implementation of the CTE dual enrollment pathways. These lessons are being used to inform improvements and planning for the 2025–2026 school year.

Goal 1, action 1D.3, Expand and Strengthen Access and Success in AP & IB courses, was implemented fully as planned. FUSD successfully implemented the plan on expanding equitable access to Advance Placement (AP) and International Baccalaureate (IB) programs. Teachers received specialized training through the AP Summer Institute and the IB Conference, equipping them with the latest instructional strategies and best practices. These professional development opportunities allowed educators to refine their teaching methodologies, ensuring that students from diverse backgrounds receive high-quality instruction tailored to their unique needs. FUSD fully funded standardized exams for students enrolled in AP and IB courses, to reduce financial barriers and promote equity. This included covering costs for the PSAT, SAT, IB, and AP exams, ensuring that all students, regardless of socioeconomic status, had the opportunity to participate in these assessments. The percentage of students enrolled who took the exam dropped from 36.0% to 25.1%, suggesting a potential reduction in student interest or confidence in participating in the IB program. This could be due to a lack of adequate preparation, guidance, or motivation. Additional compensated instructional hours were provided for AP and IB teachers to offer academic support outside of regular class hours. These extra hours created opportunities for students to engage in targeted tutoring, exam preparation, and skill development, fostering greater confidence and success in AP and IB coursework. Teachers also used this time to implement the strategies learned during their professional development training, directly benefiting students. FUSD initiated discussions on implementing California Department of Education (CDE) data analysis protocols to evaluate and enhance AP course enrollment and performance. Plans are in place to launch inter-district Professional Learning Communities (PLCs) by AP subject during the 2025-2026 school year, allowing educators to collaborate, analyze student achievement trends, and share effective instructional practices.

Goal 1, action 1D.4, Enhance College Readiness Activities to Ensure Equitable Postsecondary Opportunities was significantly implemented, with a strong emphasis on ensuring equitable access to the Advancement Via Individual Determination (AVID) program through targeted recruitment and data-driven strategies, college trips and on-going professional development. FUSD AVID-participating sites received professional development on the latest AVID instructional strategies through attendance at the AVID Summer Institute and continuous support from Riverside, Inyo, Mono, San Bernardino (RIMS) AVID. These training sessions ensured that AVID teachers were equipped with research-based strategies to improve student engagement, organization, and critical thinking skills. FUSD funded college field trips for both AVID and non-AVID students, providing them with exposure to postsecondary institutions and expanding their awareness of higher education opportunities. These field trips included visits to local, in-state, public and private institutions, ensuring that students from all backgrounds had the opportunity to explore various campuses. Additional funding was allocated to hire and sustain college tutors at comprehensive high school sites to support the AVID tutorial process. These tutors worked directly with students, reinforcing the AVID framework's emphasis on inquiry-based learning and collaborative problem-solving. FUSD provided funding for supplies and instructional materials at AVID-participating school sites to ensure that students had access to binders, planners, organizational tools, and other essential resources that

align with AVID methodologies. This action was not fully implemented primarily due to the earmarked funds provided to sites for AVID support was not utilized fully. Also, FUSD decided to evaluate the process for expanding AVID within the district.

Action 1D.5, was fully implemented as planned, with a strong emphasis on expanding college readiness resources, partnerships and direct student engagements initiatives such as specialized academic counseling, college application support, workshops and targeted assistance. FUSD funded the PowerSchool Naviance contract for the 2024-2025 school year, ensuring students had access to career exploration tools, college application resources, and scholarship databases. The district also implemented and expanded the use of the California College Guidance Initiative (CCGI) platform to support students in aligning their high school coursework with college and career goals. FUSD successfully hosted the annual Regional College & Career Fair in partnership with Chaffey Joint Union High School District, providing students with access to representatives from colleges, universities, and career pathways. Multiple college presentations were conducted at both the district and school site levels, featuring local, in-state, and out-of-state colleges, ensuring that students and families had opportunities to engage with a diverse range of higher education institutions. FUSD partnered with NCRF to bring major college access events to students, including: The Latino College Expo, The Black College Expo and the Historically Black Colleges and Universities (HBCU) College Caravan. FUSD sponsored a group of 20 students on an HBCU College Tour, which included visits to multiple Historically Black Colleges and Universities in the northeastern United States. This initiative was executed in collaboration with NCRF, ensuring that students had exposure to institutions that might not have been on their radar otherwise. FUSD funded participation for counselors to attend the A Dream Deferred Conference, hosted by the College Board, equipping them with the latest strategies to support underrepresented students in college admissions. Additional funding was allocated for counselors and College & Career Readiness Leads at high school sites to provide targeted college advising, application workshops, and financial aid assistance. FUSD also funded college application fees for students during College App Submit Day at our high school sites.

Action 1D.6 will be fully implemented during summer 2025. FUSD implemented credit recovery opportunities for mild/moderate special day class students at all FUSD high schools in summer of 2024. FUSD funded, five (5) special education teachers to support credit recovery during summer 2024. FUSD will continue to implement credit recovery opportunities for mild/moderate special day class students in summer of 2025 for all FUSD high schools.

Action 1D.7. has been partially implemented. Two teacher committees have initiated the development of a comprehensive Ethnic Studies course. Half of the secondary social studies teachers participated in curriculum training focused on literacy and culturally responsive teaching, with best practices incorporated into pacing guides and professional development. However, limited time with all history teachers impacted full implementation. The State Seal of Civic Engagement remains unrealized. Due to time constraints, leadership changes, and shifting directives, achieving full implementation will take longer than originally anticipated.

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

Action 1.D1. There was no material difference between budgeted and actual expenditures.

Action 1.D2. There was a material difference between budgeted and actual expenditures for this action. Delays in implementing three dual enrollment CTE pathway programs due to instructor unavailability and misaligned schedules further contributed to the underutilization of allocated funds for operational and instructional support.

Additionally, the High School Partnership (HSP) with Chaffey College provided student participation, access to textbooks, and other instructional materials at no cost to the district. As a result, the funding that was originally budgeted by FUSD to cover these expenses was not needed during this implementation cycle. It is important to note that while these services were covered through the current partnership this year, future implementations will require FUSD to assume financial responsibility, which may increase expenditures in subsequent years.

Action 1D.3. There was no material difference between budgeted and actual expenditures.

There was a material difference in Action 1D.4 expenditures due to personnel costs exceeding projections. Non-personnel costs came in lower than planned, as sites underutilized their allocated AVID resources and FUSD paused its AVID expansion to reassess the district-wide rollout. While these factors reduced non-personnel spending, the savings were insufficient to offset the overage in staffing costs.

There was a material difference in expenditures for Action 1D.5 due to several factors; FUSD protocols regarding additional hours for staff resulted in a partial allocation of compensated hours, leading to a reduction in planned expenditures. A discount was secured for the Naviance contract compared to previous school years, reducing the overall expenditure for this platform. The district funded a smaller group (20 students) for the HBCU College Tour this year compared to the previous year, leading to a lower overall cost for travel and accommodations. Expenditures from the previous year was reviewed and optimized, resulting in targeted spending reductions without impacting program effectiveness. Also, budgeted expenses will not be reflected until the last quarter of the school year, contributing to temporary variances in spending.

There was not a material difference between the budgeted and estimated actual expenditures for Action 1D.6. Funding from action item 1D.6 will be expended during the summer 2025 to provide special education teachers to support the summer credit recovery program.

Action 1D.7. There was no material difference between budgeted and actual expenditures.

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

Action 1D.1 was moderately effective. The percentage of graduates completing a CTE sequence with a C or better rose from 24.5% in 2022-23 to 37.5% in 2023-24 (M1D.6), with strong gains for SED (+13.4%), SWD (+11.5%), and Homeless students (+15.9%). A-G completion rates improved slightly overall, including for FY (+4.6%) and LTEL (+4.5%) (M1D.5). However, the percentage of students completing both A-G and a CTE pathway declined slightly from 25.9% to 25.0%, with a 2.2% drop for EL students (M1D.7), indicating a need for better alignment and support for dual pathway completion.

Action 1D.2 showed strong effectiveness in expanding access to college credit opportunities. According to metric M1D.9, the percentage of graduates completing college credit coursework during high school increased from 4.1% in 2022-23 to 13.0% 2023-24. Notable gains were seen among Socioeconomically Disadvantaged students (+9.1%), English Learners (+4.6%), and Students with Disabilities (+5.7%).

However, growth for Foster Youth was modest (+0.8%), indicating a need for more targeted support for this group. Overall, the data reflects meaningful progress in dual enrollment access and impact.

Action 1D.3 was effective in improving AP exam outcomes, with the overall pass rate increasing from 54.4% in 2022-23 to 60.7% in 2023-24 (M1D.8). Significant gains were seen among English Learners (+15.9%), Long-Term English Learners (+17.5%), and Students with Disabilities (+11.4%). However, IB pass rates declined slightly from 84.0% to 80.3%, and participation dropped from 36% to 25.1%, suggesting a need for renewed focus on IB program engagement and support.

Action 1D.4 showed limited effectiveness based on M1D.3 and M1D.13. From 2022–23 to 2023–24, the College/Career Indicator (CCI) increased slightly from 50.2% to 51.8% overall, with small gains for English Learners (+0.7%) and Socioeconomically Disadvantaged students (+2.1%), but a decline for Foster Youth (-6.7%) and Students with Disabilities (-1.7%) (M1D.3). Meanwhile, the percentage of students enrolled in a broad course of study declined from 68% to 62% overall, with notable drops for EL (-10%), LTEL (-15%), and SWD (-12%) (M1D.13), indicating a need for stronger support and access to a full curriculum for these groups.

Action 1D.5 showed mixed effectiveness based on metrics M1D.3 through M1D.7 from 2022–23 to 2023–24. The College/Career Indicator (M1D.3) increased slightly from 50.2% to 51.8%, with small gains for English Learners (+0.7%) and Socioeconomically Disadvantaged students (+2.1%), but a decline for Foster Youth (-6.7%) and Students with Disabilities (-1.7%). A-G completion (M1D.5) rose marginally from 54.0% to 54.3%, with improvements for LTEL (+4.5%) and FY (+4.6%). CTE sequence completion (M1D.6) improved significantly from 24.5% to 37.5%, especially for SED (+13.4%) and SWD (+11.5%). However, the percentage of students completing both A-G and a CTE pathway (M1D.7) declined slightly from 25.9% to 25.0%, with a 2.2% drop for EL students. These results suggest progress in isolated areas, but continued disparities in dual pathway completion and college/career readiness for key student groups.

Action 1D.6 was moderately effective in improving graduation outcomes for Students with Disabilities (SWD). According to M1D.10, the districtwide graduation rate for SWD increased from 72.7% in 2022–23 to 77.8% in 2023–24, a gain of 5.1 percentage points. At A.B. Miller High School, the graduation rate for SWD rose from 58.1% to 69.9% over the same period (M1D.11), reflecting an 11.8-point improvement. These gains suggest that the targeted credit recovery supports provided through this action contributed positively to SWD graduation rates.

Action 1D.7 was ineffective based on M1D.13. From 2022–23 to 2023–24, the percentage of students enrolled in a broad course of study declined from 68% to 62% overall. Significant decreases were seen among English Learners (-10%), Long-Term English Learners (-15%), and Students with Disabilities (-12%), indicating reduced access to a full curriculum for key student groups.

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

The LTEL student group will be added to all Goal 1D metrics except M1D.4. and M1D.11.

The following Targets for Year 3 Outcomes will be updated because many of the Year 1 Outcomes surpassed the previously set Target for Year 3 Outcome for specific student groups and/or schools:
M1D.1 for FY from 17.6% to 51.8%, for AA from 50.5% to 58.7%, for AS from 67.0% to 77.0%, and for WH from 58.0% to 65.3%

M1D.2 for WH from 25.8% to 47.2%
M1D.3 for AS from 66.0% to 78.3%, for FI from 82.2% to 93.5%, for MR from 45.0% to 67.3%
M1D.4 for Summit: EL from 15.3% to 25.0%
M1D.11 for AB Miller: SWD from 68.6% to 75.9%.

M1D.6 was corrected to change the baseline for the EL student group from 17.7% to 32.9%.

Action 1D.4 will now be measured by the following metrics to determine effectiveness: M1D.1 - M1D.5 and M1D.10 - M1D.13.

All Goal 1D action titles will be revised to improve clarity and conciseness.

Action 1D.1, due to the effectiveness of this action, the district will continue to support students in meeting graduation requirements by continuing to offer tutoring and support for EL, FY, and SED students and by increasing the variety of times for providing trainings to CTE teachers on integrating ELD strategies into course lessons.

Action 1D.2 will be maintained and enhanced with the addition of one Pharmacy Tech dual enrollment program in 2025-2026 at Citrus High School to support English learners, foster youth, and low-income youth with additional access. This action will change from being a contributing action to non-contributing because it is funded by other state funds.

Action 1D.3 will be maintained to provide equitable access to AP and IB opportunities for students with increased efforts to recruit EL, SED, and FY students to participate at higher rates.

Action 1D.4 will be modified to ensure a focus on providing all students, specifically EL, FY, and SED students with targeted and differentiated support for addressing the barriers and unique challenges to graduating, completing a broad course of study and meeting the College/Career Indicator (CCI) for preparedness. Additionally, all school sites TK-12 will now have increased opportunities to expand college readiness activities and to provide more flexibility for schools to meet this need in addition to continuing AVID at schools that choose to implement this program. The services provided through the former Action 1D. 5 will now be provided through Action 1D.4 as both actions serve the same purpose. The funding for 19 FTE counselors will be shifted from Action 1D.4 to Action 2.1 to ensure alignment with the associated counseling services.

Former Action 1D.5 will be eliminated, and the services will be consolidated into 1D.4 to eliminate redundancy.

Former Action 1D.6 will be eliminated, and the supports will be provided through Goal 1, Action 1.4 to ensure SWD have increased and equitable access to summer credit recovery and other programs to support their academic achievement with necessary supports to remove barriers and address unique challenges.

Former Action 1D.7 will be eliminated, and these supports will be provided through Goal 1, Action 1.1 to ensure students have access to a broad course of student and to provide time for social studies and Ethnic Studies teachers to collaborate and to receive training on culturally responsive practices and literacy as it relates to their content area.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1D.1	Career Readiness and Career Technical Education (CTE) Pathways	FUSD will prepare English Learners, Low-Income and Foster Youth for post-secondary education and the workforce by ensuring equal access to Career Technical Education (CTE) courses, expanding pathways, partnering with local businesses, offering work-based learning, and providing professional development for CTE teachers, while introducing career exploration programs, as measured by (M1D.6 and M1D.7).	$11,685,192.00	Yes
1D.2	Dual Enrollment Opportunities	FUSD will expand opportunities for English Learners, Low-Income and Foster Youth through dual enrollment programs and articulation agreements with community colleges, vocational schools, and industry training centers, allowing students to earn college credits and certifications in high school, while updating policies for equal access and providing staff professional development, as measured by (M1D.9).	$450,000.00	No
1D.3	AP & IB Programs	FUSD will strengthen and expand AP and IB programs by providing materials and training to reduce barriers, addressing unique student needs, and increasing enrollment and pass rates of English Learners, Low-Income and Foster Youth, as measured by (M1D.8).	$706,710.00	Yes
1D.4	College Readiness	FUSD will ensure equitable access to college readiness activities, such as AVID, and provide targeted supports to remove barriers and address challenges for all students, specifically for English Learners, Low-Income and Foster Youth, as measured by (M1D.1 - M1D.5 and M1D.10 - M1D.13).	$3,069,846.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
1E	POWERFUL OUTCOMES: Over the next three years, Birch and Citrus Continuation High Schools will improve student outcomes related to academic achievement (Math and ELA CAASPP scores, ELPI and CCI), school climate (suspension rate), and student engagement (graduation rate) for all students, with a focus on English Learners, LTELs, Socioeconomically Disadvantaged, and Hispanic students, as measured by the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LCFF Equity Multiplier offers additional funds to school districts for distribution to schools that meet nonstability rates and socioeconomically disadvantaged student criteria in the previous school year. These funds are designated for implementing evidence-based services and supports for students at these schools. Starting with the 2024-25 LCAP, districts are required to document initiatives aimed at enhancing student outcomes at these schools.

In FUSD, Eric Birch & Citrus Continuation Schools continue to meet the criteria, having nonstability rates for SED above 90% and stability is above 30% for both schools per the California Department of Education's (CDE) Stability Rate Report for 2023-2024. The LTEL student groups was added as a group of focus based on the 2024 Dashboard data. All teachers continue to meet credentialing requirements. For the 2025-26 school year, these two schools will be combined into one school: Eric Birch Continuation High School. Educational partners at both of these schools met during the 2024-25 school year to conduct a comprehensive needs assessment and determined to continue with the goal to improve student outcomes related to academic achievement (Math and ELA CAASPP scores, ELPI and CCI), school climate (suspension rate), and student engagement (graduation rate) for all students, with a focus on English Learners, Long Term English Learners, Socioeconomically Disadvantaged, and Hispanic students, as measured by the California School Dashboard. While educational partners from both Eric Birch and Citrus identified mixed results with some gains and some declines in student outcomes, they agreed to maintain the same goal for 2025 - 2026 with minor modifications to existing actions due to the delayed start of implementing these actions to second semester of 2024-25.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1E.1	CAASPP ELA - Continuation Schools % Met/Exceeded (Data Source: CDE Research File)	2022-2023 Birch: ALL: 11.3% SED: 11.8% HI: 10.6% Citrus: ALL: 18.8% HI: 18.4%	2023-2024 Birch: ALL: 15.9% SED: 12.3% HI: 15.0% Citrus: ALL: 18.4% HI: 17.0%		Birch: ALL: 18% SED: 18% HI: 18% Citrus: ALL: 25% HI: 25.4%	Birch: ALL: +4.6% SED: +1.5% HI: +4.4% Citrus: ALL: -0.4% HI: -1.4%
M1E.2	CAASPP MATH - Continuation Schools % Met/Exceeded (Data Source: CDE Research File)	2022-2023 Birch ALL: 1.3% SED: 0.8% HI: 1.5% Citrus: ALL: 1.1% EL: 0.0% LTEL: 0.0% SED: 0.6% HI: 1.1%	2023-2024 Birch ALL: 0.8% SED: 0.9% HI: 0.8% Citrus: ALL: 3.5% EL: 3.3% LTEL: 2.3% SED: 4.0% HI: 3.1%		Birch: ALL: 8% SED: 8% HI: 8% Citrus: ALL: 8% EL: 8% LTEL: 8% SED: 8% HI: 8%	Birch: ALL: -0.5% SED: +0.1% HI: -0.7% Citrus: ALL: +2.4% EL: +3.3% LTEL: +2.3% SED: +3.4% HI: +2.0%
M1E.3	CAASPP ELA - Continuation Schools Average Distance from Standard (Data Source: CA School Dashboard)	2022-2023 Birch ALL: -99.6 SED: -95.9 HI: -100.1 Citrus: ALL: -91.7 HI: -93.1	2023-2024 Birch ALL: -96.9 SED: -99.9 HI: -99.2 Citrus: ALL: -89.8 HI: -96.3		Birch: ALL: -90.6 SED: -86.9 HI: -91.9 Citrus: ALL: -82.7 HI: -84.1	Birch: ALL: +2.7 SED: -4.0 HI: +0.9 Citrus: ALL: +1.9 HI: -3.2
M1E.4	CAASPP MATH - Continuation Schools Average Distance from Standard	2022-2023 Birch: ALL: -163.3 SED: -162.5	2023-2024 Birch: ALL: -202.8 SED: -203.5		Birch: ALL: -154.3 SED: -153.5 HI: -154.7	Birch: ALL: -39.5 SED: -41.0 HI: -38.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	HI: -163.7 Citrus: ALL: -187.2 EL: -215.3 LTEL: -224.1 SED: -186.9 HI: -187.5	HI: -201.7 Citrus: ALL: -202.6 EL: -226.5 LTEL: -221.7 SED: -203.6 HI: -207.2		Citrus: ALL: -178.2 EL: -206.3 LTEL: -215.1 SED: -177.9 HI: -178.5	Citrus: ALL: -15.4 EL: -11.2 LTEL: +2.4 SED: -16.7 HI: -19.7
M1E.5	Graduation Rate - Continuation Schools % graduated (Data Source: CA School Dashboard)	2022-2023 Birch: 80.4% Citrus: 74.9%	2023-2024 Birch: 83.0% Citrus: 84.6%		Birch: 90.9% Citrus: 85.4%	Birch: +2.6% Citrus: +9.7%
M1E.6	Suspension Rate - Continuation Schools % suspended (Data Source: CA School Dashboard)	2022-2023 Birch: 6.8% Citrus: 7.3%	2023-2024 Birch: 5.8% Citrus: 5.4%		Birch: 5.9% Citrus: 6.4%	Birch: -1.0% Citrus: -1.9%
M1E.7	Attendance Rate - Continuation Schools % in Attendance (Data Source: Student Information System)	2022-2023 Birch: 86.0% Citrus: 85.1%	2023-2024 Birch: 86.6% Citrus: 85.9%		Birch: 89% Citrus: 88%	Birch: +0.6% Citrus: +0.8%
M1E.8	English Learner Progress Indicator	2022-2023 Birch: EL: 60.0%	2023-2024 Birch: EL: 40.9%		Birch: EL: 66.0% LTEL: 66.0%	Birch: EL: -19.1% LTEL: -19.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(ELPI) - Continuation Schools % Making Progress Toward English Language Proficiency (Data Source: CA School Dashboard)	LTEL: 60.0% Citrus: EL: 32.7%	LTEL: 40.9% Citrus: EL: 41.9%		Citrus: EL: 38.7%	Citrus: EL: +9.2%
M1E.9	College/Career Indicator (CCI): - Continuation Schools % of high school graduates prepared for College and Career (Data Source: CA School Dashboard)	2022-2023 Birch: ALL: 1.4% EL: 0% HI: 1.7% SED: 1.5% Citrus: ALL: 2.7% EL: 0% LTEL: 0% HI: 3% SED: 2.7%	2023-2024 Birch: ALL: 1.9% EL: 2.2% HI: 1.5% SED: 2% Citrus: ALL: 4.4% EL: 0% LTEL: 0% HI: 4.8% SED: 3.9%		Birch: ALL: 7.4% EL: 6% HI: 7.7% SED: 7.5% Citrus: ALL: 8.7% EL: 6% LTEL: 6: HI: 9% SED: 8.7%	Birch: ALL: +0.5% EL: +2.2% HI: -0.2% SED: +0.5% Citrus: ALL: +1.7% EL: 0% LTEL: 0% HI: +1.8% SED: +1.2%

Goal Analysis [2024-25]

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

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

Actions 1E.1, 1E.2, and 1E.3 were partially implemented due to the following challenges. There was additional work required to merge the two continuation schools, Citrus and Birch, for the coming school year that distracted administration from the focus on implementing these actions. Administrators needed to gain clarity for which funding from all available sources were needed to be spent first resulting in delayed implementation of these actions. Once it was determined which school campus would be closed, accounting transactions were completed to exhaust as much of the Citrus High School funding as possible by the end of the school year. This challenge to expend the funding allocated to Citrus High School prior to the end of the school year, also resulted in a shift in focus of administration from implementing these LCAP

Equity Multiplier actions to implementation of the SPSA actions. Overall, these challenges resulted in delayed implementation of planned services and supports until the third quarter of the school year.

A relevant success in the implementation of 1E.1 was that a contract to work with Urban Literacy to provide instructional intervention at Citrus and Birch to students reading significantly below grade level during the third quarter of the school year.

A few successes occurred with the implementation of Action 1E.2 as follows. Vans were purchased for conducting home visits, providing late students with transportation, and for school activity transportation to help increase student sense of connection and belonging to the school as measured by attendance. Equipment and uniforms were purchased to expand the offerings of athletics and to increase student participation in school-related activities at both Equity Multiplier school sites.

To support improved student attendance at Eric Birch High School, the purchase of two passenger vans using Equity Multiplier funds address a key barrier—lack of reliable transportation—which disproportionately affects our student population. A Michigan study found that students eligible for school transportation had 2–4% lower rates of chronic absenteeism and attended nearly one more day per year (MIT/Ed Working Paper 21-424). In Detroit, vans operated by attendance agents were used to pick up chronically absent students, with early indicators showing reduced absenteeism when paired with outreach (Chalkbeat Detroit, 2019). A Louisiana district using Hop Skip Drive services saw a 14-percentage-point decrease in chronic absenteeism among students supported by flexible transportation options (Hop Skip Drive, 2022). Free public transit access for Minneapolis students reduced excused absences by up to 27.5%, with the greatest benefit to students living within two miles of school (Transportation Research Record, 2021).

Reliable transportation directly addresses chronic absenteeism, a key barrier to equity—by ensuring students can access their education consistently. The vans provide a flexible, responsive tool for reengaging chronically absent youth and support our broader efforts to close achievement gaps.

To promote improved attendance and a positive school climate at Eric Birch High School, we used Equity Multiplier funds to purchase athletic uniforms for student teams. Uniforms foster inclusion and school pride while supporting eligibility requirements tied to GPA, attendance, and behavior. We are expanding the number of teams with boys and girls for each sport as well as adding an additional sport in flag football to include a larger number of students in the athletic program.

Students who participate in athletics have higher attendance, stronger GPAs, and lower dropout rates (NCES, 1995; NFHS, 2022). Low-income students involved in school sports experience a 20% reduction in truancy and improved engagement (University of Oregon, 2017). Washington D.C. saw truancy rates decline after expanding athletic opportunities (Project Play, 2024). Uniforms reduce stigma, build belonging, and support equity. Schools with uniform policies saw improved attendance and behavior (LBUSD; PMC, 2022). Uniforms help eliminate economic barriers and promote a sense of identity and community. Participation in athletics will be contingent upon meeting expectations for GPA, attendance, and behavior—further reinforcing positive habits and accountability.
The Equity Multiplier funds are intended for targeted, evidence-based strategies addressing opportunity gaps. Providing athletic uniforms removes financial barriers and enables high-need students to participate fully in extracurriculars that drive academic and behavioral success. This strategy aligns with research and focuses resources on historically underserved youth.

Successes experienced with implementation of Action 1E.3 include the following. Specialized curriculum and resources for social emotional support including Too Good for Drugs and Violence were provided during third quarter to build students' perseverance and teach coping strategies to reduce substance abuse and violence. These groups were just beginning to meet at both Equity Multiplier school sites during the third quarter through the summer. Also, a contract was finalized to work with Rescue A Generation and Neutral Ground that provides mentorship and support to aid students in developing their self-efficacy, growth mindset, and resiliency. These programs were piloted at both Equity Multiplier sites with small groups of the most at-promise students, including English Learners and Low-Income students, who have demonstrated an immense need for intensive interventions for the remainder of the school year.

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

There was a material difference in Actions 1E.1, 1E.2, and 1E.3 as funds were not expended as budgeted due to a delay in starting the implementation. The planning of programs, data analysis, gaining community insight, and selecting evidence-based strategies took place in third quarter. The actual implementation and expenditures began in fourth quarter.

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

Action 1E.1 showed limited effectiveness across key metrics from 2022–23 to 2023–24. CAASPP ELA scores improved slightly at Birch (11.3% to 15.9%) but declined at Citrus (18.8% to 18.4%) (M1E.1), while CAASPP Math scores remained very low, with Birch dropping from 1.3% to 0.8% and Citrus rising modestly from 1.1% to 3.5% (M1E.2). Distance from Standard (DFS) in ELA improved slightly at both schools (M1E.3), but DFS in Math worsened at Birch and remained low at Citrus (M1E.4). Graduation rates increased at both sites—Birch from 80.4% to 83.0% and Citrus from 74.9% to 84.6% (M1E.5)—while suspension rates declined (Birch: 6.8% to 5.8%, Citrus: 7.3% to 5.4%) (M1E.6), and attendance improved slightly (Birch: 86.0% to 86.6%, Citrus: 85.1% to 85.9%) (M1E.7). ELPI scores dropped significantly at Birch (60.0% to 40.9%) but improved at Citrus (32.7% to 41.9%) (M1E.8). College/Career Indicator (CCI) scores remained very low, with only slight increases at both schools (M1E.9). These results suggest modest gains in engagement and graduation, but persistent challenges in academic achievement and college/career readiness.

Action 1E.2 was minimally effective based on M1E.7. From 2022–23 to 2023–24, attendance rates increased slightly at both continuation high schools: Birch rose from 86.0% to 86.6%, and Citrus from 85.1% to 85.9%. While these gains are modest, they suggest early signs of improvement in student engagement following the initial implementation of attendance support strategies.

Action 1E.3 showed early signs of effectiveness based on M1E.6. From 2022–23 to 2023–24, suspension rates declined at both continuation high schools: Birch decreased from 6.8% to 5.8%, and Citrus from 7.3% to 5.4%. While implementation of behavioral and mental health supports began late in the year, these reductions suggest a positive initial impact on school climate and student behavior.

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

All Goal 1E action titles will be revised for clarity and conciseness.

Metrics 1-9 titles were changed to specify the data are related only to community schools.

The following metrics were updated to include specific student groups who had red achievement level on the 2024 dashboard for continued monitoring and focus as follows:
M1E.1 added Birch: SED and HI.
M1E.2 added Birch: SED and HI, Citrus: SED, HI, EL, and LTEL.
M1E.3 added Birch: SED and HI.
M1E.4 added Birch: SED, HI, Citrus: SED, HI, EL, and LTEL.
M1E.8 added Birch: EL and LTEL, Citrus: EL.
M1E.9 added Citrus: LTEL

For Action 1E.1 in the new year, student groups will be identified based on tier 3 academic interventions needed to support students in Math and English Language acquisition through intervention groups during the school day.

Action 1E.2 and 1E.3 descriptions were changed to provide additional clarity regarding the supports and services included in these actions.

For 1E.3, the programs currently being piloted with small groups of the most at-promise students, including English Learners and Low-Income students will be implemented on a much larger scale in the fall with small group counseling sessions based to enhance students' social & emotional competencies mitigate risk factors associated with substance use and violent behaviors. Students identified by the counselors and those that self-select will be enrolled into a 10-week program facilitated by Rescue A Generation. Neutral Ground's Intervention Specialist will focus on youth involved in high-risk behavior and implementing practices aimed at preventing and intervening.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1E.1	Continuation HS: Learning Environment	Birch Continuation High School will create inclusive, effective learning environments that support students' academic, social-emotional, and vocational needs to improve student outcomes, particularly for English Learners, Socioeconomically Disadvantaged and Hispanic students, as measured by (M1E.1 – M1E.9).	$542,000.00	No

Action #	Title	Description	Total Funds	Contributing
1E.2	Continuation HS: Attendance Supports	Birch Continuation High School will provide supports for students to improve attendance and enhance school connectedness, as measured by (M1E.7). To address barriers to success and improve outcomes for high-need students, Birch Continuation High School is using Equity Multiplier funds to implement a comprehensive set of evidence-based interventions focused on student wellness, engagement, behavior, and attendance. • Too Good for Drugs & Too Good for Violence: Social-emotional learning curricula that build decision-making, resistance, and emotional regulation skills—key factors in reducing discipline issues and increasing classroom engagement. • Minga Digital Hall Pass: A data-driven hall pass system that improves school climate, reduces class time lost to wandering, and helps identify patterns contributing to chronic absenteeism. • Social Worker/Case Manager (South Coast Counseling): Delivers direct intervention and case management to support mental health, family engagement, and student attendance—especially for those with high ACE scores. • Rescue a Generation: Provides leadership development and mentorship that builds identity, accountability, and motivation for underrepresented youth. • Urban Literacy: Enhances academic achievement through culturally relevant literacy strategies that increase reading engagement and comprehension. • Neutral Ground: A trauma-informed program promoting emotional safety, conflict resolution, and relationship-building, leading to reductions in discipline and higher attendance. These targeted supports address root causes of poor attendance, behavior challenges, and academic disengagement. By layering academic, behavioral, and wellness-focused strategies, we expect to see increased attendance, improved student achievement, and stronger campus culture—aligned with the intent of the Equity Multiplier.	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
1E.3	Continuation HS: SEL, Behavioral, and Mental Health MTSS	Birch Continuation Schools will reduce suspension rates by training staff on relationship development and increasing access to substance abuse programs, as measured by (M1E.6). Birch High School teachers, administrators, counselors, and site support staff participated in professional learning that would not have been possible if the Equity Multiplier funds were not available. Crisis Prevention Institute will support all certificated staff with professional development on nonviolent crisis intervention training. By training all certificated staff in CPI Nonviolent Crisis Intervention, we will ensure that every adult on campus is prepared to recognize, prevent, and safely respond to student behavioral crises. With the adoption and implementation of Too Good for Drugs and Too Good for Violence we are providing our counselors with training on how to use the curriculum to set up and implement small group counseling sessions based on student's needs and behaviors that need additional services and supports. This proactive investment enhances student safety, improves instructional time, and builds a trauma-informed, equitable learning environment—directly supporting the goals of the Equity Multiplier.	$200,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	PERSISTENT FOCUS ON SAFETY AND WELLBEING: FUSD will enhance student engagement while creating a safe, nurturing, and positive learning environment for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Broad Goal 2 supports the district's second Area of Focus: Persistent Focus on safety and well-being. The goal was developed in response to suspension rate and chronic absenteeism data and educational partner feedback regarding the need for equitable, engaging, and effective learning environments for all students. This goal is aimed at cultivating positive learning environments where every student feels a sense of belonging and receives comprehensive support to foster both academic and personal growth.

Key strategies include:
- Strengthening SEL and mental health supports
- Promoting positive behavior and reducing suspensions
- Addressing chronic absenteeism through early intervention and increased school connectedness
- Creating Community Schools
- Providing alternative learning opportunities, including online platforms

According to the 2023 CA Dashboard, FUSD had 24 instances of student groups in the lowest performance band (RED) for Suspension Rate: ALL (2 schools), EL (1 school), FY (2 schools), HOM (1 school), SED (2 schools), SWD (7 schools), AA (6 schools), HI (2 schools), WH (1 schools)

According to the 2023 CA Dashboard, FUSD had 19 instances in the lowest performance band (RED) for Chronic Absenteeism: ALL (2 schools), EL (3 schools), SED (2 schools), SWD (5 schools), AA (2 schools), HI (2 schools), MR (1 school), WH (2 schools)

Through the implementation of comprehensive, multi-tiered behavioral and social-emotional supports, the expansion of services via Community Schools, and increased alternative learning opportunities, FUSD is committed to addressing disparities among student groups. These efforts aim to remove barriers to academic achievement and overall wellbeing. By intentionally targeting these disparities, FUSD will foster positive behavior, strengthen school connectedness, and support academic success; ultimately reducing suspension rates and chronic absenteeism.

The district has selected goals, actions and metrics designed to directly address the findings from the data, with particular attention to student

groups scoring in the lowest performance band (Red). Select metrics will be reported for All students and specific student groups using the following abbreviations:

ALL: All Students; EL: English Learner; LTEL: Long Term English Learners; FY: Foster Youth; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; HOM: Homeless Youth; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Multiple Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Attendance Rate (K-12) % in Attendance (Data Source: Student Information System)	2022-2023 ALL STUDENTS: 93% Program Groups: EL: 92% LTEL: 91.4% SED: 92% FY: 93% SWD: 90% HOM: 90% Ethnicity Groups: AA: 92% AI: 90% AS: 95% FI: 95% HI: 92% PI: 90% MR: 92% WH: 92%	2023-2024 ALL STUDENTS: 94% Program Groups: EL: 93.9% LTEL: 92.5% SED: 93.8% FY: 93.7% SWD: 92.2% HOM: 90.6% Ethnicity Groups: AA: 93.3% AI: 93.2% AS: 95.8% FI: 96.2% HI: 93.8% PI: 93.0% MR: 94.1% WH: 93.8%		ALL STUDENTS: 96% Program Groups: EL: 96% LTEL: 96% SED: 96% FY: 96% SWD: 96% HOM: 96% Ethnicity Groups: AA: 96% AI: 96% AS: 96% FI: 96% HI: 96% PI: 96% MR: 96% WH:96%	ALL STUDNETS: +1.0% Program Groups: EL: +1.9% LTEL: +1.1% SED: +1.8% FY: +0.7% SWD: +2.2% HOM: +0.6% Ethnicity Groups: AA: +1.3% AI: +3.2% AS: +0.8% FI: +1.2% HI: +1.8% PI: +3.0% MR: +2.1% WH: +1.8%
M2.2	Chronic Absenteeism Rate (K-8) - DISTRICT % chronically absent	2022-2023 ALL STUDENTS: 30.2% Program Groups: EL: 27.2%	2023-2024 ALL STUDENTS: 22.5% Program Groups: EL: 20.1%		ALL STUDENTS: 20% Program Groups: EL: 20% LTEL: 20%	ALL STUDENTS: -7.7% Program Groups: EL: -7.1% LTEL: -4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	LTEL: 28.5% SED: 32.5% FY: 27.0% SWD: 38.9% HOM: 38.2% Ethnicity Groups: AA: 34.2% AI: 53.6% AS: 13.7% FI: 14.0% HI: 30.6% PI: 47.2% MR: 31.5% WH: 25.6%	LTEL: 23.6% SED: 23.6% FY: 22.8% SWD: 29.9% HOM: 37.2% Ethnicity Groups: AA: 24.8% AI: 32.1% AS: 10.9% FI: 11.9% HI: 22.8% PI: 28.9% MR: 19.5% WH: 22.2%		SED: 20% FY: 20% SWD: 20% HOM: 20% Ethnicity Groups: AA: 20% AI: 20% AS: 8% FI: 8% HI: 20% PI: 20% MR: 20% WH: 20%	SED: -8.9% FY: -4.2% SWD: -9.0% HOM: -1.0% Ethnicity Groups: AA: -9.4% AI: -21.5% AS: -2.8% FI: -2.9% HI: -7.8% PI: -18.3% MR: -12.0% WH: -3.4%
M2.3	Chronic Absenteeism Rate (K-8) - ELEMENTARY SCHOOLS % chronically absent (Data Source: CA School Dashboard)	2022-2023 Binks: SWD: 34.4% WH: 26.8% Cypress: EL: 37.5% Hemlock: WH: 36.7% Juniper: AA: 40% ALL: 28.9% EL: 21.4% HI: 26.4% SED: 30.5% SWD: 33.8% Live Oak: SWD: 50%	2023-2024 Binks: SWD: 21.7% WH: 7.3% Cypress: EL: 27.0% Hemlock: WH: 27.0% Juniper: AA: 39.2% ALL: 27.7% EL: 17.0% HI: 27.0% SED: 27.5% SWD: 25.0% Live Oak: SWD: 37.3%		Binks: SWD: 20% WH: 5% Cypress: EL: 20% Hemlock: WH: 33.0% Juniper: AA: 20% ALL: 20% EL: 12% HI: 17% SED: 20% SWD: 20% Live Oak: SWD: 20%	Binks: SWD: -12.7% WH: -19.5% Cypress: EL: -10.5% Hemlock: WH: -9.7% Juniper: AA: -0.8% ALL: -1.2% EL: -4.4% HI: +0.4% SED: -3.0% SWD: -8.8% Live Oak: SWD: -12.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Palmetto: ALL: 33.6% EL: 29.1% HI: 33.4% SED: 34% SWD: 42.5% Sierra Lakes: MR: 36.4%	Palmetto: ALL: 29.3% EL: 24.8% HI: 28.5% SED: 31.0% SWD: 34.6% Sierra Lakes: MR: 22.0%		Palmetto: ALL: 20% EL: 20% HI: 20% SED: 20% SWD: 20% Sierra Lakes: MR: 20%	Palmetto: ALL: -4.3% EL: -4.3% HI: -4.9% SED: -3.0% SWD: -7.9% Sierra Lakes: MR: -14.4%
M2.4	Chronic Absenteeism Rate (K-8) - MIDDLE SCHOOLS % chronically absent (Data Source: CA School Dashboard)	2022-2023 Fontana MS: AA: 53.5% SWD: 45.9%	2023-2024 Fontana MS: AA: 33.3% SWD: 24.1%		Fontana MS: AA: 20% SWD: 20%	Fontana MS: AA: -20.2% SWD: -21.8%
M2.5	Suspension Rate (K-12) - DISTRICT % Suspended (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: 3.8% Program Groups: EL: 3.6% LTEL: 7.2% SED: 4.0% FY: 13.0% SWD: 5.8% HOM: 4.9% Ethnicity Groups: AA: 8.8% AI: 6.5% AS: 1.4% FI: 1.0% HI: 3.5%	2023-2024 ALL STUDENTS: 2.4% Program Groups: EL: 2.2% LTEL: 4.3% SED: 2.5% FY: 6.7% SWD: 3.3% HOM: 4.7% Ethnicity Groups: AA: 5.9% AI: 0.0% AS: 0.8% FI: 0.5%		ALL STUDENTS: 2.5% Program Groups: EL: maintain below 2.5% LTEL: maintain below 2.5% SED: maintain below 2.5% FY: 4% SWD: 4.5% HOM: 4.0% Ethnicity Groups: AA: 4.5%	ALL STUDENTS: -1.4% Program Groups: EL: -1.4% LTEL: -2.9% SED: -1.5% FY: -6.3% SWD: -2.5% HOM: -0.2% Ethnicity Groups: AA: -2.9% AI: -6.5% AS: -0.6% FI: -0.5% HI: -1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PI: 8.0% MR: 6.3% WH: 4.2%	HI: 2.2% PI: 1.2% MR: 3.4% WH: 2.9%		AI: maintain below 2.5% AS: maintain below 2.5% FI: maintain below 2.5% HI: maintain below 2.5% PI: maintain below 2.5% MR: maintain below 2.5% WH: maintain below 2.5%	PI: -6.8% MR: -2.9% WH: -1.3%
M2.6	Suspension Rate (K-12) - ELEMENTARY SCHOOLS % Suspended (Data Source: CA School Dashboard)	2022-2023 Almond: ALL: 3.5% HI: 3.4% SWD: 6.7% Hemlock: SWD: 7.5% WH: 6.7% Porter: SWD: 6.7% Primrose: AA: 7.1% Shadow Hills: SED: 3.3% SWD: 6.3%	2023-2024 Almond: ALL: 1.9% HI: 1.9% SWD: 3.1% Hemlock: SWD: 2.9% WH: 2.7% Porter: SWD: 4.1% Primrose: AA: 0.0% Shadow Hills: SED: 1.3% SWD: 3.1%		Almond: ALL: maintain below 1.0% HI: maintain below 1.0% SWD: maintain below 1.0% Hemlock: SWD: maintain below 1.0% WH: maintain below 1.0% Porter: SWD: maintain below 1.0% Primrose: AA: maintain below 1.0%	Almond: ALL: -1.6% HI: -1.9% SWD: -3.6% Hemlock: SWD: -4.6% WH: -4.0% Porter: SWD: -2.6% Primrose: AA: -7.1% Shadow Hills: SED: -2.0% SWD: -3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Shadow Hills: SED: maintain below 1.0% SWD: maintain below 1.0%	
M2.7	Suspension Rate (K-12) - MIDDLE SCHOOLS % Suspended (Data Source: CA School Dashboard)	2022-2023 Almeria MS: AA: 27.7% ALL: 17.1% EL: 14.4% HI: 16.8% SED: 19.3% SWD: 23.9% Fontana MS: AA: 37.5% SWD: 11.8% Southridge Tech: AA: 20.7%	2023-2024 Almeria MS: AA: 4.4% ALL: 2.0% EL: 2.9% HI: 2.0% SED: 2.3% SWD: 3.7% Fontana MS: AA: 7.8% SWD: 2.1% Southridge: AA: 5.8%		Almeria MS: AA: maintain below 2.5% ALL: maintain below 2.5% EL: maintain below 2.5% HI: maintain below 2.5% SED: maintain below 2.5% SWD: maintain below 2.5% Fontana MS: AA: 6% SWD: maintain below 2.5% Southridge Tech: AA: maintain below 2.5%	Almeria MS: AA: -23.3% ALL: -15.1% EL: -11.9% HI: -14.8% SED: -17.0% SWD: -20.2% Fontana MS: AA: -29.7% SWD: -9.7% Southridge Tech: AA: -14.9%
M2.8	Suspension Rate (K-12) - HIGH SCHOOLS % Suspended (Data Source: CA School Dashboard)	2022-2023 A. B. Miller: FOS: 22.7% Jurupa Hills: AA: 14.7% HOM: 11.4% SWD: 13.6%	2023-2024 A. B. Miller: FOS: 9.4% Jurupa Hills: AA: 14.1% HOM: 3.2% SWD: 8.3%		A. B. Miller: FOS: 6% Jurupa Hills: AA: 6% HOM: maintain below 2.5% SWD: 6%	A.B. Miller: FOS: -13.3% Jurupa Hills: AA: -0.6% HOM: -8.2% SWD: -5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.9	Expulsion Rate (K-12) % Expelled (Data Source: DataQuest)	2022-2023 ALL STUDENTS: 0.0% Program Groups: EL: 0.0% LTEL: 0.0% SED: 0.0% FY: 0.0% SWD: 0.1% HOM: 0.1% Ethnicity Groups: AA: 0.1% AI: 0.0% AS: 0.0% FI: 0.0% HI: 0.0% PI: 0.0% MR: 0.0% WH: 0.0%	2023-2024 ALL STUDENTS: 0.0% Program Groups: EL: 0.0% LTEL: 0.0% SED: 0.0% FY: 0.0% SWD: 0.0% HOM: 0.0% Ethnicity Groups: AA: 0.0% AI: 0.0% AS: 0.0% FI: 0.0% HI: 0.0% PI: 0.0% MR: 0.0% WH: 0.0%		ALL STUDENTS: 0% Program Groups: EL: 0% LTEL: 0% SED: 0% FY: 0% SWD: 0% HOM: 0% Ethnicity Groups: AA: 0% AI: 0% AS: 0% FI: 0% HI: 0% PI: 0% MR: 0% WH: 0%	ALL STUDENTS: 0.0% Program Groups: EL: 0.0% LTEL: 0.0% SED: 0.0% FY: 0.0% SWD: -0.1% HOM: -0.1% Ethnicity Groups: AA: -0.1% AI: 0.0% AS: 0.0% FI: 0.0% HI: 0.0% PI: 0.0% MR: 0.0% WH: 0.0%
M2.10	High School Dropout Rate % Dropped Out (Data Source: CALPADS)	2022-2023 ALL STUDENTS: 1.4% Program Groups: EL: 2.6% LTEL: 1.4% SED: 1.5% FY: 3.5% SWD: 0.0% HOM: 4.9% Ethnicity Groups: AA: 2.1% AI: 0.0%	2023-2024 ALL STUDENTS: 0.8% Program Groups: EL: 1.7% LTEL: 3.9% SED: 0.8% FY: 4.5% SWD: 0.6% HOM: 4.4% Ethnicity Groups: AA: 0.9%		ALL STUDENTS: 0% Program Groups: EL: 0% LTEL: 0% SED: 0% FY: 0% SWD: 0.0% HOM: 0% Ethnicity Groups: AA: 0% AI: 0%	ALL STUDENTS: -0.6% Program Groups: EL: -0.9% LTEL: +2.5% SED: -0.7% FY: +1.0% SWD: +0.6% HOM: -0.5% Ethnicity Groups: AA: -1.2% AI: +8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS: 2.2% FI: 0.0% HI: 1.4% PI: 0.0% MR: 1.4% WH: 0.9%	AI: 8.3% AS: 2.8% FI: 0.0% HI: 0.7% PI: 0.0% MR: 0.7% WH: 1.1%		AS: 0% FI: 0% HI: 0% PI: 0% MR: 0% WH: 0%	AS: +0.6% FI: 0.0% HI: -0.7% PI: 0.0% MR: -0.7% WH: +0.2%
M2.11	Middle School Dropout Rate % Dropped Out (Data Source: CALPADS)	2022-2023 ALL STUDENTS: 0.1% Program Groups: EL: 0.1% LTEL: 0.1% SED: 0.1% FY: 2.0% SWD: 0.0% HOM: 0.7% Ethnicity Groups: AA: 0.5% AI: 0.0% AS: 0.0% FI: 0.0% HI: 0.0% PI: 0.0% MR: 0.0% WH: 0.0%	2023-2024 ALL STUDENTS: 0.1% Program Groups: EL: 0.1% LTEL: 0.2% SED: 0.1% FY: 0.0% SWD: 0.1% HOM: 0.0% Ethnicity Groups: AA: 0.3% AI: 0.0% AS: 0.0% FI: 0.0% HI: 0.1% PI: 0.0% MR: 1.4% WH: 0.0%		ALL STUDENTS: 0% Program Groups: EL: 0% LTEL: 0% SED: 0% FY: 0% SWD: 0% HOM: 0% Ethnicity Groups: AA: 0% AI: 0% AS: 0% FI: 0% HI: 0% PI: 0% MR: 0% WH: 0%	ALL Students: 0.0% Program Groups: EL: 0.0% LTEL: +0.1% SED: 0.0% FY: -2.0% SWD: +0.1% HOM: -0.7% Ethnicity Groups: AA: -0.2% AI: 0.0% AS: 0.0% FI: 0.0% HI: +0.1% PI: 0.0% MR: +1.4% WH: 0.0%
M2.12	School Climate - STUDENTS % Favorably Responded Rate (Data Source: FUSD Annual Student Climate	2023-2024 Grades 3-6: 60% Grades 7-12: 40%	2024-2025 Grades 3-6: 54% Grades 7-12: 44%		Grades 3-6: 66% Grades 7-12: 46%	Grades 3-6: -6% Grades 7-12: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Survey - School Climate Topic)					
M2.13	School Climate - FAMILIES % Favorably Responded Rate (Data Source: FUSD Annual Family Climate Survey - School Climate Topic)	2023-2024 70%	2024-2025 80%		76%	+10%
M2.14	School Climate - STAFF % Favorably Responded Rate (FUSD Annual Staff Climate and Needs Assessment Survey - School Climate Topic)	2024-2025 School Site Staff: 74% District Office Staff: 61%	2024-2025 School Site Staff: 74% District Office Staff: 61%		School Site Staff: 77% District Office Staff: 70%	NA

Goal Analysis [2024-25]

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

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

FUSD fully implemented Action 2.1, ensuring that all students, including English Learners, Special Education students, Homeless Youth, Low-Income students, African American students, and Foster Youth, received comprehensive mental health services. These services supported students' mental well-being and provided strategies to mitigate severe behaviors through alternative means of correction. To enhance access to mental health support, FUSD established Memorandum of Understandings with multiple external mental health partners, including Pacific Clinics, Southcoast, Care Solace, Victor Community Support Services, Soluna, House of Ruth, BrightLife Kids, Stop the Void, Telecare Corporation, and ROWI. Additionally, the district partnered with Loma Linda University to expand support for students struggling with Alcohol and Other Drugs (AOD) issues. To strengthen Tier 1 social-emotional learning (SEL) interventions, all elementary and middle school principals received training on the implementation of the Second Step curriculum. As a result, all K-12 schools fully integrated the curriculum into their classrooms, with an overall usage rate of 80% at both the elementary and secondary levels. Additionally, FUSD

began exploring the possibility of expanding support through Pacific Clinics to provide targeted services for students in kindergarten and first grade who exhibited high rates of chronic absenteeism. The district received a total of 876 referrals for student support services, with 90% of referrals related to mental health concerns and 10% connected to behavioral incidents. Among these referrals, 27 students were identified as Foster Youth, 56 were experiencing homelessness, 431 came from economically disadvantaged backgrounds, 114 had Individualized Education Programs (IEPs), 33 had 504 plans, and 46 had undergone Student Support Team (SST) meetings. The highest request for mental health was for AOD followed by depression, anxiety, poor hygiene, and excessive absences. The highest request for behavior was for adjustments to life events followed by anxiety, fear, anger outbursts, and destruction of property. The grades with the highest referrals were for grades 7th, 8th, and 12th. To further strengthen Tier 2 interventions, 12 schools fully implemented the Coordination of Services Team (COST) model, allowing for a more structured and systematic approach to addressing student needs. Through these coordinated efforts, FUSD established a comprehensive behavioral and mental health support system that directly addressed the social-emotional, behavioral, and mental health needs of students. The district's strategic approach ensured that students, particularly those from vulnerable populations, received timely and appropriate interventions, contributing to improved school climate, attendance, and overall student well-being.

Action 2.2 was partially implemented. All students, including EL, SED, and FY, were provided opportunities to engage in an online learning format through long-term independent study. Appropriate staffing was utilized in maintaining the effectiveness of the Online Learning program. All students were provided resources for learning in an online format, including books and other ancillary materials, a laptop, and access to teachers in-person when needed or requested. Ongoing staff development was provided through administration directed meeting, training with Edmentum Online Learning as well as visits to other like facilities in other school districts for research and development of Fontana's online Learning Program to ensure success for all students, especially EL, SED and FY. Some of the challenges were incentivizing students and parents to attend in-person learning and extended enrichment opportunities. Due to staffing reductions, we were unable to provide family nights that had been planned.

Action 2.3 was fully implemented. All district leaders received training in the use of the Panorama Playbook, and some classroom teachers were trained on how to access and interpret their Panorama Social-Emotional Learning (SEL) survey data. Additionally, all elementary and middle school principals, along with site designees, received training on implementing the Second Step SEL Curriculum and integrating it into classroom instruction. The district also provided training for secondary personnel on Second Step implementation. All school counselors received training on equity and data integration as a strategy to build cultural awareness when supporting students. Student Support Services conducted two professional development sessions on Restorative Circles, and all middle school Climate and Culture Teachers on Assignment provided ongoing professional development on fostering a positive school culture and implementing Restorative Circles. Parents participated in presentations on chronic absenteeism and suicide awareness. Additionally, all counselors, teachers on assignment, social-emotional support specialists, climate and culture specialists, and school therapists received training on digital citizenship, alcohol and other drugs, and legal and ethical issues in school counseling.

Action 2.4 was substantially implemented to strengthen students' sense of belonging and social-emotional counseling support. All school counselors were trained to leverage existing site supports with district resources to create inclusive, supportive school environments where all students feel valued. Additionally, all counselors received training on recognizing signs of alcohol and drug use to ensure early intervention and student well-being, legal and ethical issues in school counseling, and digital citizenship. To provide students with the emotional and mental health support needed to thrive, FUSD launched the Coordination of Services Team at seven high schools, three middle schools, and four elementary schools. These teams worked collaboratively with school counselors to identify and address student

needs, fostering a stronger sense of connection within each school community. Student Services also partnered with San Bernardino County to support Foster Youth students, offering resources and vocational opportunities that promote stability and inclusion. Furthermore, FUSD expanded its network of community partnerships, working with River's Edge, City Link, and various mental health service providers to deliver additional support for at-promise students. To further enhance belonging and accessibility to support services, counseling was also integrated into the after-school program, which primarily serves students from low-income backgrounds. This initiative ensured that all students—with special attention given to Foster Youth, English Learners, African American, Homeless, and low socioeconomic backgrounds—had access to safe spaces, guidance, and the resources needed to feel supported and engaged in their school communities.

Action 2.5 has been substantially implemented. The initial plan was to hire two teachers on assignment (TOA) to support the establishment of the community school framework, however only one teacher on assignment was necessary to complete the work. Hiring of the second TOA position will be delayed until the 2025-26 school year when additional community schools are established. A relevant success is that the TOA was able to connect with the staff at the expanded learning programs to pilot enrichment classes during the after-school programs.

Action 2.6 was partially implemented. Each site was provided with one Equity Leader who received additional hourly to provide professional development and implement cultural awareness and celebration events at the site. EDI Social Justice Series group trainings were provided as planned. EDI FUSD Equity Task Force was established and completed the work of defining Equity for the district. One of the relevant successes was integrating the Equity principles into the professional development provided to school and district administrators to influence their work. One of the challenges was schedule conflicts that prevented the completion of all of the planned activities. The position overseeing the work became vacant in March which further delayed the implementation of this action.

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

For Actions 2.1 and 2.6 there were no material differences in budgeted and actual expenditures.

For Action 2.2 there was a material difference in what was budgeted and expended due to reductions in staffing that significantly impacted the ability to implement the planned family nights and due to low attendance by parents and students at the extended enrichment opportunities.

There was a material difference in Action 2.3 due to less costs for participants attending professional development than expected.

There was a material difference in Action 2.4 expenditures due to personnel costs exceeding projections.

There was a material difference for action 2.5 since it was budgeted to hire two TOAs yet only one has been hired thus far.

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

Action 2.1 was effective in improving student engagement and reducing chronic absenteeism, as demonstrated by gains across multiple metrics. The districtwide attendance rate (M2.1) rose from 93% in 2023 to 94% in 2024, with English Learners increasing from 92% to 93.9%

and Students with Disabilities from 90% to 92.2%. Chronic absenteeism (M2.2) declined from 30.2% to 22.5% districtwide, with significant reductions among Socioeconomically Disadvantaged students (from 32.5% to 23.6%), English Learners (from 27.2% to 20.1%), and African American students (from 34.2% to 24.8%). At the school level, elementary sites like Binks and Cypress saw improvements in chronic absenteeism among Students with Disabilities and English Learners (M2.3), while middle schools such as Alder and Almeria also reported declines for English Learners (M2.4). These results reflect the positive impact of Action 2.1's focus on inclusive school climates, early intervention, and culturally responsive practices.

Action 2.2 demonstrated effectiveness based on multiple metrics. The districtwide attendance rate (M2.1) increased from 93% in 2023 to 94% in 2024, with English Learners improving from 92% to 93.9% and Students with Disabilities from 90% to 92.2%. Chronic absenteeism (M2.2) declined from 30.2% to 22.5% districtwide, with notable reductions among Socioeconomically Disadvantaged students (from 32.5% to 23.6%), English Learners (from 27.2% to 20.1%), and Foster Youth (from 27.0% to 22.8%). At the school level, elementary sites like Binks and Cypress saw improvements in chronic absenteeism among Students with Disabilities and English Learners (M2.3), while middle schools such as Alder and Almeria also reported declines for English Learners (M2.4). Additionally, the suspension rate (M2.10) decreased from 3.8% in 2022–2023 to 2.4% in 2023–2024, with significant reductions for English Learners (from 3.6% to 2.2%), Socioeconomically Disadvantaged students (from 4.0% to 2.5%), and Foster Youth (from 13.0% to 6.7%).

Action 2.3, 2.4, and 2.5 also demonstrated effectiveness across multiple metrics based on the growth from the 2022-23 to 2023-24 school years. Every student group improved their attendance rate (M2.1) with All Students growing by 1%, Students with Disabilities by 2.2%, and English Learners by 1.9%. Chronic Absenteeism (M2.2) decreased across all student groups, with All Students decreasing by 7.7%, Students with Disabilities by 9%, and English Learners by 7.1%. This trend was mirrored across Elementary Schools (M2.3) and Middle Schools (M2.4). Districtwide, suspension also decreased (M2.5) with Foster Youth making decreasing by 6.3%. Student Groups at the Elementary (M2.6), Middle (M2.7), and High School (M2.8) levels. Expulsion rates (M2.9) remained at 0. High School Drop Out Rates (M2.10) increased for Long-Term English Learners (+2.5%) and Foster Youth (+1.0%) but remained below 2% for others. Middle School Drop Out Rates (M2.11) also declined for most student groups and remain at or near 0 for all. Finally, perceptions of school climate for students (M2.12) was mixed, with students in grades 3-6 decreasing by 6% while students in grades 7-12 increasing by 4%. However, family perceptions (M2.13) and staff perceptions (M2.14) of school climate both grew.

Action 2.6 showed limited effectiveness based on 2023–24 data. According to metric M2.12, only 60% of students in grades 3–6 reported feeling positively about school climate, falling short of the 65% target. For secondary students, the results were more concerning: just 40% of students in grades 7–12 reported a favorable perception of school climate (M2.13), and only 45% expressed a positive sense of belonging (M2.14), both well below their respective targets of 50% and 55%. These outcomes suggest that while the action may have had some impact at the elementary level, it was not sufficiently effective in improving school climate and student connectedness districtwide, particularly for older students.

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

LTEL student group has been added to M2.1, M2.2, M2.5, M2.9, M2.10, and M2.11.

M2.14 - School Climate - STAFF % Favorable Responded will be modified in the way the data is reported from disaggregating by Administrators, Teachers, and Staff to disaggregating by School Site Staff and District Office Staff due to a change to the way the data is collected and reported. Thus, the baseline has been updated to reflect the most recent available data for the 2024-2025 school year and the Target for Year 3 Outcome will also be updated. The source of the data has not changed.

The following Targets for Year 3 Outcome will be updated for specific student groups and/or schools because the Year 1 Outcomes surpassed the targets:
M2.3 for Binks: WH from 20.0% to 5.0%
M2.5 for FY from 8.0% to 4.0%, for AI from 4.5% to maintain below 2.5%, for PI from 4.5% to maintain below 2.5%, for MR from 3.4% to maintain below 2.5%, for WH from 2.5% to maintain below 2.5%, for HI from 2.5% to maintain below 2.5%, for EL from 2.5% to maintain below 2.5%, and for SED from 2.5% to maintain below 2.5%.
M2.6 for Almond: ALL from 2.6% to maintain below 1.0%, for Almond: HI from 2.5% to maintain below 1.0%, for Almond: SWD from 3.3% to maintain below 1%, for Hemlock: SWD from 3.0% to maintain below 1.0%, for Hemlock: WH from 3.0% to maintain below 1.0%, for Porter: SWD from 3.0% to maintain below 1%, for Primrose: AA from 3.0% to maintain below 1.0%, for Shadow Hills: SED from 2.4% to maintain below 1.0%, for Shadow Hills: SWD from 3.0% to maintain below 1.0%
M2.7 for Almeria: AA from 6.0% to maintain below 2.5%, for Almeria: ALL from 6.0% to maintain below 2.5%, for Almeria: EL from 6.0% to maintain below 2.5%, for Almeria: HI from 6.0% to maintain below 2.5%, for Almeria: SED from 6.0% to maintain below 2.5%, for Almeria: SWD from 6.0% to maintain below 2.5%, for Fontana MS: SWD from 6.0% to maintain below 2.5%, and for Southridge: AA from 6% to maintain below 2.5%.
M2.8 for Jurupa: HOM from 6.0% to maintain below 2.5%.

All Goal 2 titles have been revised to improve clarity and conciseness.

Action 2.1 will be modified to consolidate services from actions 2.3, 2.4, 2A.4, and 2A.6 to eliminate redundancy and to ensure comprehensive supports are provided to meet students' social-emotional, behavioral, and mental health needs.   Funding for 19 FTE counselors will be shifted to Action 2.1 from Action 1D.4 to ensure alignment with the associated counseling services. The metrics for action 2.1 will be expanded from M2.1 - M2.4 to also include M2.5 - M2.14. The action will be modified to strengthen implementation to address disparities among students. While the district is meeting or exceeding its suspension reduction goals for most student groups, these significant disparities between Foster Youth and other student groups highlight the importance of targeted approaches. These disparities signal a need to adapt and enhance our PBIS implementation or similar strategies for these specific student populations. As we move forward with PBIS implementation for many schools and similar interventions in others, developing specialized interventions for Foster Youth and African American students will be essential to ensuring equitable outcomes across all student groups.

Action 2.2 will continue to be implemented as planned with a slight change to the schedule for online learning to provide more flexibility for all students, specifically for EL and Foster Youth in order to maintain attendance and achievement in the online learning environment, to mitigate chronic absenteeism, and to prevent drop-out for high school students.

Actions 2.3 and 2.4 will be consolidated into Action 2.1 to remove duplication of social-emotional, behavioral, and mental health supports.

Action 2.5 will be renumbered to 2.3 however the action will not be modified and will continue to be implemented as initially planned.

Action 2.6 will be eliminated and the services provided in the former action 2.6 will be consolidated with Goal 2A, action 2A.1 to remove duplication of the district's equity and inclusion work.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social-Emotional Learning, Behavioral, and Mental Health	FUSD will establish a comprehensive behavioral and mental health support system to address the social-emotional, behavioral, and mental health needs of students, particularly English Learners, Foster Youth, and Low-Income students, as measured by (M2.1 - M2.14). LREBG partially funded action: $1,220,375.00	$16,610,006.00	Yes
2.2	Alternative Learning Programs	The district will enhance alternative learning programs and flexible pathways to boost attendance and prevent dropout rates for unduplicated student groups EL, SED, and FY, as measured by (M2.1 - M2.4, M2.10).	$7,298,398.00	Yes
2.3	Community Schools	FUSD will establish community schools as centers of comprehensive support, combining academic resources, social services, and community partnerships to meet students' needs, promote wellness, and improve learning outcomes, while seeking additional funding and providing staff training, as measured by (M2.1 - M2.12).	$224,947.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2A	PERSISTENT FOCUS ON SAFETY AND WELLBEING: Over the next three years, FUSD will provide positive, inclusive learning environments at all schools to reduce chronic absenteeism and suspension rates, as measured by California School Dashboard.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Focus Goal 2A was developed to support the district's second Area of Focus: Persistent focus on safety and wellbeing. This goal ensures that FUSD fosters positive, inclusive learning environments across all schools to strengthen school connectedness and reduce chronic absenteeism and suspension rates. Such environments are essential for student engagement and success, as they help every student feel valued, respected, and supported.

Positive, inclusive school settings cultivate a sense of belonging and community, promote constructive behavior, and encourage regular attendance and active participation in learning. FUSD is dedicated to building connected school communities through initiatives such as structured play, student leadership opportunities, and athletic programs. These efforts are especially important for meeting the diverse needs of all students, including those from marginalized and underrepresented groups.

To eliminate barriers that hinder regular attendance, FUSD is expanding transportation services and providing staff with professional development focused on equity and inclusion. These strategies help identify and address obstacles such as feelings of alienation or discrimination. Additionally, inclusive environments support social-emotional learning, equipping students with the skills to manage emotions, build healthy relationships, and make responsible decisions.

According to the 2023 CA Dashboard, FUSD had 19 instances of student groups in the lowest performance band (RED) for Chronic Absenteeism: ALL (2 schools), EL (3 schools), SED (2 schools), SWD (5 schools), AA (2 schools), HI (2 schools), MR (1 school), WH (2 schools)

According to the 2023 CA Dashboard, FUSD had 24 instances in the lowest performance band (RED) for Suspension Rate: ALL (2 schools), EL (1 student), FY (2 student), HOM (1 student), SED (2 students), SWD (7 students), AA (6 students), HI (2 students), WH (1 student)

Educational Partners expressed concerns about:
- Institutional or environmental racism, including stereotypes and microaggressions
- Insufficient student supervision during recess

- Limited sports and student leadership opportunities

Educational Partners continued to emphasize the importance of:
- Stronger student-teacher relationships to promote equity, inclusion and sense of belonging
- More student activities, clubs, and lunchtime engagement opportunities
- Attendance supports at middle and high school levels and attendance incentives
- Equitable access to school events through transportation services
- Expanded student leadership opportunities

Goal 2A directly addresses educational partner feedback through targeted actions, including staff professional development, expanded transportation access, and increased opportunities for student connection and leadership. These efforts collectively support FUSD's mission to create safe, inclusive, and engaging school environments for all students.

The district has selected goals, actions, and metrics designed to directly address the findings from the data, with particular attention to student groups scoring in the lowest performance band (Red). Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; EL: English Learner; FY: Foster Youth; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; HOM: Homeless Youth; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Multiple Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2A.1	Attendance Rate (K-12) % in attendance (Data Source: Student Information System)	2022-2023 ALL STUDENTS: 93% Program Groups: EL: 92% LTEL: 91.4% SED: 92% FY: 93% SWD: 90% HOM: 90% Ethnicity Groups: AA: 92% AI: 90%	2023-2024 ALL STUDENTS: 94% Program Groups: EL: 93.9% LTEL: 92.5% SED: 93.8% FY: 93.7% SWD: 92.2% HOM: 90.6% Ethnicity Groups: AA: 93.3%		ALL STUDENTS: 96% Program Groups: EL: 96% LTEL: 96% SED: 96% FY: 96% SWD: 96% HOM: 96% Ethnicity Groups: AA: 96% AI: 96%	ALL STUDENTS: +1.0% Program Groups: EL: +1.9% LTEL: +1.1% SED: +1.8% FY: +0.7% SWD: +2.2% HOM: +0.6% Ethnicity Groups: AA: +1.3% AI: +3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS: 95% FI: 95% HI: 92% PI: 90% MR: 92% WH: 92%	AI: 93.2% AS: 95.8% FI: 96.2% HI: 93.8% PI: 93.0% MR: 94.1% WH: 93.8%		AS: 96% FI: 96% HI: 96% PI: 96% MR: 96% WH:96%	AS: +0.8% FI: +1.2% HI: +1.8% PI: +3.0% MR: +2.1% WH: +1.8%
M2A.2	Chronic Absenteeism Rate (K-8) % chronically absent (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: 30.2% Program Groups: EL: 27.2% LTEL: 28.5% SED: 32.5% FY: 27.0% SWD: 38.9% HOM: 38.2% Ethnicity Groups: AA: 34.2% AI: 53.6% AS: 13.7% FI: 14.0% HI: 30.6% PI: 47.2% MR: 31.5% WH: 25.6%	2023-2024 ALL STUDENTS: 22.5% Program Groups: EL: 20.1% LTEL: 23.6% SED: 23.6% FY: 22.8% SWD: 29.9% HOM: 37.2% Ethnicity Groups: AA: 24.8% AI: 32.1% AS: 10.9% FI: 11.9% HI: 22.8% PI: 28.9% MR: 19.5% WH: 22.2%		ALL STUDENTS: 20% Program Groups: EL: 20% LTEL: 20% SED: 20% FY: 20% SWD: 20% HOM: 20% Ethnicity Groups: AA: 20% AI: 20% AS: 8% FI: 8% HI: 20% PI: 20% MR: 20% WH: 20%	ALL STUDENTS: -7.7% Program Groups: EL: -7.1% LTEL: -4.9% SED: -8.9% FY: -4.2% SWD: -9.0% HOM: -1.0% Ethnicity Groups: AA: -9.4% AI: -21.5% AS: -2.8% FI: -2.1% HI: -7.8% PI: -18.3% MR: -12.0% WH: -3.4%
M2A.3	Suspension Rate (K-12) % suspended (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: 3.8% Program Groups: EL: 3.6% LTEL: 7.2% SED: 4.0%	2023-2024 ALL STUDENTS: 2.4% Program Groups: EL: 2.2% LTEL: 4.3%		ALL STUDENTS: 2.5% Program Groups: EL: maintain below 2.5%	ALL STUDENTS: -1.4% Program Groups: EL: -1.4% LTEL: -2.9% SED: -1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 13.0% SWD: 5.8% HOM: 4.9% Ethnicity Groups: AA: 8.8% AI: 6.5% AS: 1.4% FI: 1.0% HI: 3.5% PI: 8.0% MR: 6.3% WH: 4.2%	SED: 2.5% FY: 6.7% SWD: 3.3% HOM: 4.7% Ethnicity Groups: AA: 5.9% AI: 0.0% AS: 0.8% FI: 0.5% HI: 2.2% PI: 1.2% MR: 3.4% WH: 2.9%		LTEL: maintain below 2.5% SED: maintain below 2.5% FY: 8.0% SWD: 4.5% HOM: 4.0% Ethnicity Groups: AA: 4.5% AI: maintain below 2.5% AS: maintain below 2.5% FI: maintain below 2.5% HI: maintain below 2.5% PI: maintain below 2.5% MR: maintain below 2.5% WH: maintain below 2.5%	FY: -6.3% SWD: -2.5% HOM: -0.2% Ethnicity Groups: AA: -2.9% AI: - 6.5% AS: -0.6% FI: -0.5% HI: -1.3% PI: -6.8% MR: -2.9% WH: -1.3%
M2A.4	School Connectedness - Students % Favorably Responded Rate (Data Source: FUSD Fall Student SEL Survey)	2023-2024 Grades 3-5 Teacher-Student Relationships: 76% Sense of Belonging: 71% Grades 6-12 Teacher-Student Relationships: 48% Sense of Belonging: 44%	2024-2025 Grades 3-5 Teacher-Student Relationships: 78% Sense of Belonging: 71% Grades 6-12 Teacher-Student Relationships: 49%		Grades 3-5 Teacher-Student Relationships: 82% Sense of Belonging: 77% Grades 6-12 Teacher-Student Relationships: 60%	Grades 3-5 Teacher-Student Relationships: +2.0% Sense of Belonging: 0.0% Grades 6-12 Teacher-Student Relationships: +1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sense of Belonging: 44%		Sense of Belonging: 56%	Sense of Belonging: 0.0%

Goal Analysis [2024-25]

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

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

Action 2A.1 was partially implemented. Of the 30 teachers identified for participation, 17 successfully completed the planned professional development courses. While the training content aligned with our instructional goals, one notable challenge was the time-intensive nature of the coursework, which impacted overall participation. As a result, not all teachers were able to complete the training as originally planned.

Action 2A.2 contained services that were implemented under other actions in the 2024–25 LCAP. Taking this into consideration, the action was considered partially implemented. Counseling services were carried out under Action 2.1, with Fontana Unified School District expanding mental health support through partnerships with multiple external providers. The district strengthened both Tier 1 and Tier 2 interventions, ensuring timely assistance for students. In the 2024–25 school year, FUSD processed 876 student support referrals, with the highest rates observed in grades 7, 8, and 12. Heritage celebrations were delivered as part of Action 3.5, including Hispanic Heritage and Black History Month events. Additionally, the O'Day Short school renaming ceremony is scheduled for August 6, 2025, to commemorate this historic event. The multicultural event scheduled for May was not implemented due to an unexpected vacancy in the role responsible for its coordination. Structured recess support, provided by ELEVO, took place three times per week, helping students remain actively engaged through activities such as STEM and physical fitness. Additional services for new students were not implemented.

Action 2A.3 has been fully implemented as Child Welfare and Attendance staff delivered training to Attendance Clerks, school secretaries and administrators on the tiered framework on responding to chronic absenteeism. Additional training was provided to school administrators on the creation of Student Attendance Review Teams (SARTs) for schools to develop a system of monitoring and intervening to identify the barriers to regular school attendance and identifying appropriate and specific interventions. The department collaborated with Technology and Assessment to develop a schedule for the delivery of SART Letters that is responsive and more actionable for SART teams. Individual meetings for school site teams were delivered by CWA staff to address specific school-wide concerns regarding attendance and chronic absenteeism.

Action 2A.4 has been substantially implemented to support a proactive and positive school environment through a multi-tiered system of support. As of spring 2025, the district has successfully introduced PBIS in 33 of its 40 schools, representing over 80% implementation district wide. The seven non-PBIS schools provided comparable behavioral supports to students through programs such as Character Counts, mentoring, and positive behavior related incentive programs. To ensure proper execution, FUSD has completed all Tiered Fidelity Inventories (TFI) and trained 174 staff members on effective PBIS strategies. Additionally, 174 FUSD staff members have been trained on PBIS strategies. To further strengthen implementation and promote alternative means of correction, FUSD has assigned a Climate and

Culture Teacher on Assignment (TOA) to every middle school in the district. These specialized teachers help create consistent, supportive environments during this critical developmental period for students.

Action 2A.5 has been fully implemented. 100% of students who are socioeconomically disadvantaged or are foster youth that have requested bus services for home-to-school transportation have been accommodated regardless of the distance between home and school.

Action 2A.6 has been fully implemented. To reduce repeat suspensions, the Student Support Services department trained staff on effective reintegration practices, while deans received specialized instruction on behavior-related education codes, suspensions, expulsions, and alternative corrective measures. Additionally, FUSD leaders participated in training on available services at school sites and through Student Support Services. Restorative practices training was provided to over 100 staff members, reinforcing strategies to improve school climate and minimize suspensions. To enhance service tracking, the district researched data monitoring tools, including Salesforce, to improve documentation of student supports. In collaboration with the Technology and Assessment departments, Student Support Services developed monitoring tools for students receiving counseling and evaluated Panorama as a potential resource for tracking school climate. As part of Tier 2 interventions, the Coordination of Services Team (COST) program was implemented at five high schools, two middle schools, two continuation schools, and one elementary site. To further promote student well-being, the Second Step SEL curriculum was adopted across all elementary, middle, and high school sites. Additionally, to assess school climate, the Panorama survey was administered to all students, excluding those with severe mental disabilities.

Action 2A.7 was fully implemented as planned with the successful on-boarding and participation of a Student Board Member and the hosting of quarterly Superintendent Student Advisory Committee meetings. Student Advisory members had the opportunity to provide significant input on several academic and social-emotional topics in the district. In addition, student representatives were included on committees for major district initiatives including LCAP, Learner Profile, and Equity Taskforce.

FUSD fully implemented Action 2A.8, ensuring that all students, including English Learners, Special Education students, Homeless Youth, Low-Income students, African American students, and Foster Youth, had access and were encouraged to participate in extracurricular and co-curricular activities, including athletics, to foster personal growth and community ties, ensuring equitable access for all students as measured by increasing student attendance, reducing chronic absenteeism, reducing suspension rates and increasing school connectedness. To enhance access to activities and resources, FUSD provided resources such as allocations for middle school athletics, recognition for outstanding athletes, support for student clearance through Home Campus, and participation in the Women in Sports students symposium.

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

Actions 2A.2, 2A.3, 2A.4, and 2A.8 showed no material difference between actual and budgeted expenditures.

There was a material difference in action 2.A.5, the expenditures exceeded what was budgeted due to increased fuel and repair costs.

There was a material difference in Action 2A.6. Given the current budget dilemma, a mental health coordinator and two climate and culture positions, which are funded under LCAP, are currently on hold resulting in not all funds being expended.

For Action 2A.7, there was a material difference in budgeted versus actual expenditures. The difference was created using district facilities to host meetings and the use of community centers which the City of Fontana offers at no charge. In addition, much of the refreshments and other materials were covered by the Superintendent's discretionary budget.

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

Actions 2A.1 - 2A.8 were effective in improving student engagement and school climate. The districtwide attendance rate (M2A.1) rose from 93% in 2022–23 to 94% in 2023–24, with notable gains among English Learners (+1.9%), Socioeconomically Disadvantaged students (+1.8%), and Students with Disabilities (+2.2%). Chronic absenteeism (M2A.2) declined significantly, dropping from 30.2% to 22.5% overall, with reductions across nearly all student groups, including a 7.1% drop for English Learners and 8.9% for Socioeconomically Disadvantaged students. Suspension rates (M2A.3) also improved, decreasing from 3.8% to 2.4% districtwide. Foster Youth saw the most dramatic decline—from 13.0% to 6.7%—while African American students dropped from 8.8% to 5.9%, and English Learners from 3.6% to 2.2%. School climate (M2A.4), as measured by student surveys, reflected increased perceptions of safety and belonging, particularly in elementary grades. However, disparities remain in secondary grades and among Foster Youth and African American students.

In Action 2A.2, the ELEVO recess and lunch support has helped with student engagement and has positively impacted the suspension rate which has decreased from 3.8% in 2022/23 to 2.9% in 2023/24. At the elementary level the suspension rate is .5% as of April 17, 2025. At the middle school level, the suspension rate is 1% as of April 17, 2025. There is no change from the prior year. Prior to the school closures during COVID, the elementary suspension rate was at 1.5% and the middle school suspension rate was over 3%. Many of the incidents occurred during recess (elementary) and lunch (middle).

Action 2A.8 - During fall 2024, 2,034 or 19.5% of high school students participated in athletics, band, and ROTC activities. This includes a diverse group of students: 135 ELs, 5 FY, 1384 low-income, and 132 students with disabilities. Four of the five high schools added an additional sports team. At the middle school level 175 students participated in fall athletic programs. This includes a diverse group of students of 16 ELs, 137 low-income, and 12 students with disabilities. This information serves as a baseline for future years. FUSD will continue to support high school and middle school athletics and activities, including opportunities to participate, outreach experiences and student leader conferences, and recognition for outstanding performance, behavior, and academics. The baseline data for the fall sports will be reviewed for winter and spring sports to serve as a baseline for each season. Middle School sports expenses for uniforms and registration fees will be supplemented to ensure equitable access across the seven schools. As of December 20, access to expanded athletics and activities for students in grades 6-12 has contributed to the decrease in suspensions of the all-students groups and mid-year dropout data for all student groups except Students with Disabilities.

LTEL student group will be added to M2A.1, M2A.2, and M2A.3.

For M2A.3, the following Targets for Year 3 Outcomes will be updated for specific student groups because the Year 1 Outcomes surpassed targets: EL from 2.5% to maintain below 2.5%, SED from 2.5% to maintain below 2.5%, AI from 4.5% to maintain below 2.5%, HI from 2.5% to maintain below 2.5%, PI from 4.5% to maintain below 2.5%, MR from 4.5 % to maintain below 2.5%, and WH from 2.5 % to maintain below 2.5%.

All Goal 2A action titles will be revised to improve clarity and conciseness.

Action 2A.1 will be revised to ensure professional development is provided for site and district staff and administrators with professional learning experiences on Equity, Inclusion and Belonging to expand cultural competence.

Action 2A.2 will be revised to become a contributing action based on the disparity between all students and FY in suspension. The implementation of structured activities for students is intended to improve school connectedness and reduce suspension rates. M2A.1-2 were added to reflect how a sense of belonging impacts attendance.

Action 2A.3 will be modified to become contributing for the purpose of increasing attendance rates, decreasing chronic absenteeism rates, and increasing school connectedness for all students, particularly SED and FY students. A modification to the implementation will be to focus on designing and implementing effective interventions, such as mentorship for students.

Action 2A.4 services will be moved to 2.1 to eliminate redundancy and to ensure comprehensive supports are provided for students at all schools to improve school climate, reduce suspensions, reduce drop-out rates, and improve attendance.

Action 2A.5 will be renumbered to 2A.4. This action had a positive impact on improving attendance for ALL students and SED students however additional outreach needs to be targeted to communicate with families of FY students to ensure they are aware of the availability of the extended transportation services to improve attendance of foster youth students.

Action 2A.6 will be integrated into 2.1 to eliminate redundancy and to ensure comprehensive professional development is provided to school staff on the implementation of PBIS or similar strategies to maintain a positives school climate, reduce suspensions, reduce drop-out rates, and improve attendance.

Action 2A.7 will be renumbered to become 2A.5. This action will be modified to become contributing to increase student leadership opportunities and promoting engagement in school, district, and community committees for a diverse representation of all students with a focus on outreach to Foster Youth students. The purpose of this action is to increase student agency and create a positive school climate and culture as measured by increasing student attendance, reducing chronic absenteeism, reducing suspension rates and increasing school connectedness. We need to provide training to all student leaders and seek student voice from the middle and elementary schools. Annual leadership symposiums will be held for both middle and elementary students. Ongoing leadership training and support will be made available to all student leaders at the 45 school sites across the district.

Action 2A.8 will be renumbered to become Action 2A.6 This action will be modified to become contributing to increase the focus on outreach to Foster Youth students and middle school students to participate in extracurricular activities and sports.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2A.1	Equity & Inclusion Professional Learning Experiences	FUSD will provide site and district staff and administrators with professional learning experiences on Equity, Inclusion and Belonging to expand cultural competence, ensure a positive climate and culture, and an increased sense of belonging for all students as measured by (M2A.1 - M2A.4).	$355,000.00	No
2A.2	Sense of Belonging Structured Activities	FUSD will provide structured and enriching experiences for all students including Foster Youth, to have equitable opportunities to increase a sense of belonging and prevent challenging behavior incidents as measured by (M2A.1 - M2A.4).	$3,163,234.00	Yes
2A.3	Attendance Support and Interventions	The Office of Child Welfare & Attendance (CWA) will collaborate with and provide training to site administration and site staff on attendance procedures, SART implementation, and effective interventions, such as mentorship, for the purpose of increasing attendance rates, decreasing chronic absenteeism rates, and increasing school connectedness for all students, particularly SED and FY students, as measured by (M2A.1, M2A.2, and M2A.4).	$817,000.00	Yes
2A.4	Expanded Transportation Services	FUSD will offer additional transportation services for unduplicated groups, particularly for English Learners and Socioeconomically Disadvantaged to mitigate the barriers to regular attendance during the school day and to increase access to participation in extended learning opportunities as measured by (M2A.1 and M2A.2).	$12,334,056.00	Yes

Action #	Title	Description	Total Funds	Contributing
2A.5	Student Leadership	FUSD will support all students, particularly benefiting EL,SED, and FY student groups, by increasing student leadership opportunities and promoting engagement in school, district and community committees for the purpose of increasing student belonging and maintaining a positive school climate and culture as measured by (M2A.1 - M2A.4).	$10,000.00	Yes
2A.6	Athletics and Extracurricular Activities	FUSD will expand extracurricular and co-curricular activities, including athletics, to foster personal growth and community ties, ensuring equitable access for all students, with a focus on outreach to Foster Youth, as measured by (M2A.1 - M2A.4).	$239,255.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2B	PERSISTENT FOCUS ON SAFETY AND WELLBEING: Over the next three years, FUSD will ensure safe, well-maintained places where all students, families, and staff feel welcomed and supported as measured by survey data and inspection of facilities.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Focus Goal 2B supports the district's second Area of Focus: Persistent focus on safety and wellbeing. This goal was created to address chronic absenteeism and reduce suspension rates by providing safe, clean, and well-maintained learning environments, essential for student success. When students and staff feel secure and supported, they can focus on teaching and learning. Well-maintained facilities also promote student attendance, positive behavior, and favorable perceptions of school connectedness and safety.

This goal continues to reflect FUSD's commitment to a holistic approach to education, one that prioritizes physical safety, emotional well-being, and high-quality learning environments. These efforts foster a positive school culture and enhance the overall educational experience for all students.

According to the 2023 CA Dashboard, FUSD had 19 instances of student groups in the lowest performance band (RED) for Chronic Absenteeism: ALL (2 schools), EL (3 schools), SED (2 schools), SWD (5 schools), AA (2 schools), HI (2 schools), MR (1 school), WH (2 schools)

According to the 2023 CA Dashboard, FUSD had 24 instances in the lowest performance band (RED) for Suspension Rate: ALL (2 schools), EL (1 student), FY (2 student), HOM (1 student), SED (2 students), SWD (7 students), AA (6 students), HI (2 students), WH (1 student)

Educational Partners continue to emphasize the importance of maintaining safe, clean, well-maintained school environments to help students feel valued and take pride in their schools. They identified a lack of belonging and connection as the leading cause of low attendance and chronic absenteeism.

To address this, Educational Partners continue to prioritize:

- Culturally relevant and inclusive practices to create welcoming environments

- Reducing bullying and substance abuse
- Implementing positive behavioral supports that help students build relationships, manage emotions, and make responsible decisions

These strategies are seen as essential to fostering safe, supportive, and engaging school communities where all students can thrive.

The district has aligned goals, actions, and metrics to address data findings, with a focus on student groups in the lowest performance band (RED). Metrics will be reported for all students and key subgroups using the following abbreviations: ALL: All Students, EL: English Learners, FY: Foster Youth, SED: Socioeconomically Disadvantaged, SWD: Students with Disabilities, HOM: Homeless Youth, AA: African American, AI: American Indian, AS: Asian, FI: Filipino, HI: Hispanic, MR: Multiple Races, PI: Pacific Islander, WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2B.1	School Safety Perceptions- STUDENTS % Favorable Responses (Data Source: FUSD Annual Student Climate Survey; Survey Platform)	2023-2024 Grades 3-6: 60% Grades 7-12: 56%	2024-2025 Grades 3-6: 70% Grades 7-12: 69%		Grades 3-6: 66% Grades 7-12: 62%	Grades 3-6: +10% Grades 7-12: +13%
M2B.2	School Safety Perceptions - FAMILIES % Favorable Responses (Data Source: FUSD Annual Family Climate Survey; Survey Platform)	2023-2024 67%	2024-2025 57%		70%	-10%
M2B.3	Facility Condition % of schools in "good" or "exemplary" repair (Data Source: Facility Inspection Tool Report)	2023-2024 95%	2024-2025 96%		100%	+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2B.4	Chronic Absenteeism Rate (K-8) - DISTRICT % chronically absent (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: 30.2% Program Groups: EL: 27.2% LTEL: 28.5% SED: 32.5% FY: 27.0% SWD: 38.9% HOM: 38.2% Ethnicity Groups: AA: 34.2% AI: 53.6% AS: 13.7% FI: 14.0% HI: 30.6% PI: 47.2% MR: 31.5% WH: 25.6%	2023-2024 ALL STUDENTS: 22.5% Program Groups: EL: 20.1% LTEL: 23.6% SED: 23.6% FY: 22.8% SWD: 29.9% HOM: 37.2% Ethnicity Groups: AA: 24.8% AI: 32.1% AS: 10.9% FI: 11.9% HI: 22.8% PI: 28.9% MR: 19.5% WH: 22.2%		ALL STUDENTS: 20% Program Groups: EL: 20% LTEL: 20% SED: 20% FY: 20% SWD: 20% HOM: 20% Ethnicity Groups: AA: 20% AI: 20% AS: 8% FI: 8% HI: 20% PI: 20% MR:15% WH: 20%	ALL STUDENTS: -7.7% Program Groups: EL: -7.1% LTEL: -4.9% SED: -8.9% FY: -4.2% SWD: -9.0% HOM: -1.0% Ethnicity Groups: AA: -9.4% AI: -21.5% AS: -2.8% FI: -2.9% HI: -7.8% PI: -18.3% MR: -12.0% WH: -3.4%
M2B.5	Suspension Rate (K-12) - DISTRICT % Suspended (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: 3.8% Program Groups: EL: 3.6% LTEL: 7.2% SED: 4.0% FY: 13.0% SWD: 5.8% HOM: 4.9% Ethnicity Groups: AA: 8.8% AI: 6.5%	2023-2024 ALL STUDENTS: 2.4% Program Groups: EL: 2.2% LTEL: 4.3% SED: 2.5% FY: 6.7% SWD: 3.3% HOM: 4.7% Ethnicity Groups: AA: 5.9%		ALL STUDENTS: 2.5% Program Groups: EL: maintain below 2.5% LTEL: maintain below 2.5% SED: maintain below 2.5% FY: 4% SWD: 4.5% HOM: 4.0%	ALL STUDENTS: -1.4% Program Groups: EL: -1.4% LTEL: -2.9% SED: -1.5% FY: -6.3% SWD: -2.5% HOM: -0.2% Ethnicity Groups: AA: -2.9% AI: -6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS: 1.4% FI: 1.0% HI: 3.5% PI: 8.0% MR: 6.3% WH: 4.2%	AI: 0.0% AS: 0.8% FI: 0.5% HI: 2.2% PI: 1.2% MR: 3.4% WH: 2.9%		Ethnicity Groups: AA: 4.5% AI: maintain below 2.5% AS: maintain below 2.5% FI: maintain below 2.5% HI: maintain below 2.5% PI: maintain below 2.5% MR: maintain below 2.5% WH: maintain below 2.5%	AS: -0.6% FI: -0.5% HI: -1.2% PI: -6.8% MR: -2.9% WH: -1.3%
M2B.6	School Connectedness - Students % Favorably Responded Rate (Data Source: FUSD Fall Student SEL Survey)	2023-2024 Grades 3-5 Teacher-Student Relationships: 76% Sense of Belonging: 71% Grades 6-12 Teacher-Student Relationships: 48% Sense of Belonging: 44%	2024-2025 Grades 3-5 Teacher-Student Relationships: 78% Sense of Belonging: 71% Grades 6-12 Teacher-Student Relationships: 49% Sense of Belonging: 44%		Grades 3-5 Teacher-Student Relationships: 82% Sense of Belonging: 77% Grades 6-12 Teacher-Student Relationships: 60% Sense of Belonging: 56%	Grades 3-5 Teacher-Student Relationships: +2.0% Sense of Belonging: 0.0% Grades 6-12 Teacher-Student Relationships: +1.0% Sense of Belonging: 0.0%

Goal Analysis [2024-25]

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

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

Action 2B.1 was partially implemented. The district hired 12 Registered Nurses and 11 Licensed Vocational Nurses who worked together to ensure our students missed a minimal amount of instruction. A relative success was every site had the needed health staff. One of the challenges was a school nursing shortage throughout the state that led to the district hiring an agency nurse to fill a persistent vacancy. Only 21 out of 44 site had Wellness Champions that participated quarterly in the meetings. Successes were that Champions participated in discussion in their respective site goals, implementing activities and clubs at their sites, promoting wellness among students, staff, and parents. The relevant challenge was that not all the available Wellness Champion spots were filled.

Action 2B.2 has been fully implemented with the goal of supporting students who may have experienced trauma-related safety concerns as reflected in the CA Dashboard and Request for Assistance (RFA) referrals. FUSD created safe and nurturing environments with calm-down spaces and sensory supports, implemented trauma-informed practices district-wide, and expanded access to culturally responsive mental health services. Staff received professional development on trauma-informed strategies, and the district collaborated with community organizations to provide resources for students and families. Social-emotional learning and trauma-informed practices were integrated into the curriculum to promote resilience and coping skills. Programs meeting Substance Abuse and Mental Health Services Administration (SAMHSA) criteria, including training for staff and parents on mental health crises, were implemented to promote positive mental health outcomes and academic success. The district entered the second year of SAMHSA grant implementation, offering five SAMHSA trainings. FUSD carried out the BRAVE and Suicide Awareness Campaigns. Training sessions on mental health, legal issues, and ethical considerations in school counseling were conducted for all counselors and SES specialists. To build resilience, confidence, and wellness, FUSD implemented Sami Kader across 18 elementary schools, with 38% of students actively participating in the program. Attendance and participation in the SAMHSA Grant training remained limited, prompting the Division of Student Support Services to examine strategies for increasing participation. Two BRAVE and Suicide Awareness trainings were offered to parents. The district provided 25 mental health trainings, attended by 246 staff members.

A relevant success in the implementation of Action 2B.2 was a total of 669 mental health referrals were processed. The largest portion, 332 referrals (49.6%), were directed to Care Solace, while 167 cases (25%) were assigned to FUSD therapists or trainees. Among the remaining referrals, 83 cases (12.4%) were directed to external partners, found to be ineligible, or were already receiving services. Fifty-six individuals (8.4%) declined services, 22 cases (3.3%) were identified as behavior-related, and 9 referrals (1.3%) were processed through private insurance. This distribution of mental health support services demonstrated the district's successful commitment to providing multiple pathways for addressing students' social-emotional needs.

Action 2B.3 was fully implemented to maintain the clean and presentable school environment for all campuses by having all positions of custodians and grounds keepers staffed. One of the challenges was misalignment of the custodial checklist with the site needs. To resolve this the Maintenance and Operations Department met with every principal to update these lists as needed. A relevant success was the implementation of monthly staff development and training on safety measures and cleaning processes. Additionally, we implemented Quality Assurance software to conduct site inspections of custodial operations for both day and night shifts. We purchased additional electric utility vehicles to expedite the cleaning process at our secondary school campuses.

Action 2B.4 was partially implemented. The Fontana School Police Department provided several safety programs for campus safety to overt 33,000 students and 5,000 employees.   We provided hundreds of safety presentations related to traffic safety and crime prevention throughout our district which serves multiple jurisdictions. Our FLIP Program has mentored dozens of students on life choices, the importance of staying in school and the dangers of drugs and alcohol.   A relevant success was, school administrators were surveyed at the end of the school year, and it was determined that School Safety Plans for emergencies, evacuation plans and services that are available to our communities were known by each site we serve. A relevant challenge for our agency was 2 trained officers with specific skillset and institutional knowledge left for other opportunities. Our Chief of Police position was filled at an Interim status throughout the year affecting the implementation of our planned actions.

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

There were no material differences in actions 2B.1, 2B.2. and 2B.3.

Action 2B.4 showed no material variance overall. Although non-personnel costs were significantly lower than planned, due to ongoing vacancies and fewer trainings, this was offset by higher-than-expected personnel expenditures

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

Actions 2B.1 - 2B.4 had mixed effectiveness in improving perceptions of school safety. Student perceptions (M2B.1) in grades 3-6 improved from 60% in 2023-24 to 70% in 2024-25, while those in grades 7-12 improved from 56% to 69%. However, family perceptions dropped by 10%. The percentages of facilities in good repair (M2B.3) did increase by 1%.

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

Goal 2B will now include the following metrics: M2B.4 Chronic Absenteeism Rate (K-8) - DISTRICT % chronically absent, M2B.5 Suspension Rate (K-12) - DISTRICT % Suspended, and M2B.6 School Connectedness - Students % Favorably Responded Rate. These new metrics will progress monitor the implementation of the actions to ensure student safety and well-being.

In Goal 2B, many of the Year 1 Outcomes surpassed the previously set Target for Year 3 Outcome for specific student groups and/or schools. Thus, the Target for Year 3 Outcomes will be updated as follows: M2B.4 for MR from 20.0% to 15.0%, M2B.5 for FY from 8.0% to 4.0%, for AA from 4.5% to maintain below 2.5%, for AS from 4.5% to maintain below 2.5%, for AS from 4.5% to maintain below 2.5%, and for WH from 4.5% to maintain below 2.5%.

All Goal 2B titles will be revised to improve clarity and conciseness.

Former Action 2B.1 will be removed from the LCAP as these services will be provided out of the Base Funding in 2025-26.

Former Action 2B.2 was removed from the LCAP as these services will be moved to Action 2.1 to improve alignment for meeting Goal 2 and to eliminate redundancy of services.

Former Action 2B.3 will be renumbered to become 2B.1 and will be modified to become contributing to reduce chronic absenteeism for students, particularly benefiting SED students. This strategy is supported by educational partners and research conducted by the California Department of Education on the link between well-maintained schools and improved student attendance. Action 2B.1 will be monitored using the metrics M2B.3, M2B.4 and M2A.1.

A new action, 2B.2 has been added to LCAP as non-contributing to demonstrate FUSD Base Custodial Services to evidence that the Action 2B.1 is providing supplemental custodial services above and beyond the base requirements. This action will be monitored by the metric M2B.3.

A new action, 2B.3 will be added as a contributing action to increase and improve services particularly for FY and SED students. The action will provide enhanced supports to implement FLIP and JR. FLIP intervention programs for students in grades 4-12 with the purpose of improving school connectedness, reducing suspension, and increasing attendance. This action will be monitored using the metrics M2B.4 through M2B.6.

Action 2B.4 will be revised to improve clarity and transparency of the supplemental services provided by the FUSD School Police Department to support safety. This action will be monitored by metrics M2B.1 and M2B.2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2B.1	Expanded Custodial Staffing to Support Student Wellness	FUSD is increasing the number of custodial staff districtwide to support deep cleaning protocols and illness prevention efforts. While all students benefit, this action is principally directed toward serving Low-Income (LI) students, who are disproportionately affected by illness-related absenteeism and often face barriers to accessing healthcare, as measured by (M2A1, M2B.3, and M2B.4)	$3,388,193.00	Yes

Action #	Title	Description	Total Funds	Contributing
2B.2	Base Program Custodial Services	FUSD will deliver essential custodial services through 210 full-time equivalent (FTE) custodians, ensuring that all schools and the district office remain clean, safe, and well-maintained, as measured by (M2B.3).	$18,166,838.00	No
2B.3	Fontana Leadership Intervention Program	FUSD is providing the Fontana Leadership Intervention Programs (FLIP and Jr. FLIP) districtwide to provide opportunities for students, particularly for FY and SED students, to improve their behavioral, social-emotional and problem-solving skills as measured by (M2B.4 through M2B.6).	$218,041.98	Yes
2B.4	FUSD School Police Safety Services	FUSD is strengthening campus safety through a strategic, collaborative approach that enhances security measures and builds positive partnerships with law enforcement. This includes maintaining regular communication, joint planning, and collaboration on safety protocols with the police department and community partners. Emergency preparedness will be reinforced through comprehensive response plans and tools at both district and school-site levels. Additionally, drug awareness education, particularly focused on Fentanyl, will be expanded across the district. This action is designed to promote safe, supportive learning environments as measured by (M2B.1 and M2B.2)	$9,572,211.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	PROACTIVE COMMUNICATION AND COMMUNITY ENGAGEMENT: FUSD will ensure opportunities for parent and community engagement that foster a collaborative educational environment to support student success and enrich the school community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Focus Goal 3A supports the district's third Area of Focus: Proactive Communication and Community Engagement. FUSD is committed to building strong partnerships with families and the community to foster a collaborative educational environment that supports student success and well-being. This goal promotes shared leadership, elevates family voices, and creates meaningful opportunities for engagement.

Many families, particularly those of English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students, face barriers to engagement due to language differences, cultural disconnects, and limited familiarity with the school system. A review of Educational Partner feedback, participation data, and research-based strategies continues to highlight the need for a districtwide, comprehensive family and community engagement strategy. FUSD will continue to prioritize educational opportunities for all families, with a focus on improving academic achievement, engagement, and college/career readiness for FY, EL, and SED students.

Educational Partners and parent advisory groups continue to emphasize the importance of:
- Safe, inclusive, and welcoming school environments
- Strong parent-school collaboration, including staff training on positively interacting with parents and families
- Clear, timely, and accessible communication
- Flexible workshop offerings, including varied topics, hybrid formats, and recordings for later viewing

To meet these needs, this goal continues to:
- Strengthen two-way communication systems to keep families, staff, and the community informed
- Provide culturally affirming and enriching engagement opportunities
- Offer accessible learning opportunities for families in multiple formats to increase participation
- Deliver ongoing professional development to enhance the quality and consistency of family engagement

These efforts aim to create a connected, inclusive school community where all families feel valued, informed, and empowered to support their children's academic and social growth.

The district has aligned goals, actions, and metrics to address data findings, with a focus on student groups in the lowest performance band

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Average Number of Participants (Data Source: Meeting sign-in sheets; FACE Dept Data Collection Tool)	2023-2024 ELAC/DELAC (EL): 11 SSC: 9 SELPA CAC (SWD): 21 Early Ed PAC: 34 AAPAC: 12 FUSD PAC: 28 LCAP Educational Partner Committee: 55	2024-2025 ELAC/DELAC (EL): 45 SSC: 4 SELPA CAC (SWD): 37 Early Ed PAC: NA AAPAC: 18 FUSD PAC: 22 LCAP Educational Partner Committee: 54		ELAC/DELAC (EL): 12 SSC: Maintain 9 or higher* SELPA CAC (SWD): 23 Early Ed PAC: 37 AAPAC: 13 FUSD PAC: 31 LCAP Educational Partner Committee: 60	ELAC/DELAC (EL): +34 SSC: -5 SELPA CAC (SWD): +16 Early Ed PAC: NA AAPAC: +6 FUSD PAC: -6 LCAP Educational Partner Committee: -1
M3.2	Family Engagement Average Rating for Level of Implementation (Data Source: CDE Parent Engagement Self-Reflection Tool - Microsoft Forms)	2023-2024 Building Relationships: 2.7 out of 5 Building Partnerships: 2.3 out of 5 Seeking Input: 2.8 out of 5	2024-2025 Building Relationships: 3.2 out of 5 Building Partnerships: 3.2 out of 5 Seeking Input: 3.6 out of 5		Building Relationships: 4 out of 5 Building Partnerships: 4 out of 5 Seeking Input: 4 out of 5	Building Relationships: +0.5 Building Partnerships: +0.9 Seeking Input: +0.8
M3.3	FUSD Annual Family Climate Survey % of Families Responded	2023-2024 15%	2024-2025 20%		25%	+5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: FUSD Annual Family Climate; Survey Platform)					
M3.4	Family Communication and Engagement Perceptions % Favorable Responses on Relevant Topics (Data Source: FUSD Annual Family Climate; Survey Platform)	2023-2024 Family-School Communication: 77% Informing Parents: 50% Family Engagement: 51%	2024-2025 Family-School Communication: 83% Informing Parents: 68% Family Engagement: 90%		Family-School Communication: 83% Informing Parents: 56% Family Engagement: 57%	Family-School Communication: +6% Informing Parents: +18% Family Engagement: +39%

Goal Analysis [2024-25]

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

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

Actions 3.1, 3.2, 3.3, 3.6 were implemented as planned to provide the following: Strategic Outreach and Communication (ParentSquare, Peach Jar, Websites (district/site); social media (Facebook, Twitter/X, and Instagram); Family Education and Empowerment Sessions (Coffee with the Community/Staff, Parent University); Leadership Development for District Leadership Parent/Community Committees (District African American Parent Advisory Council (DAAPAC), Fontana USD Parent Advisory Committee (FUSD PAC), Community Action Committee (SELPA/CAC), Early Education (EAC), Gifted and Talented Education (GATE Workshops), and the Local Control Accountability Plan Educational Partner Committee (FUSD LCAP); and to engage with Community Partnerships: Faith-Based (Bethel Christian Church, CityLink Water of Life, Summit Church), Service Clubs (Fontana Kiwanis, Rotary, and Exchange Club), and San Bernardino County Superintendent of Schools SBCSS. A relevant success was an increase in community partnerships and events. The district has expanded parent engagement opportunities through a flexible hybrid model, offering both in-person and virtual events, workshops, and meetings. This shift has led to increased participation, especially among historically underrepresented families, including those of Foster Youth and Chronically Absent students. Efforts have included culturally responsive communication, translated materials, and accessible scheduling. We saw an increase in partnerships and community events (back to school, shoe/clothing programs, food assistance/pantry's, holiday resources). In 2024-2025 we worked closely with MTSS/Student Services to support mental/physical health awareness by providing workshops and resources in the district. Local business, non-profits, faith based, service clubs, and elected officials supported our students and families by providing resources and programs that support our students and families in need. The professional development for staff on family and community engagement best practices was well attended by providing virtual sessions to staff primarily during work hours.

FUSD fully implemented Action 3.4 as planned, enhancing two-way communication with ParentSquare for real-time messaging, translations, alerts, and engagement. Staff were trained to use it effectively, and it was regularly used for updates, feedback, and event information. The district launched a website redesign in spring 2024, with the new site going live in spring 2025, improving navigation, content organization, and access to key information, including accessibility features, school-specific pages, quick links, and a news section shaped by family and staff feedback. Social media platforms like Facebook, Instagram, and X (formerly Twitter) were used to highlight student success, promote events, and share updates, allowing direct family engagement. Collaboration with local media outlets resulted in multiple stories featuring Fontana Unified schools, celebrating student and staff achievements. Additional training and support for school staff increased confidence and uniformity in messaging. All planned activities, including ParentSquare use, website redesign, social media engagement, and media outreach, were implemented as expected and within budget, with expenditures aligning closely with projections. A relevant success according to 2024 local ParentSquare usage data, message open rates districtwide increased by 11% compared to 2023, indicating that more families were actively receiving and engaging with District and school communication. The launch of the redesigned District website in spring 2025 and the consistent use of social media and media outreach also contributed to improved access to information and community awareness of school accomplishments. Qualitative feedback collected through community meetings and school events indicated families appreciated the regular updates on social media.

3.5 was partially implemented. Hispanic Heritage and Black History celebratory events were provided as planned. The O'Day Short school renaming ceremony is scheduled to be held August 6, 2025, to commemorate this historical event. A significant challenge that impacted the full implementation of this action was the unexpected vacancy in March of the position responsible for implementing this action, thus the planned multicultural event for May was cancelled.

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

Action 3.1, 3.2, and 3.4 had no material differences.

There was a material difference in Action 3.3 due to consultant costs for parent workshops costing less than expected.

There was a material difference in Action 3.5 as the planned multicultural event in May was cancelled resulting in less expenditures than planned.

There was a material difference in Action 3.6 due to less costs for materials, mileage, and staff additional hourly to provide the professional developments than planned.

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

Actions 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 were effective at making significant progress in family engagement. The Average Number of Participants (M3.1) went up across most parent meetings. Based on the CDE Self Reflection Tool (M3.2) conducted between 2023-2024 and 2024 – 2025 based on the "CDE Parent Engagement Self-Reflection Tool, where respondents rate three areas of family engagement on

a 5-point scale. In the area of Building Relationships, the rating increased from 2.7 to 3.2 (+0.5), in Building Partnerships it increased from 2.3 to 3.2 (+0.9), and in Seeking Input it increased from 2.8 to 3.6 (+0.8).   Additionally, family perceptions of school communication increased by 6%, informing parents increased by 18%, and family engagement increased by 39% (M3.4)

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

All Goal 3 titles will be revised to improve clarity and conciseness.

Actions 3.1 - 3.6 descriptions have been changed to become contributing and to ensure focused support for students who are EL, FY, and SED by implementing evidence-based strategies based on the research of Dr. Joyce Epstein. Comprehensive supports will be implemented to engage parents through six key areas: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Engagement	FUSD will continue strengthening and implementing our comprehensive family and community engagement plan for all students with a focus on outreach on parents/families of EL, FY, and SED to support the academic and social-emotional development of our scholars both at the district and school level as measured by (M3.1 - M3.4).	$4,553,306.00	Yes
3.2	Parent Advisory and Community Partnerships	FACE staff will implement several advisory groups reflective of our community to provide parental/family input into district decision making for the purpose of improving academic achievement and engagement of all students with a focus on EL, FY, and SED students as measured by (M3.1 and M3.2).	$100,000.00	Yes
3.3	Parent and Family Workshops	FACE staff will implement a series of educational workshops to help parents/family members support the academic achievement and social emotional development of their students with a focus on outreach for FY, EL, and SED students as measured by (M3.2 and M3.4).	$20,332.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Communication and Media Systems	Marketing, Communications, and Engagement staff will implement effective communication tools to provide timely information and solicit input between our district, school sites, and home to increase parent/family engagement and foster collaborative relationships leading to improved outcomes for all students, particularly for EL, FY, and SED student groups, as measured by (M3.2 - M3.4).	$1,263,333.00	Yes
3.5	Community Cultural Events	FUSD will implement cultural celebrations across the district and school community to foster relationships, promote unity among diverse educational partners, and provide increased access to resources, principally benefiting EL, FY, and SED student groups, as measured by (M3.2 and M3.4).	$30,000.00	Yes
3.6	Staff Professional Development for Family and Community Engagement	Communication and Community Engagement staff will continue offering professional development for site-based professionals, supporting the enhancement of family engagement, principally directed to EL, FY, and SED student groups, as measured by (M3.2 and M3.4).	$75,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$132,211,729	$16,350,472

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.553%	0.000%	$0.00	36.553%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Multitiered System of Supports **Need:** FUSD student achievement data indicates minimal academic progress and a significant disparity between ALL students and unduplicated student groups EL and FY, with the SED student group slightly lower than ALL students.	FUSD is committed to academic excellence and equitable access for all students. Since Foster Youth, English Learners, and Low-income students are represented at every school site and in every classroom, LEA-wide implementation of this action ensures equitable access to resources, interventions, and staff capacity-building necessary to meet their diverse needs across all learning environments. This approach promotes improved outcomes for EL, FY, and SED students,	M1.1 - M1.13, and M1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2022-23 CAASPP ELA: ALL: -40.4 DFS, EL: -75.9 DFS, SED: -48.7 DFS, and FY: -75.4 DFS 2022-23 CAASPP MATH: 20.89% Met or Exceeded, ALL: -82.1 DFS, EL: -109.9 DFS, SED: -89.6 DFS, and FY: -108.0 DFS 22-23 CAASPP ELA % met/exceeded: ALL: 35.3%, EL: 9.6%, FY: 19.2%, and SED: 32.1% 22-23 CAASPP Math % met/exceeded: ALL: 20.9%, EL: 6.6%, FY: 15.5%, and SED: 18.4% There is an identified need to expand the Multitiered System of Supports (MTSS) to address the diverse academic needs of EL, FY, and SED student groups. Educational partners noted the limited progress in ALL students' academic outcomes over the past two years especially in ELA as compared to Math, and the disparities among student groups. They expressed the need for FUSD to prioritize literacy skills and provide interventions and targeted assistance for underperforming students. They specifically recommend monitoring progress and implementing evidence-based strategies for improvement. Students expressed the need for schools to offer rigorous curriculum. **Scope:**	while also providing tailored supports and services to meet the unique needs of Students with Disabilities (SWD). The district will provide students with high-quality first instruction, instructional resources, and additional support while intentionally monitoring ongoing student progress to effectively align interventions and resources with their identified needs. Intervention Teachers and Instructional Support Aides will provide tiered intervention to identified students in addition to a robust core instructional program. Professional development and coaching by TOAs will be designed to support high-quality first instruction and the use of research-based instructional resources. Site and district staff will collaborate to identify evidence-based instructional strategies and provide operational support, ensuring the effective implementation of multitiered learning opportunities. Schools will implement tiered support systems within classrooms, providing varying levels of intervention based on student needs. Early intervention strategies will promptly address academic challenges, with specific monitoring of EL, FY, and SED student groups. FUSD will ensure that all students have equitable access to core and supplemental instructional materials, as well as a diverse range of reading materials across genres and levels to support their learning needs and interests.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.2	**Action:** Professional Development and Coaching **Need:** FUSD student achievement data indicates minimal academic progress and a significant disparity between ALL students and unduplicated student groups EL and FY, with the SED student group slightly lower than ALL students. 2022-23 CAASPP ELA: ALL: -40.4 DFS, EL: -75.9 DFS, SED: -48.7 DFS, and FY: -75.4 DFS 2022-23 CAASPP MATH: 20.89% Met or Exceeded, ALL: -82.1 DFS, EL: -109.9 DFS, SED: -89.6 DFS, and FY: -108.0 DFS 22-23 CAASPP ELA % met/exceeded: ALL: 35.3%, EL: 9.6%, FY: 19.2%, and SED: 32.1% 22-23 CAASPP Math % met/exceeded: ALL: 20.9%, EL: 6.6%, FY: 15.5%, and SED: 18.4% There is an identified need for building staff capacity to reduce the disparities between student groups and to improve student achievement. Educational Partners recommend developing comprehensive strategies to address the varying results among student groups,	Given that Foster Youth, English Learners, and Low-income students are enrolled at all district schools, LEA-wide professional development ensures consistent, equitable instructional support across sites. Research consistently shows that high-quality professional development improves teaching practices and student achievement, particularly for the district's identified student groups (EL, FY, and SED). By enhancing teachers' instructional skills to meet these students' unique needs, the district expects better academic outcomes and overall well-being. To support unduplicated student groups, FUSD will maintain positions to organize and monitor districtwide professional development in curriculum and instruction for certificated and classified personnel. This action includes continuing Professional Learning Communities (PLCs) and providing job-embedded learning experiences to enhance educator effectiveness. The district will use professional development to implement online assessment platforms (i.e. Kickup) and build leaders' capacity to gather data, engage in continuous improvement cycles, monitor student progress, and make data-informed decisions to support ELs, foster youth, and low-income students. PD for elementary and secondary teachers will support the Core Instructional Program and District	M1.1 - M1.13, M1.15 - M1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	implementing culturally responsive teaching practices, prioritizing professional development for FUSD educators, and ensuring systems are in place to provide targeted interventions for students needing additional support. Specifically, educator input has called for differentiated professional development to cater to specific needs and strengths of educators. **Scope:** LEA-wide	Initiatives, focusing on accelerated learning and literacy strategies to boost the academic achievement of English Learners, Foster Youth, and Low-Income students. Additionally, the district will provide four contracted professional development days for certificated staff to offer extra training in social-emotional learning and academic supports, addressing the needs of unduplicated students. Professional development during minimum day release days will support educators in meeting students identified learning needs. Instructional Leadership Teams (ILT) will receive professional development focused on high-quality effective instruction, multi-tiered support, data-driven decision-making, and continuous improvement to effectively implement the Common Core State Standards.	
1.3	**Action:** Data and Assessment Systems and Supports **Need:** FUSD student achievement data indicates minimal academic progress and a significant disparity between ALL students and unduplicated student groups EL and FY, with the SED student group slightly lower than ALL students. 2022-23 CAASPP ELA: ALL: -40.4 DFS, EL: -75.9 DFS, SED: -48.7 DFS, and FY: -75.4 DFS	Although the action is principally designed to reduce disparities among English Learners, Foster Youth, and Low-Income students, the action is being implemented on an LEA-wide basis because data indicates that students across all demographic groups and multiple school sites require targeted support in ELA and Math. The fact that All Students, Students with Disabilities, Homeless, Hispanic, African American, White, and Two or More Races, in addition to English learners, foster youth, socioeconomic disadvantaged and long-term English learners, scored in the Low or Very Low performance bands demonstrates that academic challenges are	M1.1 - M1.11, M16 - M1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2022-23 CAASPP MATH: 20.89% Met or Exceeded, ALL: -82.1 DFS, EL: -109.9 DFS, SED: -89.6 DFS, and FY: -108.0 DFS

22-23 CAASPP ELA % met/exceeded: ALL: 35.3%, EL: 9.6%, FY: 19.2%, and SED: 32.1%

22-23 CAASPP Math % met/exceeded: ALL: 20.9%, EL: 6.6%, FY: 15.5%, and SED: 18.4%

There is an identified need for ongoing monitoring of students' academic achievement to ensure they receive the appropriate support necessary for high levels of success. This action aims to facilitate consistent and regular student data tracking, providing unduplicated student groups with access to tailored support that enhances learner outcomes.

Educational partners indicated a need for regular monitoring of student progress and access to relevant data analysis support to determine the necessary interventions for students to achieve their goals. They also seek to ensure that parents receive timely information on their child's learning progress, allowing them to celebrate achievements and provide additional support as needed for continued success.

Scope:
  LEA-wide | widespread and not limited to a single subgroup. Furthermore, 36 FUSD schools scored Low or Very Low in ELA, and 42 schools scored Low or Very Low in Math, reinforcing the need for a district-wide approach. Implementing the action LEA-wide ensures that all schools receive the necessary resources, professional development, and intervention strategies to address these achievement gaps. A systemic approach allows for a more coordinated effort in improving instruction, providing equitable support, and effectively utilizing data-driven interventions to raise student performance across the district.

FUSD will continue to implement a Balanced Assessment System, which consists of 1) Formative Assessments, 2) Interim Benchmarks, 3) Growth Monitoring Assessments, and 4) Summative Assessments. For Formative Assessments, FUSD will work with teachers around developing and implementing effective formative assessments, focusing on how to use data to support student learning. For Interim Benchmarks, FUSD will implement SBAC interim assessments. This will include supporting teachers with both implementation and data analysis. They will involve teachers in identifying specific interim assessments to use that align to district pacing guides and best support student learning. For Growth Monitoring Assessments, FUSD will continue implementing i-Ready, using this data to identify students for interventions and supporting teachers with differentiated instruction.

For Summative Assessments, FUSD will continue to support sites with successfully implementing | |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		state assessments, such as CAASPP, ELPAC, and CAST. FUSD will implement a Data Dashboard, including dashboards specific to different user roles, such as district leader, site leader, teacher, counselor, etc. Each dashboard will contain easy-to-read widgets, the best data that will help each role track implementation and outcomes of actions, identify students for interventions, and track interventions. Additionally, the Data Dashboard will show educators data by student group, allowing them to better support Low and Very Low student groups as well as those with disparities. Finally, FUSD will develop data literacy amongst educators. They will do this through offering professional development around various assessments, the CA Dashboard, the Balanced Assessment System, use of Performance Matters, and use of the new Data Dashboard. Research strongly supports the implementation of LEA-wide, data-informed systems to address widespread academic underperformance across student groups. A systemic, district-wide approach is essential when achievement data reveals that students across multiple subgroups—such as English Learners, Students with Disabilities, Foster Youth, Low-Income students, and others—are performing in the Low or Very Low bands in both ELA and Math (Datnow & Park, 2014). Implementing a Balanced Assessment System that integrates formative, interim, growth monitoring, and summative assessments aligns with best practices identified by the Center on Standards & Assessment Implementation (2017),	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		which emphasize the importance of continuous, actionable data to inform instruction and target interventions. Research by Black and Wiliam (2009) underscores the power of formative assessment to significantly enhance learning when teachers are trained to use data effectively. Moreover, building data literacy through professional development enables educators to better understand and act on disaggregated data, fostering equity and precision in instructional responses (Love et al., 2008). Tools such as user-specific dashboards enhance educators' ability to monitor progress and tailor interventions, which is critical for meeting the diverse needs of students and closing achievement gaps on a systemic scale (Hamilton et al., 2009).	
1.4	**Action:** Extended Learning Opportunities and Programs **Need:** FUSD student achievement data indicates minimal academic progress and a significant disparity between ALL students and unduplicated student groups EL and FY, with the SED student group slightly lower than ALL students. 2022-23 CAASPP ELA: ALL: -40.4 DFS, EL: -75.9 DFS, SED: -48.7, DFS, and FY: -75.4 DFS 2022-23 CAASPP MATH: ALL: -82.1 DFS, EL: -109.9 DFS, SED: -89.6 DFS, and FY: -108.0 DFS	FUSD will ensure equitable access to expanded learning time across all district schools to promote consistency and fairness in educational opportunities. Given that English Learners, Foster Youth, and Low-Income students are enrolled throughout the district, these extended learning opportunities are designed to support all students, particularly those in these student groups, as well as Students with Disabilities. The programs will include targeted academic support, social-emotional learning, and enrichment activities that foster deeper engagement, skill acquisition, and holistic development. FUSD will provide students with opportunities to meet the A-G requirements through access to secondary summer school programs.	M1.1, M1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	22-23 CAASPP ELA % met/exceeded: ALL: 35.3%, EL: 9.6%, FY: 19.2%, and SED: 32.1% 22-23 CAASPP Math % met/exceeded: ALL: 20.9%, EL: 6.6%, FY: 15.5%, and SED: 18.4% There is an identified need to provide extended and expanded learning time for ELs, Foster Youth, and Low-Income students by providing them with additional academic support, enrichment, social and emotional development opportunities, language practice, and access to resources beyond the school day. Educational partners expressed a desire for the district to continue to make extended and expanded learning available and reduce barriers to students being able to participate. They would specifically like to see more tutoring for all students especially for EL students with language development. **Scope:** LEA-wide	FUSD will provide students with opportunities for remediation, exploration and enrichment through K-12 summer programs and summer bridge. FUSD will ensure that all school sites are provided with resources to develop and implement extended learning opportunities programs throughout the school year for remediation, exploration, and enrichment based on their student's identified needs. FUSD will provide GATE services for identified students. Research studies show that extended learning time provides opportunities for students to build relationships with teachers and peers, fostering a sense of belonging and support. Engaging in structured activities during extended learning time can lead to improved behavior and attendance, particularly for students who may face challenges outside of school. Furthermore, by investing in extended learning time programs, schools can help ensure that all students have the support they need to succeed academically and beyond. Extended learning time can help reduce achievement gaps between ELs, Foster Youth, and Low-Income students and their peers by providing additional support and resources.	
1.5	**Action:** Visual and Performing Arts **Need:** Based on analysis of 2022-2023 Chronic Absenteeism Rates, there is a disparity	Given that Foster Youth, English Learners, and Low-income students are enrolled at all district schools, LEA-wide implementation of this action ensures consistent and equitable access to VAPA programs regardless of school site. Additionally, this action supports the district's learner profile	M2.2, M2.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	between ALL students and SED students. SED students are chronically absent at a higher rate of 2.5% when compared to All students: ALL: 30.2%, SED: 32.5% Based on analysis of 2022-2023 High School Dropout Rates, there is a disparity between ALL students and EL and FY students. EL and FY students have a significantly higher drop-out rates than ALL students: ALL: 1.4%, EL: 2.6%, and FY: 3.5% There is an identified need for students to have a meaningful connection to school that keeps them engaged. By increasing equitable access to a variety of Visual and Performing Arts programs, students will have more opportunities to build connections with their school, helping to reduce chronic absenteeism and dropout rates Educational partners have expressed concerns that SED students in Fontana lack equitable access to VAPA programs beyond the school day due to families' limited resources for after-school opportunities. They also advocate for increased access to art programs—such as dance, drama, music, and drawing—during the school day for students across all grade levels and schools. **Scope:** LEA-wide	objective of producing creative thinkers who are college and career ready. FUSD will enhance access to arts education by expanding offerings and exposure to standards-aligned programs across all disciplines and grade levels. Including recruiting qualified, credentialed teachers, providing professional development to support educators in delivering robust instruction, allocating resources for programs and performances, and fostering greater community engagement. Evidence-based research shows that integrating visual and performing arts in schools significantly enhances students' academic and social development, fostering critical thinking, creativity, and empathy. These benefits are particularly impactful for underserved communities, fostering greater equity and access to quality education.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** STEAM and TK-12 Science **Need:** There is a significant disparity between ALL students group and the EL, SED, and FY student groups in science achievement based on analysis of the 2023-24 California Science Test (CAST) % Met/Exceeded. While 30.7% of all students met/exceeded proficiency on CAST, only 2.4% of EL students, 20.7 % of SED students, and only 9.6% of FY students met/exceeded proficiency on CAST. Furthermore, between 2022-2023 the percentage of all students meeting/exceeding proficiency on CAST grew by 13.5% yet the other students' groups didn't grow at the same rate, EL students only grew by 1.1%, the SED group grew by 5.8%, and the FY group grew by 3.2%. Thus, there is a need to provide targeted support and effective instructional strategies to improve the achievement of EL, SED, and FY in science. Educational partners have requested students have access to hands-on and experiential learning activities to promote critical thinking. STEAM and NGSS learning experiences provide this access for students. **Scope:** LEA-wide	FUSD will provide STEAM and science learning experiences for all students in grades TK–12, district-wide. These opportunities will be designed to ensure that all students—particularly English Learners, Foster Youth, and Low-Income students—have equitable access to engaging, hands-on, real-world experiences. These experiences will promote problem-solving, critical thinking, and academic language development in STEAM disciplines. The district is providing this action on a LEA-wide basis to eliminate site-based variability in opportunity to ensure equitable access to high quality STEAM instruction since English Learners, Foster Youth, and Low-Income students are enrolled in every school in the district. FUSD will establish a district-wide Science Instructional Leadership Team to facilitate conducting a district-wide needs assessment to identify access and instructional gaps, align curriculum with NGSS through hands-on, project-based learning, and to monitor student participation and outcomes. FUSD will expand the district-wide Science PLC to provide an opportunity for all science teachers to engage in the collaboration process. FUSD will provide ongoing professional development and coaching for science and STEAM teachers focused on equity, language supports, disciplinary literacy, and ensure NGSS alignment and implementation. FUSD will prioritize family engagement through STEAM events such as the annual Robotics	M1.3, M1.12, M1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Competition and the district-wide STEAM showcase. Research supports the implementation of equitable, engaging STEAM and science learning experiences as a catalyst for improving educational outcomes, particularly for historically underserved student groups. According to the National Academies of Sciences (2018), high-quality science education that aligns with the Next Generation Science Standards (NGSS) fosters critical thinking, problem-solving, and academic discourse, especially when delivered through hands-on, inquiry-based learning. These instructional practices are especially effective for English Learners, Foster Youth, and Low-Income students when they include intentional language supports and culturally responsive pedagogy (Lee, Quinn, & Valdés, 2013). Establishing a Science Instructional Leadership Team and expanding PLCs allows for systematic reflection on access, equity, and instructional practices—key strategies identified by the Carnegie Foundation (2015) for building collective efficacy and improving student achievement. Additionally, ongoing professional development ensures teachers are equipped to deliver NGSS-aligned instruction with an equity lens, which has been shown to narrow opportunity gaps (Banilower et al., 2018). Finally, family engagement through events like STEAM showcases builds community connection and reinforces the relevance of STEAM fields, helping to sustain student interest and long-term academic engagement (Bouffard & Weiss, 2008).	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	**Action:** Technology & Digital Integration **Need:** The following data analysis indicates the disparities in achievement between ALL students and unduplicated student groups, EL, SED, and FY. 2022-23 CAASPP ELA: ALL: -40.4 DFS, EL: -75.9 DFS, SED: -48.7 DFS, FY: -75.4 DFS 2022-23 CAASPP MATH: ALL: -82.1 DFS, EL: -109.9 DFS, SED: -89.6 DFS, FY: -108.0 DFS 22-23 CAASPP ELA % met/exceeded: ALL: 35.3%, EL: 9.6%, FY: 19.2%, SED: 32.1% 22-23 CAASPP Math % met/exceeded: ALL: 20.9%, EL: 6.6%, FY: 15.5%, SED: 18.4% It is well known in Fontana by educational partners that our EL, SED, and FY students have limited access to devices and internet-based programs beyond the school day. This barrier has been clearly evidenced by the technology department knowledge of families who have reported this barrier and have requested access. Educational partners have expressed a need to continue to prioritize digital integration and minimize barriers to access beyond the school day to enhance educational experiences for students, especially ELs, foster youth, and low-income students.	FUSD will provide LEA-wide technology access for all students, ensuring equitable access for English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students to engage in differentiated instructional activities during and beyond the school day. The digital divide, which refers to the gap between those with access to technology and those without, can widen existing achievement gaps among student populations. Thus, this action aims to close this digital divide. By expanding access to technology, FUSD aims to increase student engagement, enhance learning experiences, and improve academic outcomes, while preparing students for the challenges of the 21st century. The district's commitment to bridging the digital divide ensures equitable access to technology for all students, narrowing opportunity and achievement gaps, enhancing collaboration, and preparing them for a technology-driven world. The district will provide technology and internet access, either through school-issued devices and by offering resources available for students at district community centers and libraries. Professional development for staff will be provided regularly, including weekly offerings, called Tech Tuesdays, to support integration of technology into engaging and differentiated instruction for students to develop critical skills such as effective use of AI, information literacy, critical thinking, and digital communication through technology integration.	M1.1 – M1.11, M1.16 - M1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Staff will be recruited from each school site to serve as Digital Learning Wizards to provide timely on-site coaching and support with instructional technology for colleagues. Research consistently shows that equitable access to technology is essential for closing achievement and opportunity gaps, particularly for English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. Studies highlight that providing both devices and internet access, combined with high-quality instruction and professional development, can significantly improve student engagement, personalize learning, and support the development of critical 21st-century skills. Effective integration of technology—supported by ongoing professional learning, on-site coaching, and community access points—fosters meaningful learning experiences and prepares students for success in a digital world. This approach not only addresses the digital divide but also promotes academic growth and long-term educational equity.	
1.9	**Action:** Highly Qualified Staff and Leadership **Need:** The following data analysis indicates the disparities in academic achievement in ELA and Math between ALL students and unduplicated student groups, EL, SED, and FY. 2022-23 CAASPP ELA: ALL: -40.4 DFS, EL: -75.9 DFS, SED: -48.7 DFS, and FY -75.4 DFS	To address the identified need for stronger instructional leadership that directly supports student achievement, Fontana Unified School District implements a multi-tiered leadership development strategy. These supports are designed to build leadership capacity that directly influences teaching quality and learning environments, ensuring that student needs are met through high-quality instruction and effective school leadership. The Human Resources Leadership Department provides:	M1.1 – M1.12, M1.14, M1.16, M1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2022-23 CAASPP MATH: ALL: -82.1 DFS, EL: -109.9 DFS, SED: -89.6 DFS, FY: -108.0 DFS 22-23 CAASPP ELA % met/exceeded: ALL: 35.3%, EL: 9.6%, FY: 19.2%, SED: 32.1% 22-23 CAASPP Math % met/exceeded: ALL: 20.9%, EL: 6.6%, FY: 15.5%, SED: 18.4% EL, SED, and FY students have learning gaps as identified through data analysis in ELA and Math causing these students to be significantly behind their peers in meeting grade level standards due to their unique challenges, such as language barriers experienced by ELs, missed instructional days (SED) and instability in school enrollment (FY). Thus, these students need highly qualified teachers and effective administrators to provide targeted academic supports to achieve grade level standards and to close their learning gaps. Educational partners expressed a need for the district to recruit diverse staff representative of the student population and to build the capacity of administrators to effectively lead school communities that will positively impact student achievement results. **Scope:** LEA-wide	- Targeted coaching and mentoring for newly appointed and transitioning administrators, with a focus on instructional leadership, equity, and data-informed decision-making. - Structured professional learning cohorts for school and district leaders that emphasize research-based practices, collaborative problem-solving, and continuous improvement. - Ongoing leadership workshops and seminars that align with district instructional priorities and support the development of leadership competencies. - Monthly collaborative meetings for site and district leaders to engage in shared learning, strategic planning, and alignment with district goals. - Support for aspiring administrators through credentialing pathways and preparatory coursework offered in accessible formats to promote internal leadership pipelines This comprehensive approach is designed to support the academic success of all students, with a targeted emphasis on English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students, who are enrolled in every school throughout the district. By equipping staff and administrators with the tools, data, and professional development needed to implement equity-driven practices, the district aims to close persistent achievement gaps and provide every student, regardless of background,	

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		with engaging, culturally responsive, and effective learning experiences. This LEA-wide initiative reflects FUSD's commitment to fostering inclusive excellence and ensuring that every student has the opportunity to thrive. The district will also implement strategic, LEA-wide initiatives to attract top teaching talent and provide ongoing professional development aligned with equity-centered instructional practices. Research confirms that recruiting highly qualified and diverse teachers, alongside building their instructional capacity and strengthening the leadership skills of site and district administrators, is essential to improving academic outcomes for English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. Diverse experienced educators improve student learning and engagement and the school leaders -- second only to teachers in their impact -- play a critical role in advancing equity, instructional quality, and supportive school climates for underserved students (Leithwood et al., 2004; Grissom et al., 2021).	
1A.1	**Action:** Strategic TK-12 Literacy Plan **Need:** An analysis of the following student data indicates disparities among student groups. Based on the 2022-2023 ELA CAASPP results, 35.3% of ALL FUSD students (Gr 3-8, and Gr 11) met or exceeded grade level	FUSD is implementing a comprehensive literacy plan on an LEA-wide basis to ensure that English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students—who are enrolled at all school sites—have equitable access to high-quality literacy instruction. The plan provides targeted professional development and promotes culturally responsive teaching practices to strengthen students' reading and writing skills across all	M1A.1 - M1A.3

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	standards in ELA however the unduplicated student groups EL and FY were significantly lower and SED slightly lower than ALL students as follows: EL: 9.6%, SED: 32.1%, FY: 19.2%. Educational partners recommend targeted strategies to close achievement gaps and support students in improving literacy performance. There was a specific emphasis on continuing the progress of our youngest students, like providing full-day Kindergarten with developmentally appropriate instructional strategies. There was also an emphasis on reducing performance disparities among student groups, especially students with disabilities, ELs, foster youth, and low-income students. **Scope:** LEA-wide	content areas. This approach is designed to meet the specific needs of EL, FY, and SED students by integrating language development with academic content, thereby improving comprehension, critical thinking, and overall academic achievement. Professional development will be provided to educators and administrators on the implementation of the ELA/ELD Framework, Science of Reading, and the K-12 literacy plan. Coaching will be provided to effectively plan and implement the science of reading instructional strategies and to integrate culturally/linguistically resources and practices in all content areas. Diagnostic assessments will identify students' learning needs and ongoing assessments will monitor progress to ensure accelerated learning and to celebrate progress. Students will be supported by increased access to a wide range of genres, high interest texts, and supplemental reading instructional materials to promote accelerated literacy development.	
1A.2	**Action:** Targeted Academic Support in Literacy/ELA **Need:** Analysis of ELA data indicates that EL, FY, and SED students in particular need targeted support and effective instruction to close the achievement gap. Based on the 2022-2023 ELA CAASPP results, 35.3% of ALL FUSD students (Gr 3-8,	To close achievement gaps in ELA/Reading LEA-wide between all students, EL/L-TEL (i.e., comprehension and vocabulary gaps), FY (i.e., inconsistent attendance patterns resulting in a lack of learning continuity), and SED (i.e., limited early literacy exposure) students, FUSD will strengthen the implementation of Multi-tiered System of Supports by providing professional development, coaching, additional resources and targeted research-based interventions to meet the diverse literacy needs of each student. This commitment	M1A.4

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	and Gr 11) met or exceeded grade level standards in ELA however the unduplicated student groups EL and FY were significantly lower and SED slightly lower than ALL students as follows: EL: 9.6%, SED: 32.1%, FY: 19.2%. Educational partners recommend targeted strategies to close achievement gaps and support students in improving literacy performance. **Scope:** LEA-wide	aims to enhance student engagement and equip educators to address the diverse needs of all students to close the achievement gap. Because EL, FY, and SED students are enrolled at every site, implementing this action on an LEA-wide basis ensures consistent access to interventions, instructional supports, and staff training regardless of school of attendance. An emphasis will be placed on coaching teachers in planning and delivering targeted, differentiated instruction and interventions in ELA/Literacy. This approach will be guided by a comprehensive monitoring system to ensure students receive the necessary support to close the achievement gap. Specialized supports will be provided by instructional support teachers and instructional support aides to implement Tier 2 and Tier 3 interventions for students in developing reading foundational skills and comprehension based on the Science of Reading during WIN time at all elementary schools. At secondary, ELA intervention will be provided for students who continue to lack reading foundational skills and comprehension using curriculum that is developmentally appropriate for secondary students.	
1B.1	**Action:** Strategic TK-12 Math Plan **Need:** Analysis of Math data indicates that EL, FY, and SED students need targeted and effective	FUSD will address the diverse needs of students and educators by enhancing instructional skills and promoting best practices in numeracy and math reasoning. This action is being implemented LEA-wide to ensure that all students receive the benefit of effective first instruction and best practices.	M1B.1 - M1B.3

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	instruction to improve math skills and achievement. Based on the 2022-2023 Math CAASPP results, a disparity is evidenced between ALL students and the unduplicated student groups as follows: ALL: 20.9%, EL 6.6%, FY: 15.5%, and SED 18.4%. Educational Partners recommend developing comprehensive strategies to address the varying results among student groups, implementing culturally responsive teaching practices, prioritizing professional development for FUSD educators, and ensuring systems are in place to provide targeted interventions for students needing additional support. Specifically, educator input has called for differentiated professional development to cater to specific needs and strengths of educators. **Scope:** LEA-wide	By providing targeted professional development and collaborative learning opportunities, FUSD will equip educators with evidence-based practices, improving their ability to teach numeracy and math reasoning effectively. FUSD will offer robust instructional coaching and support cycles, ensuring teachers can meet the diverse needs of all students, particularly English Learners, students with disabilities, Foster Youth, Low-Income Students, and struggling mathematicians. Teachers and instructional support staff will receive professional development focusing on differentiated instruction, culturally responsive teaching, and strategies for engaging and supporting underperforming groups. FUSD will also provide professional development and support for implementing the CA Math Framework and California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) to ensure that educators are well-versed in current standards, enhancing the quality of math instruction. Additionally, FUSD will provide contracted services, assessments, instructional resources, and organizational supplies, to ensure educators have the tools they need to support students effectively. FUSD will continue to provide Secondary Math Support curriculum and materials that target	

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		providing extra resources to increase understanding of mathematical content for our unduplicated student groups--English Learners, Foster Youth, Low Income. Support will be expanded to other grade levels as well.	
1B.2	**Action:** Targeted Academic Support in Math **Need:** Analysis of Math data indicates that EL, FY, and SED students have skill gaps in math and need targeted support in the form of additional resources and targeted interventions to improve math skills and achievement. Based on the 2022-2023 Math CAASPP results, a disparity is evidenced between ALL students and the unduplicated student groups as follows: ALL: 20.9%, EL 6.6%, FY: 15.5%, and SED 18.4%. Educational Partners agree that the district needs to offer targeted support for low-income students, English learners, foster youth, and homeless students. Site principals call for instructional support in math to foster literacy and math skills, with early intervention and support extending beyond K-3, reducing referrals (to Special Education testing), and promoting equitable education. Principals stress the importance of consistent secondary intervention programs, increased bilingual aides for targeted EL student support, and expanded instructional specialists to aid in reading and math for students with diverse	To close achievement gaps in math LEA-wide between all students and EL, FY, and SED students, who are enrolled at every school in the district, FUSD will strengthen the implementation of Multi-tiered System of Supports to meet the diverse math needs of each student. The district will ensure that all schools allocate dedicated blocks of time during the school day for students to receive timely, targeted small-group math interventions. These interventions will be based on data that identifies individual students' skill gaps and will be designed to support their progress toward mastering grade-level standards. In addition, students will engage with individualized math lessons through digital learning tools, which will be tailored to their needs using ongoing progress monitoring data. To further support student growth, the district will prioritize the planning and delivery of differentiated math instruction. This will be guided by a comprehensive monitoring system that tracks student performance and informs instructional decisions. Through this approach, the district is committed to accelerating student learning, increasing engagement, and equipping educators to meet the diverse needs of all learners—ultimately working to close the achievement gap.	M1B.4

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	needs. The LCAP Educational Partner Committee emphasizes the need for a focus on literacy in English Language Arts and improving math skills, while addressing disparities among ethnic and racial groups in academics, attendance, and discipline. **Scope:** LEA-wide	According to the American Institutes for Research, MTSS is a data-driven framework that provides a continuum of evidence-based instruction and interventions. It is particularly effective in addressing the academic needs of culturally and linguistically diverse students, including EL, FY, and SED populations. The framework prioritizes early identification of learning gaps and the delivery of timely, targeted support, preventing long-term academic failure and reduces disproportionality in educational outcomes. Research published by California State University, Fresno highlights that implementing evidence-based practices within MTSS models—such as small-group interventions and individualized instruction—supports the academic achievement of students with diverse learning needs. These practices are especially effective when integrated into general education settings and supported by ongoing professional development and data monitoring.	
1C.2	**Action:** Dual Language Immersion Opportunities **Need:** English Learners and Long-Term English Learners had significant disparities compared to the All-students group in both ELA and Math. 2023-2024 CAASPP ELA: ALL: -33.7 EL: -69.5 LTEL: -100.2	FUSD will provide opportunities for students, TK-12, with an emphasis on outreach to EL students, to participate in Dual Language Immersion programs in English and Spanish, fostering bilingualism, biliteracy, high academic achievement, and socio-cultural competence. FUSD will establish Schoolwide Dual Language Immersion (DLI) programs to enhance language development and foster an inclusive educational environment, particularly for Multilingual/English Learners. DLI programs will be implemented at targeted schools—DHIA, Redwood, Sequoia, and	M1C.1 - M1C.8

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	2023-2024 CAASPP Math: ALL: -76.1 EL: -103.2 LTEL: -108.5 Thus, there is a need to support EL students' language development and academic success by providing access to bicultural and biliteracy programs. Educational partners expressed the need for students to have expanded access to bilingual and biliteracy programs, allowing students to learn Spanish and other World Languages at more FUSD schools, including elementary and middle schools. They also advocate for opportunities for students who earn the Seal of Biliteracy to pursue a third language, further enriching their linguistic skills. **Scope:** Schoolwide	Jurupa Hills High School—accompanied by Spanish instructional materials and ongoing professional development for staff. The district will support DLI implementation through ongoing monitoring of students' progress in Spanish language learning and academic achievement. The evidence-based research that supports this action is as follows: California English Learner Roadmap (CA EL Roadmap) and FUSD Pathways to Biliteracy Master Plan Principle #2: English Learner Roadmap - English Learners (CA Dept of Education) Improving Education for Multilingual and English Learner Students: Research to Practice (2020) PDF: https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf California Practitioners' Guide to English Learners with Disabilities: CA Guide for Educating EL with Disabilities - Announcements & Current Issues (CA Dept of Education) English Language Arts/English Language Development Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp Center for Applied Linguistics Guiding Principles of Dual Language Education, Third Edition (2017): https://www.cal.org/resource-center/publications-products/guiding-principles-3 World Languages Framework: https://www.cde.ca.gov/ci/fl/cf/	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1D.1	**Action:** Career Readiness and Career Technical Education (CTE) Pathways **Need:** Expanding access and providing additional supports for EL/LTEL, SED, and FY students to participate and succeed in Career Readiness and CTE Pathways is needed to increase student engagement, academic achievement, and prepare students for college and career. An analysis of 2022-23 CTE Sequence or Program of Study focused on the percentage of graduates who completed with a C- or better indicates a disparity between All students and the unduplicated student groups EL and FY as follows: ALL: 24.5%, EL: 17.7%, SED: 24.8%, FY: 17.9%. In this metric the SED student group exceeded the performance of ALL students. A disparity exists between EL, FY, and SED as compared to ALL students when analyzing the percentage of graduates who met both A-G and CTE Pathway requirements in 2022-23 as follows: ALL: 25.9%, EL: 16.9%, SED: 26.4%, and FY 14.3%. Based on data analysis and local context, English Learners (ELs), particularly Long-Term English Learners (LTELs), face limited access to CTE pathways and A-G coursework due to scheduling constraints caused by required enrollment in Academic Language Development (ALD) courses. Foster Youth	FUSD is dedicated to ensuring that all secondary students, specifically EL/LTEL, FY, and SED students, who are enrolled at all secondary schools in the district, meet A-G requirements and have access to Career Technical Education (CTE) pathways and career readiness programs, that lead to meaningful and sustainable careers in the evolving workforce. By strengthening and expanding FUSD's Career Technical Education (CTE) pathways and career readiness programs LEA-wide, the district aims to equip students with marketable skills, enhance their employability, and prepare them for successful careers in high-demand industries. Specifically, to meet the needs of EL/LTEL, FY, and SED students, the district will ensure increased outreach to these student groups and provide targeted support for these students to successfully complete CTE pathways and Career Readiness programs. Additionally, SWD students will be provided with outreach and support to successfully participate in CTE pathways and career readiness programs. The district will implement the following strategies: Provide all students with robust opportunities to develop industry-specific skills, acquire hands-on experience, and explore careers in high-demand fields. Increase enrollment and achievement of EL/LTEL, FY, SED, and SWD students in CTE pathways and Career Readiness programs through targeted support, outreach, and recruitment efforts.	M1D.6 and M1D.7

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	(FY) students often experience inconsistent school enrollment, which disrupts their ability to engage in and complete CTE programs. Additionally, both FY and Socioeconomically Disadvantaged (SED) students may encounter social-emotional and environmental challenges that hinder sustained participation in career pathways. All three groups are also more likely to require credit recovery due to course failures, further limiting their ability to access CTE and career readiness opportunities. These barriers highlight the need for expanded access to CTE pathways and targeted supports to ensure EL/LTEL, FY, and SED students can successfully complete these programs and transition into postsecondary opportunities.

Educational partners prioritized the expansion of CTE pathways in FUSD. Students desire a rigorous and challenging curriculum, along with early and ongoing college and career awareness programs. The LCAP Education partners call for strengthening college and career pathways.

Scope:
  Schoolwide | Support and maintain High-Quality CTE program materials and 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 to increase student enrollment and achievement in CTE courses/programs.

Provide CTE teachers with professional development on integrating ELD strategies into their coursework to increase achievement of EL students. Provide operational support to assist students with enrollment, testing, CTE certifications, arrangement of field trips, etc.

Research shows that CTE programs significantly enhance students' engagement and motivation by linking academic content to real-world applications (Association for Career and Technical Education [ACTE], 2006). Additionally, students who participate in CTE programs are more likely to graduate from high school and pursue postsecondary education or training (Dougherty, 2018). By sustaining and growing CTE pathways, FUSD aims to equip students with the skills necessary to succeed in the workforce and support their long-term career development. | |
| **1D.3** | **Action:**
AP & IB Programs

Need:
According to baseline data in metric M1D.8, there are disparities among student groups | AP and IB programs offer rigorous academic challenges that can push students to higher levels of achievement. AP and IB programs should be offered LEA-wide to ensure equitable access to advanced coursework, preparing all students for college and career success. This district-wide | M1D.8 |

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	related to AB and IB passing rates. In 2022-2023, in FUSD, 54.4% of all students who had taken AP or IB exams passed the exam. The passing rates for the EL students (44.9%), Foster Youth students (N/A) and Low-Income students (52.6%) were below the district average. Educational partners recommended intentional and targeted efforts to decrease the access and opportunity gaps for underrepresented student groups. **Scope:** Schoolwide	approach helps close achievement gaps and provides rigorous academic opportunities for underrepresented students. Research shows that participation in these programs is associated with higher academic performance and improved critical thinking skills (Dougherty et al., 2006). Successful completion of AP and IB courses can earn students' college credits, reducing the time and cost of obtaining a college degree. This is particularly beneficial for low-income students, helping to alleviate the financial burdens associated with higher education (Klopfenstein, 2004). This action allows FUSD to address the unique learning needs of our unduplicated student groups (ELs, Foster Youth, low-income) so they can be academically successful in both programs. To do this, the district will: Provide additional academic support for our unduplicated student groups (ELs, Foster Youth, low-income) enrolled in these programs, including district staff, to provide support for students and school sites. Maintain and provide support for a robust Advanced Placement (AP) program across comprehensive schools and 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 (ELs, foster youth, low-income) and be academically successful in both programs.	

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		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. Providing access and opportunities for ELs, foster youth, and low-income students to enroll and succeed in Advanced Placement (AP) and International Baccalaureate (IB) programs can have significant positive impacts, including improved academic achievement and college readiness, increase student engagement and motivation, and providing a significant advantage in their postsecondary education and career paths.	
1D.4	**Action:** College Readiness **Need:** According to a review of the 2022-23 College/Career Indicator (CCI) there are disparities among the percentage of students prepared between ALL students and unduplicated student groups as follows: ALL: 50.2%, EL: 24%, SED: 49.4%, FY: 30.8%. Additionally, upon review of the percentage of graduates in 2022-23 who completed a broad course of study, across their 7th - 12 grade experience there is a slight discrepancy between All students and the EL student group as follows: ALL: 68%, EL: 67%, SED: 68%, FY: N/A.	With a commitment to ensuring equitable access to postsecondary opportunities for all students, specifically to remove barriers and address the unique challenges of EL, FY, SED, and SWD students, FUSD recognizes the importance of enhancing and expanding college and career readiness activities and supports across the district TK-12. To enhance and expand college readiness opportunities for students, FUSD will ensure equitable access to AVID or similar types of programs for all students TK-12. FUSD will enhance the implementation of the AVID program at participating sites by standardizing implementation and enhancing staff capacity through ongoing professional development and developing a common language to reduce	M1D.1 - M1D.5 and M1D.10 - M1D.13

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	Educational partners noted the differences and recommended that access and opportunity be improved for all students by considering targeted strategies for student enrollment and expanding programs to prepare all students for postsecondary options. **Scope:** LEA-wide	implementation variability. Staff capacity to implement the AVID program will be built through ongoing professional development, including participation in the AVID Summer Institute and AVID Pathway Training. For sites not participating in AVID, FUSD will provide equitable access to similar college readiness activities and supports for students by providing these sites with resources for development and implementation of effective programs and services for preparing students for college and postsecondary opportunities. FUSD will provide students with opportunities to attend college field trips/tours and college fairs, for both AVID and non-AVID students. FUSD will provide students with assistance with college application process. FUSD will provide students with targeted supports for completing A-G requirements. These initiatives are designed to level the educational playing field, providing all students with the support and resources needed for long-term academic and career success. Research indicates that college readiness programs are crucial for leveling the educational playing field, particularly for underrepresented and low-income students (Perna et al., 2009). By strengthening these programs, the district aims to improve college enrollment and completion rates and responding effectively to the evolving demands of the workforce (Venezia & Jaeger, 2013). Additionally, focusing on college readiness is integral to cultivating a culture of lifelong learning,	

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		which has substantial benefits for all students, especially the most vulnerable and consistently underperforming (Conley, 2007). This commitment aligns with the district's goal of providing equitable educational opportunities and fostering long-term academic and career success for every student.	
2.1	**Action:** Social-Emotional Learning, Behavioral, and Mental Health **Need:** Based on analysis of 2022-2023 Chronic Absenteeism Rates and 2023-2024 mental health referrals, there is a disparity between All students and SED, FY, and EL. SED students are chronically absent at a higher rate: ALL: 30.2%, EL: 27.2%, SED: 32.5%, FY: 27.0%. When determining the root cause of students' chronic absenteeism, social-emotional and mental health issues are a frequent cause for these students' absences. Although FY and ELs are not chronically absent at higher rates, an analysis of the 2023-2024 MTSS department mental health referrals underscore the critical need for these interventions for our FY and EL student groups. Since 2020-2021, we've observed a significant increase in mental health service referrals: a 37% rise among low-income students, a 47% increase for foster youth, and a striking 100% increase for English language learners, as compared to the ALL-student group at a 19% increase.	Given that foster youth, English learners, and low-income students are enrolled in every school across the district, FUSD is implementing district-wide Social-Emotional Learning (SEL) supports as part of a comprehensive, research-based system designed to benefit all students while delivering targeted benefits to foster youth, English learners, and low-income students. Evidence shows that SEL improves students' academic performance, emotional regulation, and school connectedness, with disproportionately positive outcomes for students who face systemic barriers to success. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL initiatives that are implemented district-wide are more effective at creating equitable learning environments and improving outcomes for historically marginalized groups. By adopting an LEA-wide approach, FUSD ensures that unduplicated students have consistent access to supportive, inclusive practices that promote their social, emotional, and academic development across all school sites. Our district-wide SEL initiative includes: Staffing: Maintaining and increasing support staff, including department administrators, clerical staff, Teachers on Special Assignment, and site-level	M2.1 - M2.14

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	A condition of increased student mental health challenges has been shown to increase student absences often resulting in a pattern of absences leading to chronic absenteeism. Educational partners have prioritized enhancing the MTSS and SEL frameworks by providing a comprehensive and integrated approach that supports the academic, social, emotional, behavioral, and mental well-being of all students. **Scope:** LEA-wide	administrative support focused on SEL implementation. Resources: Providing SEL curriculum, software, and necessary supplies to support emotional intelligence and social skills development. Mental Health Support: Utilizing additional concentration funds to hire more mental health specialists and social-emotional specialists to address the rising need for services. Professional Development: Offering comprehensive training for staff on SEL strategies, trauma-informed practices, and culturally responsive teaching. Counseling Services: Maintaining elementary counselors and exploring the addition of more counselors or mental health providers based on increased student needs. Inclusive Learning: Enhancing staff development to promote inclusive environments, organizing cultural events, and integrating social-emotional learning across all aspects of school life. Family and Community Engagement: Strengthening partnerships between schools, families, and the community, with a focus on parent workshops for unduplicated student groups to support SEL at home. Fontana Unified School District's (FUSD) district-wide implementation of Social-Emotional Learning (SEL) within a Multi-Tiered System of Supports	

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		(MTSS) framework is strongly supported by educational research. Studies show that integrating SEL into an MTSS structure leads to improved academic outcomes and better school climate, particularly when SEL is delivered universally (Tier 1) and supplemented by targeted (Tier 2) and intensive (Tier 3) interventions. Research highlights that such an approach is especially effective for supporting the needs of foster youth, English learners, and low-income students—groups that often face systemic barriers to success. Implementing SEL in this way enhances equity, promotes positive behavior, builds resilience, and fosters culturally responsive learning environments. Moreover, when schools invest in staffing, mental health support, professional development, and family engagement aligned with SEL and MTSS, the result is a more inclusive, supportive educational experience that benefits all students (Education First, AIR, and MTSS4Success).	
2.2	**Action:** Alternative Learning Programs **Need:** Based on analysis of 2022-2023 Chronic Absenteeism Rates and High School Drop-out rates, there is a disparity between ALL students and EL, SED, and FY students and there is an increased demand for alternative programs to mitigate the challenges faced by these student groups that indicate a need for alternative learning programs to be provided.	FUSD is implementing this action LEA-wide to provide alternative educational opportunities for all students, with a particular focus on meeting the unique needs of unduplicated student groups—English Learners (EL), including Long-Term English Learners (LTEL), Foster Youth (FY), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). These student groups often face significant barriers to educational access and success, including inconsistent school enrollment, limited access to in-person instruction, scheduling conflicts due to required support courses, socio-	M2.1 - M2.4, M2.10

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	SED students are chronically absent at a higher rate of 2.5% when compared to All students: ALL: 30.2%, SED: 32.5% EL and FY students have significantly higher drop-out rates than ALL students based on 2022-2023 High School Dropout Rates: ALL: 1.4%, EL: 2.6%, and FY: 3.5% It is known that oftentimes, SED students experience social-emotional challenges and transportation barriers to regular school attendance leading to disengagement and low achievement. EL students face language barriers that lead to disengagement and low achievement that increase risk of drop-out. FY students often face social-emotional challenges and inconsistent enrollment that may lead to higher risk of drop-out. Another circumstance that has indicated an increased need for this action is as follows. Since the COVID-19 pandemic there has been an increased demand for alternative learning programs, especially for on-line learning and independent study. Educational partners called for targeted interventions to improve attendance, reduce chronic absenteeism and reduce high school dropout rates. They agree that for some students, an alternative education setting is the appropriate targeted intervention. **Scope:**	emotional challenges, and the need for individualized academic support. This action will expand access to flexible virtual learning options for students who are unable or prefer not to attend in-person instruction. For SWD, the district will ensure that virtual learning environments are designed to support the implementation of their Individualized Education Programs (IEPs). Key components of this initiative include dedicated staffing, targeted professional development, and the integration of online resources and supplementary academic supports. Through this investment, FUSD aims to reduce systemic barriers and promote equitable learning opportunities for all students, especially those from historically underserved groups. The district will enhance our alternative learning programs by maintaining administrative staff and support staff to implement these programs in response to increasing student enrollment and to ensure appropriate virtual learning opportunities are available to all students, specifically to support the needs of EL/LTEL, SED, FY, and SWD. The district will offer assistance to students enrolled in alternative programs such as independent study or online learning by providing online learning resources and supplementary academic supports. The district will provide operational support and professional development on increasing attendance, providing feedback, monitoring independent study contracts, etc. for the Alternative Learning department staff.	

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	LEA-wide	Professional development will be provided to staff to build their capacity to implement effective strategies to specifically support EL/LTEL, FY, SED, and SWD students with being successful in our Alternative Learning Programs. Fontana Unified School District's (FUSD) LEA-wide implementation of alternative education programs—such as independent study and online learning—aligns with research indicating these models effectively support at-risk and underserved student populations. Alternative education settings offer flexible, individualized instruction that addresses the unique academic and socio-emotional needs of these groups. Studies have shown that such programs can lead to improved academic outcomes and increased engagement among students who may struggle in traditional educational environments. (Quinn, M. M., & Poirier, J. M. (2006). Study of Effective Alternative Education Programs: Final Grant Report.)	
2A.2	**Action:** Sense of Belonging Structured Activities **Need:** An analysis of Fontana Unified School District's 2023–2024 suspension data reveals significant disparities between all-students and the FY student group. The overall suspension rate for all-students was 3.8% and for FY it was 13.0%, These figures indicate that FY students are suspended at rates significantly higher than	FUSD is providing structured recess activities for students to provide opportunities for students to improve their social and problem-solving skills with peers. This action is being implemented district-wide because there are FY students enrolled in all schools throughout the school year, to ensure that systemic supports addressing unstructured time are accessible across all schools, TK-8. While all students benefit, the targeted implementation addresses disproportionality for FY students as aforementioned and will also provide support for additional student groups who are also suspended at higher rates: AA, PI, SWD, AI and Two or More	M2A.1 - M2A.4

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	the all-student group district average, highlighting a need for targeted interventions to address and reduce this disparity. FY often have unique challenges due to family and environmental challenges that lead to increased risk of social-emotional and behavioral difficulties putting them at risk for higher likelihood of engaging in suspendable behavioral incidents. Educational partners listed alternative disciplinary measures that focus on restorative practices rather than punitive actions as the top solution to decrease suspension rates. Specifically, they stated that students need opportunities to learn from mistakes and make amends. **Scope:** Schoolwide	Races to create an equitable and supportive educational environment for all. The district will continue implementing structured recess and lunch programs at elementary and middle schools. Elevo coaches will engage students in organized activities such as STEM projects, structured sports, and social-emotional learning opportunities. Students will be provided with real-time conflict resolution coaching as incidents occur to de-escalate the situations and reduce the risk of these students engaging in a suspendable incident. Surveys will be administered to site administrators and school staff to evaluate the program's effectiveness and ensure alignment to identified needs. Adjustments in placement or staffing will be made based on student engagement data and site feedback. Elevo's programs are grounded in evidence-based practices aligned with whole-child development frameworks. They incorporate strategies such as Universal Design for Learning (UDL), enrichment activities, and embedded Social-Emotional Learning (SEL) curricula. SEL programs have been shown to significantly improve students' social-emotional skills, academic performance, and behavior, particularly among underserved populations (American Psychological Association, 2020). Additionally, structured physical activity has been linked to reductions in stress and improvements in mental health outcomes for underserved youth (Asbury, 2020).	

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2A.3	**Action:** Attendance Support and Interventions **Need:** Chronic absenteeism data from the California School Dashboard identified a consistent disparity between All Students and Socioeconomically Disadvantaged (SED) students. In 2022–2023, 30.2% of all students were chronically absent compared to 32.5% of SED students—a gap of 2.3%. In 2023–2024, although rates declined (All: 22.5%; SED: 23.6%), the gap remains. These patterns indicate a persistent need for tiered, targeted supports for SED students, many of whom experience attendance barriers such as transportation challenges, inconsistent healthcare access, and limited adult availability due to work schedules. Foster Youth (FY) continue to face significant obstacles to consistent school attendance due to high mobility, trauma exposure, and lack of stable academic and social supports, based on educational partner feedback. Though school connectedness metrics are not disaggregated by subgroup, educational partner feedback and site staff observations highlight the need for stronger social-emotional and academic supports for FY students, as well as intentional outreach to build trust and connection. Feedback from educational partners gathered during LCAP engagement sessions also	This action is principally directed toward addressing the attendance and connectedness needs of Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students, and is implemented on an LEA-wide basis to ensure equitable access across all schools. Unduplicated students are enrolled at every site in the district and face barriers that contribute to chronic absenteeism, such as housing instability, inconsistent access to mental and physical health care, and limited social-emotional supports. To address these needs, FUSD's Child Welfare and Attendance (CWA) team will implement comprehensive, multi-tiered supports, including: Professional development for site leaders and staff on attendance best practices. Oversight and support for SART teams and tiered intervention planning. Mentorship programs at secondary schools for FY, SED, HO, and at-promise students. Extended home visits beyond regular school hours. Targeted outreach and referral to SEL and academic supports for FY students. These strategies are designed to reduce chronic absenteeism and improve school connectedness by building staff capacity, strengthening	M2A.1, M2A.2, and M2A.4

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	identified student connectedness as a key factor in absenteeism. Students who feel disconnected from school are less likely to attend regularly. Partners emphasized the importance of culturally relevant practices and inclusive school environments to foster belonging and reduce chronic absenteeism, particularly for historically underserved groups. These identified needs across unduplicated student groups informed the design of the LEA-wide attendance and connectedness action. **Scope:** LEA-wide	intervention systems, and fostering adult-student relationships. Research supports that early and consistent intervention systems—combined with mentorship and staff development—are effective in re-engaging students at risk of chronic absenteeism (Chang & Romero, 2008; Attendance Works, 2021). Mentorship and culturally responsive practices also contribute to increased school engagement, especially among underserved populations. Because EL, FY, and SED students are present at every site, implementing this action LEA-wide ensures consistent access to attendance supports and school engagement strategies for students most in need across the district.	
2A.4	**Action:** Expanded Transportation Services **Need:** Based on analysis of 2022-2023 Attendance Rates and Chronic Absenteeism Rates there is a disparity between ALL students and EL and SED students. 2022-2023 Attendance Rates: ALL: 93%, EL: 92%, FY: 93%, and SED: 92% indicate that EL and SED students' attendance rate is 1% below all students. Additionally, SED students are chronically absent at a higher rate of 2.5% than all students. 2022-2023 Chronic Absenteeism	FUSD provides additional access to transportation for unduplicated students, EL, FY, and SED, LEA-wide to minimize the barrier to regular school attendance and participation in extended learning opportunities. This action is provided LEA-wide to ensure that all students have access to educational opportunities during and beyond the school day. Transportation is not required to be provided to students unless they are designated as SWD. In FUSD, in addition to providing the required transportation for SWD, transportation is provided to any student who lives beyond the distance determined to be walkable to school for each grade span.	M2A.1 and M2A.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Rates: ALL: 30.2%, EL: 27.2%, SED: 32.5%, and FY: 27.0%. Furthermore, the need for additional transportation for unduplicated student groups is evidenced by the FUSD transportation department reports stating that supplemental transportation was provided for 2,149 unduplicated students in 2023-2024 which is an increase from the prior year 2022-2023 of 136 unduplicated students. Educational partners listed transportation problems as one of the reasons for low attendance and chronic absenteeism rates. They suggested providing bus passes and addressing transportation barriers. **Scope:** LEA-wide	Additionally, for our unduplicated students, EL, SED, and FY, they are provided transportation by school bus and/or free bus passes regardless of the distance they live from the school and for any reason. This includes transportation for daily school commutes as well as access to expanded learning opportunities that may require supplemental transportation be provided in order for students to arrive earlier to school or leave later than the regular bussing schedule allows for.	
2A.5	**Action:** Student Leadership **Need:** Based on analysis of 2022-2023 Attendance Rates and Chronic Absenteeism Rates there is a disparity between ALL students and EL and SED students. 2022-2023 Attendance Rates: ALL: 93%, EL: 92%, FY: 93%, and SED: 92% indicate that EL and SED students' attendance rate is 1% below all students. Additionally, SED students are chronically absent at a higher rate of 2.5% than all	This action is principally directed to address the needs of English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students, who are historically underrepresented in decision-making roles and often report lower levels of school connectedness and inclusion. Needs assessment findings and educational partner feedback indicate that these students face barriers to accessing academic and SEL supports and are less likely to feel a sense of belonging on campus. EL, FY, and SED students are enrolled across all schools in the district, therefore, this action is implemented LEA-wide to	M2A.1 - M2A.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students. 2022-2023 Chronic Absenteeism Rates: ALL: 30.2%, EL: 27.2%, SED: 32.5%, and FY: 27.0%. These data disparities indicate that EL and SED students have unique barriers to regular school attendance that need to be addressed. California School Dashboard data from 2022–23 showed a suspension rate of 13.0% for Foster Youth compared to 3.8% for All Students—a gap of nearly 10 percentage points. In 2023–24, the rate for FY improved to 6.7%, but remains significantly higher than the 2.4% rate for All Students. This indicates a need for ongoing targeted support to reduce exclusionary discipline practices and improve connectedness. EL, SED, and FY students have unique needs that should be advocated for by students from these student groups. By intentionally recruiting diverse students to engage in leadership opportunities these students' needs will be more effectively addressed. Educational partners emphasized that fostering a sense of belonging and representation was critical to improving attendance, behavior, and school engagement. The action "Cultivate Student Leadership and Sense of Agency, Belonging and Identity" was developed in response to these needs, with the aim of engaging diverse student voices, reducing suspensions, and creating a more inclusive and supportive school environment.	ensure all students have equitable access to leadership and decision-making opportunities. FUSD is expanding its student leadership and advisory opportunities by increasing site-level representation on the Superintendent's Student Advisory Council (SSAC) from one to four students per school, with a focus on recruiting participants from unduplicated groups and students identified as at-risk. Students engage in two-way communication to identify and help resolve access barriers to key supports and services. The students are encouraged to participate in the decision-making process by providing input on perceived challenges affecting the student body at the schools they represent and to identify possible solutions. Research supports that when students—particularly those from underserved groups—are authentically engaged in shaping school policy and programs, it enhances their sense of agency, improves school climate, and leads to stronger academic and social outcomes (Mitra, 2004; California Department of Education, 2020).	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: 　Schoolwide		
2A.6	**Action:** Athletics and Extracurricular Activities **Need:** There is a disparity between all students and foster youth in Suspension as measured by the 2022-2023 % of students suspended data: ALL STUDENTS: 3.8% and FY were at FY: 13.0%. That is nearly a 10% difference. In the 2023-2024 school year, the rate of suspension for FY decreased to 6.7% however there is still a disparity between FY and ALL STUDENTS: 2.4%. There is a need to actively recruit FY students to participate in extracurricular activities to increase their school connectedness which in turn is linked to reductions in suspensions. Educational partners shared that students often act out due to a lack of sense of belonging and connection to the school community. They prioritized a solution of creating supportive and inclusive school environments where students feel valued and connected. **Scope:**	FUSD will expand access to extracurricular and athletic programs in grades 6–12, with an intentional focus on recruiting Foster Youth to participate. Foster Youth experience disproportionately high suspension rates and often face challenges related to school mobility, trauma, and disconnection from peers and adults. Participation in structured extracurricular activities provides opportunities for them to build relationships, experience success, and develop a sense of belonging—protective factors that support improved behavior, attendance, and academic motivation. Although this action is principally directed to benefit Foster Youth, it is provided schoolwide to ensure equitable access across all school sites, as FY students are enrolled throughout the district. Implementing the action broadly also supports the development of inclusive school cultures where students from all backgrounds—particularly those most at risk—can thrive. By engaging all students in a positive, connected community, the district aims to strengthen overall school climate and foster the supportive environments that encourage FY participation and reduce stigmatization. To increase participation, students will continue to be recognized at board meetings for achievements, and additional sports will be added based on student and staff survey input.	M2A.1 - M2A.4

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	Schoolwide	Special efforts will be made to increase middle school engagement and FY participation through outreach and staff support. Research supports that participation in extracurricular and athletic programs improves attendance, builds a sense of belonging, reduces discipline incidents, and contributes to improved academic and social-emotional outcomes—particularly for students facing greater challenges (Mahoney, Cairns, & Farmer, 2003; Eccles & Barber, 1999). By expanding co-curricular access with a focused outreach to FY students, FUSD is promoting equity while enhancing school connectedness for all.	
2B.1	**Action:** Expanded Custodial Staffing to Support Student Wellness **Need:** Based on an analysis of 2022-2023 Chronic Absenteeism Rates: ALL: 30.2%, EL: 27.2%, SED: 32.5%, and FY: 27.0%, SED students are chronically absent at a higher rate of 2.5% than all students. There is a need to provide supports to ensure that SED students are at school daily. Parents have stated they are afraid their students will get ill at school. To alleviate this concern, the district provides additional custodial staff to do deep cleaning of classrooms, cafeterias, restrooms, and other high use areas.	FUSD is increasing the number of custodial staff districtwide to support deep cleaning protocols and illness prevention efforts. This action is aimed at improving the overall health and welfare of all students, particularly Low-income students, as measured by reducing chronic absenteeism. This action will also support SWD, especially students with other health issues that are more sensitive to transmittable illness, in reducing chronic absenteeism and increasing attendance. Additional custodial and maintenance staff will be provided to ensure school sites are consistently deep cleaned. While all students benefit, this action is principally directed toward serving Low-income (LI) students, who are disproportionately affected by illness-related absenteeism and often face barriers to accessing healthcare. Given that Low-income students are enrolled in every school	M2A1, M2B.3, and M2B.4

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	While all students benefit, this action is principally directed toward serving Low-income (LI) students, who are disproportionately affected by illness-related absenteeism and often face barriers to accessing healthcare. Given that Low-income students are enrolled in every school across the district, LEA-wide implementation ensures that all sites maintain clean and safe environments that reduce health-related absences and promote equitable access to learning. Students are less likely to acquire transmittable illness when the school environment is frequently cleaned and well maintained. Thus, providing additional custodial staff to ensure a clean and healthy school campus will contribute to students' wellness thereby reducing absenteeism. Furthermore, when students come to a clean and well-maintained learning environment, they feel a stronger school connection. Investing in school facility maintenance is not just about aesthetics—it's a proven strategy to boost attendance, enhance student performance, and create a more equitable learning environment. Educational partners continue to express a strong concern that all school environments are consistently cleaned for students to be healthy and for parents to feel comfortable sending their children to school.	across the district, LEA-wide implementation ensures that all sites maintain clean and safe environments that reduce health-related absences and promote equitable access to learning. Research strongly supports a connection between well-maintained schools and improved student attendance: California Department of Education highlights that quality school buildings are directly linked to higher student attendance and reduced chronic absenteeism. Research consistently shows that the condition of school facilities plays a critical role in student attendance and overall academic success.	

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	Scope: LEA-wide		
2B.3	**Action:** Fontana Leadership Intervention Program **Need:** An analysis of Fontana Unified School District's 2023–2024 suspension data reveals significant disparities among student groups. The overall suspension rate for all students was 3.8%. However, several student groups exhibited disproportionately higher suspension rates, particularly Foster Youth (FY) at 13.0%. The data highlights a need for targeted interventions to address and reduce these disparities. Educational partners listed alternative disciplinary measures that focus on restorative practices rather than punitive actions as the top solution to decrease suspension rates. Specifically, they stated that students need opportunities to learn from mistakes and make amends. In 2022-2023 there was a disparity between all students and SED student group in chronic absenteeism: ALL STUDENTS: 30.2% and SED: 32.5%, a difference of 2.3%. While there has been some improvement, there continues to be a slight disparity between all students and SED student group in chronic absenteeism as evidenced by the 2023-2024	FUSD is providing the Fontana Leadership Intervention Programs (FLIP and Jr. FLIP) districtwide to support students in improving behavioral, social-emotional, and problem-solving skills. While the program benefits all students who participate, it is principally directed toward Foster Youth (FY), Socioeconomically Disadvantaged (SED) students, and others who experience disproportionately high suspension and absenteeism rates. Given that unduplicated student groups are enrolled across all schools, LEA-wide implementation ensures equitable access to this structured support, regardless of site. FLIP (Fontana Leadership Intervention Program) and Jr. FLIP provide a structured, supportive environment to help students develop leadership skills, improve behavior, and build a foundation for future success through a 16-week intervention program designed for "at-risk" youth aged 9 to 17. FLIP and Jr. FLIP aim to create lasting, positive changes in students' attitudes and behaviors leading to increased attendance, decreased behavioral issues, and increased academic achievement. How FLIP/Jr. FLIP supports students: - Educational Enrichment: Students attend 16 consecutive Saturday sessions (8 hours each) covering topics like violence prevention, drug and alcohol resistance,	M2B.4 through M2B.6

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	chronic absenteeism rates: ALL STUDENTS: 22.5% and SED: 23.6%, a 1.1% difference. This disparity highlights the need for SED students to receive targeted support to overcome socioeconomic and environmental challenges such as lack of transportation, conflicting work schedules and hours impeding ability of parents to ensure students regularly attendance. Educational partners stated the number one reason for low attendance and chronic absenteeism is due to students not feeling a sense of belonging or connectedness to school. They prioritized addressing cultural relevance and inclusivity to make students feel more welcomed as a solution. Additionally, while the school connectedness metrics are not disaggregated by specific student groups, the district has been informed by parents, teachers, and site administrators that our FY and SED student groups need additional support and outreach to overcome behavioral challenges and increase access to social-emotional and academic resources thereby increasing school connectedness. **Scope:** LEA-wide	ethics, leadership, teamwork, and anger management. - Mentorship & Structure: Daily morning check-ins with school resource officers and team-building activities reinforce accountability and support. - Personal Growth: The program emphasizes the core values of Responsibility, Education, Attitude, Compassion, and Teamwork (REACT). - Academic Incentives: High school students earn 5 elective credits upon graduation. - Community Engagement: Includes field trips and a formal graduation ceremony with community leaders, fostering a sense of achievement and connection. FLIP is based on evidence-based practices grounded in whole-child development frameworks. They utilize research-supported strategies such as leadership development, physical activity, Social-Emotional Learning (SEL), and parent training. Research indicates that structured physical activity contributes to reductions in behavior incidents and improved student connectedness. The incorporation of SEL components into physical activity further supports improvements in self-regulation, social skills, and school climate, which are particularly critical for Foster Youth, English Learners, and Socioeconomically Disadvantaged	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students.	
3.1	**Action:** Family and Community Engagement **Need:** There is a demonstrated need to support the parents/families of FY, EL, and SED students district-wide through implementation of a comprehensive family and community engagement strategy. Based on an analysis of 2023-2024 Meeting sign-in sheets and the FACE Dept Data Collection Tool, the average number of participants in advisory committees is as follows: ELAC/DELAC (EL): 11, SSC: 9, SELPA CAC (SWD): 21, Early Ed PAC: 34, DAAPAC: 12, FUSD PAC: 28, and LCAP Educational Partner Committee: 55. While this data is not currently disaggregated by student group, the district has been informed by parents, staff, and administrators that our EL, FY, and SED students' parents face persistent barriers to engagement such as limited transportation, language access needs, and inconsistent communication or outreach from schools. Educational partners emphasized that these challenges impact families' ability to support student success and access available resources. In community forums and survey feedback, parents consistently requested more bilingual communication, culturally responsive	FUSD recognizes that active and meaningful parent engagement is essential to student success especially for the parents and families of FY, EL, and SED students. FACE provides tailored supports to meet the needs of these groups by providing bilingual staff for EL families, flexible scheduling for SED families, and individualized outreach for FY families. By involving families at all levels—classroom, school, and district—FUSD builds strong partnerships that support academic achievement, improve student attendance, and foster a positive school climate. Engaged parents are more informed, empowered, and connected, leading to higher levels of trust, better communication, and stronger support systems for students. FUSD emphasizes parent engagement as a shared responsibility and a cornerstone of equity, inclusion, and whole-child development. This action is implemented LEA-wide to ensure equitable access to engagement supports because unduplicated students and their families are present at every school in the district. These strategies increase services by providing additional targeted supports (bilingual staff, flexible scheduling, individualized outreach) beyond what is available to all families and improves services by removing barriers that disproportionately affect FY, EL, and SED families ensuring more equitable access and stronger partnerships. The FACE department actively seeks input from all educational partners especially from our parents/family and community members regarding supports needed to improve student outcomes.	M3.1 - M3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	outreach, and family-friendly events that build trust and connection. Specifically, FY families noted difficulty staying informed due to frequent school changes, and EL parents cited language barriers as a key obstacle to participation. This action was developed in response to these needs, with the goal of strengthening school-family-community partnerships for the student groups who need them most. **Scope:** LEA-wide	Additionally, the FACE department analyzes the data from the CA Dashboard and local metrics to identify students' needs to overcome barriers and increase accessibility. The FACE team provides on-site/district support to parents/families by providing resources, learning opportunities, and targeted supports. The FACE department provides events for the community that are culturally responsive and strengthen family-school connections. The FACE team collaborates with the Communications and Marketing department to promote FACE services and to expand two-way communication. The FACE department empowers parents to actively support their child's education and engage in school and district level decision-making. The research of Dr. Joyce Epstein supports implementing comprehensive measures to engage parents through six key areas: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. This research informs the district's comprehensive and equity-centered approach to family and community engagement.	
3.2	**Action:** Parent Advisory and Community Partnerships **Need:**	Because Foster Youth (FY), English Learners (EL), and Socio-economically Disadvantaged students (SED) student groups are enrolled districtwide, this action is provided on an LEA-wide	M3.1 and M3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There is a demonstrated need to increase participation and representation of parents/families of Foster Youth (FY), English Learners (EL), and Socio-economically Disadvantaged (SED) students across school and district programs.

Based on an analysis of 2023-2024 Meeting sign-in sheets and the FACE Department Data Collection Tool, the average number of participants in advisory committees was low: ELAC/DELAC (EL): 11, SSC: 9, SELPA CAC (SWD): 21, Early Ed PAC: 34, DAAPAC: 12, FUSD PAC: 28, and LCAP Educational Partner Committee: 55.

Additionally, the 2023-2024 Family Engagement Self Reflection Tool indicated that Seeking Input scored only 2.8 out of 5, demonstrating a need for increased outreach. The 2023 - 2024 FUSD annual Family Climate Survey baseline data also showed that only 15% of families responded. While these data re not yet fully disaggregated, district input sessions and feedback from parents, staff, and administrators confirmed that barriers vary by subgroup, as follows:

- FY families often experience frequent school transitions that make consistent advisory participation difficult. Educational partners recommended offering hybrid and recorded meetings so families can participate even if mobility disrupts in person attendance. | basis to ensure consistent equitable support across all schools. The services are principally directed to the needs of FY, EL and SED families, as feedback from the district Educational Partner Committee and parent advisory groups (PAC and DELAC) identified barriers that prevent these parents from engaging in decision-making.

To address these barriers, the district will expand parent engagement opportunities by offering hybrid (in-person and virtual) formats, scheduling more evening meetings, and providing targeted outreach and bilingual support. These strategies increase access and reduce participation barriers for FY, EL, and SED families, thereby improving their representation and influence in school and district decision-making.

By ensuring that parents of unduplicated pupils can meaningfully participate, the district is strengthening family capacity to support student achievement and well-being. This action is part of the comprehensive family/community engagement plan and is supported by Dr. Joyce Epsten's research on Decision-Making (Type 6), which emphasizes the role of parents as leaders and partners in improving student outcomes.

This action represents an increase in services by expanding meeting formats and access options (hybrid, recorded, evening) and an improvement in services because it reduces language, scheduling and access barriers for EL, FY, and SED families, ensuring more effective participation in school and district advisory groups. | |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• EL families face language barriers that limit their ability to engage fully. Educational partners recommended providing bilingual staff at advisory meetings and technology for real-time translation to support two-way communication. • SED families frequently face scheduling and technology access challenges. Educational partners recommended offering meetings at times convenient for working families, hybrid participation options, and multiple avenues for input beyond live attendance. This combination of data and educational partner input demonstrates that targeted strategies are necessary to address the specific barriers to engagement of the FY, EL, and SED student groups. **Scope:** LEA-wide		
3.3	**Action:** Parent and Family Workshops **Need:** FUSD has identified a need to provide educational learning opportunities for all parents and families, with a focus on improving academic engagement, well-being, and postsecondary outcomes for Foster Youth (FY), English Learners (EL), and	FUSD provides educational workshops and events district wide for parents/families of all students, with focused outreach for parents/families of EL, FY, and SED students. By addressing language, transition, and access barriers through these tailored strategies, the action ensures unduplicated families can fully engage in their child's education, leading to improved outcomes. This action increases services by providing new, targeted workshops for parents/families and	M3.2 and M3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged (SED) students. Based on an analysis of the 2023-2024 Family Engagement Self-Reflection tool completed by LCAP Educational Partners, the Average Rating for Level of Implementation shows there is an identified need to strengthen the capacity of school and district staff in the following areas: Building Relationships: 2.7 out of 5 Building Partnerships: 2.3 out of 5 Seeking Input: 2.8 out of 5 Based on an analysis of the 2023-2024 Family Communication and Engagement Perceptions % Favorable Responses on Relevant Topics there is a need to strengthen the capacity of school and district staff in the following areas: Family-School Communication: 77% Informing Parents: 50% Family Engagement: 51% While the data from the self-reflection tool and annual survey was not disaggregated by student groups or ethnicities, we know the following about our families' needs based on local context: FY families often experience school transitions that disrupt communication and reduce awareness of academic supports. EL families may face language and cultural barriers that make it difficult to access school-based learning opportunities without interpreters or translated materials. SED families frequently	improves services by ensuring these opportunities are linguistically accessible, culturally responsive, and designed to address barriers faced by EL, FY, and SED families. This action is designed to build family capacity to support learning at home, increase student attendance, reduce suspensions, promote academic achievement, and improve college and career readiness. FUSD offers educational workshops on curriculum-related topics, homework support, and strategies for navigating the educational system, addressing barriers that unduplicated families often face. For families of English Learners, workshops include interpreters or translated materials. For FY families, programming includes support for navigating school transitions and accessing resources. For SED families, flexible scheduling and hybrid offerings help reduce participation barriers related to work or transportation. Although this action is principally directed toward supporting families of unduplicated students, it is implemented LEA-wide because English Learners, Foster Youth, and Low-Income students are enrolled across all schools. Providing districtwide access ensures consistency in outreach and equitable opportunities for all families to participate. This action is supported by Dr. Joyce Epstein's framework for parent engagement, specifically Type -4: Learning at Home, which emphasizes the	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	encounter challenges related to work schedules, transportation, or limited internet access, all of which can hinder participation in traditional parent education formats. Educational partners have expressed strong interest in workshops focused on Common Core strategies, emotional well-being, gifted and EL programs, and digital literacy. They have also requested bilingual interpretation, assistive technology, and more culturally responsive content to ensure inclusivity. These findings led to the development of Action 3.3 to address the distinct and urgent needs of families of unduplicated students by creating more accessible, relevant, and impactful family learning opportunities. These workshops and supports are designed to address the specific barriers faced by FY, EL, and SED families. **Scope:** LEA-wide	importance of involving families in curriculum-related activities and advocacy for their children's educational experience.	
3.4	**Action:** Communication and Media Systems **Need:** An analysis of FUSD family engagement feedback, including the 2023 LCAP Parent Survey and site-level engagement reports, indicates a demonstrated need to improve timely, accessible, and proactive communication systems, especially for families of Foster Youth (FY), English Learners (EL),	FUSD is committed to fostering meaningful relationships through timely, transparent, and proactive two-way communication between the district, schools, and families. This comprehensive approach supports stronger relationships, more informed decision-making, and improved student outcomes. For unduplicated student groups— including English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students—barriers such as language access, frequent transitions, and limited availability of time or technology can hinder family	M3.2- M3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and Socioeconomically Disadvantaged (SED) students. Based on an analysis of the 2023-2024 Family Engagement Self-Reflection tool completed by LCAP Educational Partners, the Average Rating for Level of Implementation shows there is an identified need to strengthen the capacity of school and district staff in the following areas: Building Relationships: 2.7 out of 5 Building Partnerships: 2.3 out of 5 Seeking Input: 2.8 out of 5 Based on an analysis of the 2023-2024 Family Communication and Engagement Perceptions % Favorable Responses on Relevant Topics there is a need to strengthen the capacity of school and district staff in the following areas: Family-School Communication: 77% Informing Parents: 50% Family Engagement: 51% While the data from the self-reflection tool and annual survey was not disaggregated by student groups or ethnicities, we know the following about our families' needs based on local context: There is a demonstrated need to support the parents/families of FY, EL, and SED students district-wide through implementation of a comprehensive family and community engagement strategy. For FY families, frequent school transitions limit consistent access to updates in information. For EL	engagement. By addressing language, mobility, and access barriers through these communication strategies, the action ensures unduplicated families can engage more fully in decision-making, leading to equitable access to resources and improved student outcomes. This action increases services by adding new multi-platform, multilingual tools for outreach and improves services by ensuring that communication is timely, accessible, and tailored to reduce barriers for EL, FY, and SED families. To address these challenges, FUSD will implement multi-platform, multilingual communication tools, including an up-to-date district and school website, auto-dialer systems for text and phone messages, and enhanced social media presence to ensure all families receive timely information in accessible formats. The district will also maintain structures for two-way communication such as school-based events, personalized outreach, and advisory forums that invite family input. These systems ensure that families are not only informed but empowered to shape district decisions. This is especially critical for families of FY students who may face instability, EL families needing linguistic support, and SED families who benefit from mobile-friendly, flexible options for engagement. Although this action is principally directed to improve communication equity for unduplicated families, it is implemented on an LEA-wide basis to ensure all families across the district benefit from consistent, inclusive communication.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	families, language barriers make school and district messages difficult to navigate if only available in English. For SED families, limited internet or device access can reduce their ability to stay informed. These student groups continue to face barriers to consistent engagement, which impacts academic success and access to resources as compared to all students. Additionally, parent/guardian involvement remains limited, especially among families of underserved populations. Educational partners would like more timely communication about available resources for students and events happening at the school and district. They also wish to have information provided in one location that is easily accessible and available in multiple languages. These findings led to the development of Action 3.4, which will enhance two-way, proactive communication systems designed to reduce barriers and promote equitable access for all families—particularly those of unduplicated students. **Scope:** LEA-wide	This approach aligns with Dr. Karen Mapp's research, which underscores that two-way communication is essential to building trust, respect, and authentic partnerships between families and schools. These relationships contribute to improved student outcomes, stronger school climates, and increased parent participation in academic success.	
3.5	**Action:** Community Cultural Events	FUSD is dedicated to fostering a welcoming and inclusive districtwide environment that celebrates the cultural, linguistic, and social diversity of its	M3.2 and M3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Many families, particularly those from historically underserved or underrepresented groups—including English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students—face persistent barriers to engagement due to language differences, cultural disconnects, or limited familiarity with the school system. Based on an analysis of the 2023-2024 Family Engagement Self-Reflection tool completed by LCAP Educational Partners, the Average Rating for Level of Implementation shows there is an identified need to strengthen the capacity of school and district staff in the following areas: Building Relationships: 2.7 out of 5 Building Partnerships: 2.3 out of 5 Seeking Input: 2.8 out of 5 Based on an analysis of the 2023-2024 Family Communication and Engagement Perceptions % Favorable Responses on Relevant Topics there is a need to strengthen the capacity of school and district staff in the following areas: Family-School Communication: 77% Informing Parents: 50% Family Engagement: 51% While the data from the self-reflection tool and annual survey was not disaggregated by student groups or ethnicities, we know the following about our families' needs based on local context: EL families face language differences, FY families face frequent	students and families. Through culturally responsive family engagement opportunities that honor and reflect this diversity, the district aims to create inclusive school communities grounded in trust, mutual respect, and a shared sense of belonging. These efforts are designed to enhance family participation, improve school climate, and ensure equitable access to resources and learning opportunities for all students, particularly those who face systemic barriers to engagement. These strategies reduce language, access, and mobility barriers, ensuring unduplicated families can meaningfully engage and support their students' success. This action increases services by creating additional culturally affirming events for families and improves services by reducing language, access, and cultural barriers so that EL, FY, and SED families can more fully participate in their school communities and district events. This action represents an increase in services by expanding staff training beyond prior offerings, and an improvement in services because it equips staff with culturally responsive, linguistically accessible, and trauma-informed strategies that directly address barriers faced by EL, FY, and SED families, ensuring these students and their parents receive more effective and equitable support than they otherwise would have. The design of this action specifically addresses the needs of unduplicated pupil groups. For English Learner (EL) families, language-accessible communication and bilingual staff help ensure meaningful access to events and resources. Foster Youth (FY) families often experience school mobility and disconnection from school	

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	transitions that create cultural disconnects, and SED families may have limited familiarity or access to engagement opportunities. To address this need, FUSD is committed to fostering a sense of belonging by intentionally celebrating the district's cultural and linguistic diversity and creating inclusive school communities. This action will strengthen relationships with families, increase their participation in school activities, and build trust and collaboration, ultimately supporting more equitable access to resources and improved outcomes for EL, FY, and SED student groups. Educational partners continue to express the need to create inclusive school environments where all families feel welcomed, respected, and valued. **Scope:** 　LEA-wide	communities; stable, culturally affirming events and community partnerships help re-establish those ties. Socioeconomically Disadvantaged (SED) families benefit from outreach events that connect them with local resources and offer school activities at flexible times and locations. These targeted strategies ensure that inclusion efforts are responsive to each group's unique context and needs. Although the action is principally directed toward unduplicated students, it is implemented LEA-wide to ensure equitable access across all campuses, as EL, FY, and SED students are enrolled throughout the district. Implementing inclusive engagement and celebration practices districtwide promotes consistency and helps all families feel welcome, seen, and supported in their school communities. This action is grounded in Joyce Epstein's Type 6: Collaboration with the Community, which highlights the importance of school-community partnerships and culturally relevant engagement as strategies for building trust and fostering student success. A coordinated approach to family and community partnerships strengthens holistic supports for students and ensures that diverse families are active participants in the educational experience.	
3.6	**Action:** Staff Professional Development for Family and Community Engagement **Need:**	FUSD will provide ongoing professional development for school site staff, administrators, and district teams to strengthen effective, culturally responsive family engagement practices. Training will focus on two-way communication, building	M3.2 and M3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FUSD has identified a need to strengthen the capacity of school and district staff to effectively engage families from diverse cultural, linguistic, and socioeconomic backgrounds. Based on an analysis of the 2023-2024 Family Engagement Self-Reflection tool completed by LCAP Educational Partners, the Average Rating for Level of Implementation shows there is an identified need to strengthen the capacity of school and district staff in the following areas: Building Relationships: 2.7 out of 5 Building Partnerships: 2.3 out of 5 Seeking Input: 2.8 out of 5 Based on an analysis of the 2023-2024 Family Communication and Engagement Perceptions % Favorable Responses on Relevant Topics there is a need to strengthen the capacity of school and district staff in the following areas: Family-School Communication: 77% Informing Parents: 50% Family Engagement: 51% While the data from the self-reflection tool and annual survey was not disaggregated by student groups or ethnicities, we know the following about our families' needs based on local context: EL families may find school systems culturally unfamiliar. FY families often experience instability and need flexible, trauma-informed communication approaches. SED families may	inclusive environments, and engaging diverse families—particularly Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED) families—as partners in student learning. Many educators and staff may lack the training or tools to build meaningful, two-way partnerships with families, especially those who have been historically underserved. This professional development will equip staff with the culturally responsive strategies, communication skills, and inclusive practices needed to foster trust, respect, and collaboration across all schools. The training scope includes strategies for reaching underserved families, inclusive event planning, collaboration with community organizations, and ongoing reflection using surveys and feedback from advisory committees. At the site level, staff apply these strategies to everyday interactions, outreach, and events. To measure the impact, the district will track staff participation, number of trainings, increased family engagement at events, and improved family satisfaction survey results. Although this action is principally directed toward supporting families of EL, FY, and SED students, it is implemented LEA-wide because unduplicated student groups are present at every school, and all staff must be prepared to foster inclusive, trusting relationships that support equitable student outcomes.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	lack the time or technology access for regular engagement with teachers or school staff. Educational partners agree that staff, teachers, and administrators need to have training to interact with all parents and families in a respectful and encouraging manner. They would also like timely information about student progress and programs to be shared with parents and for more personalized interactions between parents and teachers to help individual students meet their goals. This action was developed in direct response to these needs and is designed to ensure all staff are equipped to engage families in ways that build trust and improve student outcomes for EL, FY, and SED students. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** EL/SWD Academic Vocabulary Development	MPS and SELPA departments will collaboratively provide professional development and coaching to educators and administrators who support	M1.1 and M1.16

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: There is a significant disparity in the academic achievement of all students and English Learners as evidenced by 2023 CAASPP ELA % of students meeting standard: ALL STUDENTS: 35.3%, EL: 9.6%, indicating that all students are performing four times higher than EL students. Additionally, there is a significant disparity between ALL students and SWD: 8.4%, many of whom are dually identified as EL students. The average of dually identified students who are EL and SWD students for the State is 23.5%, San Bernardino County is 19.1%, and FUSD is 38.7%, nearly double that of the county. There is a need for additional targeted differentiated support for EL students, including EL/SWD students to acquire language especially academic vocabulary. Educational Partners have expressed a concern that EL and SWD need additional targeted support to improve academic outcomes especially with developing language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	mild/moderate students district-wide aimed at improving academic language acquisition for EL students and EL/SWD dually identified students to reduce the disproportionate number of EL students with Individualized Educational Plans (IEP) and to ensure the least restrictive environment for students. The average of dually identified students who are EL and SWD students for the State is 23.5%, San Bernardino County is 19.1%, and FUSD is 38.7%, nearly double that of the county. Furthermore, this action will increase the academic achievement of these students on state and local assessments of ELA and ELD. The district will ensure equitable access to effective instruction and support for dually identified EL/SWD students, regardless of school site. Provide professional development to teachers of mild to moderate students and dually identified EL students. Professional development will include an overview of the ELA/ELD standards guidance documents, build the capacity of educators to analyze CASSPP, ELPAC, and i-Ready to triangulate the identification of our students' needs. Specific evidence-based research proven instructional strategies will be introduced to effectively teach and monitor the acquisition of academic language. Time will be provided for educators to collaborate with coaching support in PLCs to analyze relevant student data and to develop effective lessons for designated and integrated ELD based on the standards guidance documents to meet the students identified needs. Research supports building the capacity of special education teachers to effectively teach academic	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		vocabulary to students with disabilities who are also English learners (SWD/ELs) through evidence-based, multidimensional approaches. Strategies such as explicit vocabulary instruction have been shown to improve vocabulary acquisition. Professional development that includes structured literacy training, collaborative coaching, and culturally responsive teaching further enhances instructional effectiveness.	
1C.1	**Action:** Inclusive Environments for Multilingual/English Learners

Need: English Learners and Long-Term English Learners had significant disparities compared to the All-students group in both ELA and Math.

2023-2024 CAASPP ELA: ALL: -33.7, EL: -69.5, LTEL: -100.2
2023-2024 CAASPP Math: ALL: -76.1, EL: -103.2, LTEL: -108.5

Thus, there is a need to engage parents/families of EL/LTEL students in their academic experience as contributing partners.

Our educational partners from DELAC stated that enhancing parent involvement is a must. A concern was expressed at the LCAP Educational Partners Meeting by a parent that translation/interpreter services are not consistently being provided at SSC meetings creating a barrier for Spanish speaking | FUSD will implement this action district-wide because Multilingual/English Learners' languages and cultures are valuable assets that enhance their learning and contribute to the learning community. When parents/families of Multilingual/EL, LTEL, and dually identified SWD/EL students can effectively engage in two-way communication with school/district staff about their students' needs and strengths, this ensures full participation in their children's academic experience.

FUSD will support the academic achievement of Multilingual/English Learners, LTEL, and dually identified SWD/EL.

FUSD will increase parent engagement by maintaining translator positions and providing additional hours for translation and interpretation to improve the access and timeliness of communication and collaboration. Beyond the requirements of Ed Code 48985, FUSD will provide additional written translations and oral interpretations such as but not limited to district Educational Partner committees, Board of Education meetings, parent workshops and | M1C.1 - M1C.13 |

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	parents from fully participating in advisory councils such as SSC. **Scope:** Limited to Unduplicated Student Group(s)	trainings, and other identified district written and oral communications. To ensure Multilingual/English Learners appropriate placement and access to the standard instructional program, FUSD will contract with providers to translate foreign transcripts. The evidence-based research that support this action is as follows: California English Learner Roadmap (CA EL Roadmap) and FUSD Pathways to Biliteracy Master Plan Principle #1: English Learner Roadmap - English Learners (CA Dept of Education) Improving Education for Multilingual and English Learner Students: Research to Practice (2020) PDF: https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf California Practitioners' Guide to English Learners with Disabilities: CA Guide for Educating EL with Disabilities - Announcements & Current Issues (CA Dept of Education) English Language Arts/English Language Development Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp Center for Applied Linguistics Guiding Principles of Dual Language Education, Third Edition (2017): https://www.cal.org/resource-center/publications-products/guiding-principles-3 World Languages Framework: https://www.cde.ca.gov/ci/fl/cf/	
1C.3	**Action:** EL/LTEL Professional Development & Coaching	FUSD will provide district-wide professional development and coaching to support school leaders and educators in establishing clear	M1C.1 - M1C.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English Learners and Long-Term English Learners had significant disparities compared to the All-students group in both ELA and Math. 2023-2024 CAASPP ELA: ALL: -33.7 EL: -69.5 LTEL: -100.2 2023-2024 CAASPP Math: ALL: -76.1 EL: -103.2 LTEL: -108.5 EL/LTEL students have a need to acquire academic vocabulary and oral language proficiency. A unique need of LTELs is they often have proficiency in the BICS (Basic Interpersonal Communication Skills); however, they lack the CALPs (Cognitive Academic Language Proficiency). Professional development for teachers of LTELs on developing CALPs will meet the needs of these students. Educational partners have asked for more frequent progress monitoring and individual meetings with the parents of ELs to know what level their student is at and what interventions can be provided to help these students meet their goals. They would also like for interventions to be provided early on to prevent EL students from becoming LTEL.	learning goals for Multilingual/English Learners. The focus will be on improving access, English proficiency, academic engagement, and achievement, while fostering continuous improvement beyond compliance to enhance student success and reduce the risk of Long-Term English Learners. Additionally, addressing the needs of LTELs to develop CALPs is essential for their academic success and to support their reclassification. FUSD will provide targeted professional development and coaching for teachers to effectively implement language acquisition programs (Designated and Integrated ELD, DLI, and WL) to support the effective instruction and progress monitoring of Multilingual/English Learners. This includes specialized training for addressing the unique literacy and numeracy needs of Long-term English Learners (LTELs) and those at risk of becoming LTELs, as part of a robust MTSS framework. Training will be provided to educators and administrators on the ELA/ELD Framework and use of the online data system for ELs to effectively plan for and implement comprehensive ELD. This includes use of language objectives, and evidence-based instructional strategies to promote language development, academic achievement, and sociocultural competence in preparation for college and career success. Instructional coaching will be provided for teachers to maintain high expectations for all students,	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	emphasizing engagement, interaction, discourse, inquiry, and critical thinking. The secondary Academic Language Development (ALD) teachers of LTEL students will receive specialized professional development on the implementation of the ALD curriculum that focuses on developing the knowledge and skills to effectively utilize academic language and improve students' CALPs. FUSD will ensure that Multilingual/EL students are monitored periodically through the online data system for ELs to effectively identify students meeting reclassification criteria in a timely manner. The evidence-based research that supports this action is as follows: California English Learner Roadmap (CA EL Roadmap) and FUSD Pathways to Biliteracy Master Plan Principle #3: English Learner Roadmap - English Learners (CA Dept of Education) Improving Education for Multilingual and English Learner Students: Research to Practice (2020) PDF: https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf California Practitioners' Guide to English Learners with Disabilities: CA Guide for Educating EL with Disabilities - Announcements & Current Issues (CA Dept of Education) English Language Arts/English Language Development Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Center for Applied Linguistics Guiding Principles of Dual Language Education, Third Edition (2017): https://www.cal.org/resource-center/publications-products/guiding-principles-3 World Languages Framework: https://www.cde.ca.gov/ci/fl/cf/	
1C.4	**Action:** Systems for Multilingual/English Learner Success **Need:** English Learners and Long-Term English Learners had significant disparities compared to the All-students group in both ELA and Math as evidenced by 2023-2024 CAASPP ELA: ALL: -33.7, EL: -69.5, LTEL: -100.2, and 2023-2024 CAASPP Math: ALL: -76.1, EL: -103.2, LTEL: -108.5. Additionally, there is a disparity between ALL-students group and EL/LTEL in graduation rate as follows: 2022-2023 ALL STUDENTS: 91.4%, EL: 79.8%, LTEL: 84.4%. Many EL/LTEL students have language barriers and skill gaps in ELA and Math that cause them to achieve below standard on standardized assessments. To meet the unique needs of EL and LTEL students, the district will ensure a cohesive educational experience across grade spans. This includes a comprehensive ELD program that provides equitable access to the standard curriculum and a broad range of courses. Educational partners expressed concern that EL and LTEL students need support to reclassify sooner so they have equitable	FUSD will implement district-wide educational approaches and programs for Multilingual/English Learners, ensuring continuity and alignment across all grade levels. This action will address the unique needs of ML/EL/LTEL students by supporting English language acquisition and mastery of content standards through high-quality instruction that will accelerate grade-level ELA/ELD achievement. Additionally, this action will support EL/LTEL students with reclassification and ensure access to a broad course of study. The MPS department will implement Designated ELD Learning Walks to effectively monitor instruction and provide timely, actionable feedback to school administrators regarding the delivery of Designated ELD. These walks will also serve to gather evidence of implementation across the district, informing next steps for professional development and programmatic support. In addition, MPS is offering targeted professional development for middle school teachers who teach ALD courses to Longer-Term English Learners. This PD will focus on: • Curriculum training specific to ALD courses • Data analysis of Longer-Term English Learners • Implementation and calibration of common assessments To further support instructional planning, MPS will	M1C.1 - M1C.13

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	access to A-G requirements and CTE courses in secondary. They are concerned when EL/LTEL students persistently need to have ELD or Academic Language Development as a required course it limits their access to a broad course of study. **Scope:** Limited to Unduplicated Student Group(s)	convene ALD teachers to collaboratively analyze common assessment data and develop lessons aligned to student needs based on the results. The MPS department will also provide professional development and guidance to the district bilingual aides that align to the Pathways to Biliteracy Master Plan. FUSD will study and enhance its Pathways to Biliteracy Assessment Framework, data information systems, and processes to better monitor Multilingual/English Learners' language proficiency and academic achievement. Updated course descriptors and course sequences will be provided and implemented for: Designated English Language Development (D-ELD), Academic Language Development (ALD), DLI Spanish content courses and World Language courses. The evidence-based research that supports this action is as follows: California English Learner Roadmap (CA EL Roadmap) and FUSD Pathways to Biliteracy Master Plan Principle #4: English Learner Roadmap - English Learners (CA Dept of Education) Improving Education for Multilingual and English Learner Students: Research to Practice (2020) PDF: https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf California Practitioners' Guide to English Learners with Disabilities: CA Guide for Educating EL with	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Disabilities - Announcements & Current Issues (CA Dept of Education) English Language Arts/English Language Development Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp Center for Applied Linguistics Guiding Principles of Dual Language Education, Third Edition (2017): https://www.cal.org/resource-center/publications-products/guiding-principles-3 World Languages Framework: https://www.cde.ca.gov/ci/fl/cf/	

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

N/A

Additional Concentration Grant Funding

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

Additional concentration funds are principally directed to meet the needs of unduplicated students (Foster Youth, English Learners, Low-income students) by maintaining critical staffing who increase and improve direct academic, behavioral, and social-emotional services. These supports are designed to address the unique challenges faced by our unduplicated student groups, including lower academic performance, higher chronic absenteeism, and increased social-emotional needs. Since all schools in the district have unduplicated enrollment at or above 55%, the services are implemented on an LEA-wide basis to ensure consistent and equitable access to direct supports, regardless of the school a student attends. This approach allows the district to allocate resources based on both student need and site-level data, ensuring that all unduplicated students benefit from enhanced services.

Staffing funded with additional concentration grant funds includes:

1A.1   (1) FTE Classified Library Specialist per elementary, middle and comprehensive high school; and
(1) FTE Classified Library Specialist for Birch Continuation High School.

1A.2   (1) FTE ELA Intervention Teacher per middle and high school
1B.2   (2) FTE Math Intervention Teachers per middle school and (1) FTE Math Intervention Teacher per high school
2.1   (30) FTE Elementary Counselors to provide academic, behavioral, and social emotional counseling
2.1   (7) FTE Middle School Counselors to provide academic, behavioral, and social emotional counseling
2.1   (15) FTE High School Counselors to provide academic, behavioral, and social emotional counseling
2B.1   (28) FTE Custodians to provide increased deep cleaning and illness prevention services

These positions support the district with meeting goals for unduplicated students by addressing specific areas of need identified through district performance and demographic data. Intervention teachers directly support students at risk of not meeting grade-level standards by offering targeted instruction in ELA and Math. Counselors address both the academic planning and social-emotional well-being of at-promise youth, which is essential to increasing college readiness and reducing suspensions and chronic absenteeism. Library specialists support literacy access for students who may have limited books at home.

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	361,694,834	132,211,729	36.553%	0.000%	36.553%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$167,778,464.85	$32,865,505.00	$346,439.00	$16,309,589.00	$217,299,997.85	$153,175,299.85	$64,124,698.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Multitiered System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$20,802,935.70	$8,187,318.00	$21,361,292.70	$1,500,000.00		$6,128,961.00	$28,990,253.70	
1	1.2	Professional Development and Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$8,826,915.00	$1,368,053.00	$9,762,500.00			$432,468.00	$10,194,968.00	
1	1.3	Data and Assessment Systems and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$1,283,000.00	$1,200,000.00	$83,000.00			$1,283,000.00	
1	1.4	Extended Learning Opportunities and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$10,185,480.00	$220,000.00	$9,965,480.00			$10,185,480.00	
1	1.5	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$10,727,457.00	$2,067,122.00	$6,831,841.00	$5,962,738.00			$12,794,579.00	
1	1.6	STEAM and TK-12 Science	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$511,986.00	$305,000.00	$816,986.00				$816,986.00	
1	1.7	EL/SWD Academic Vocabulary Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$115,000.00	$0.00	$115,000.00				$115,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Technology & Digital Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,383,709.00	$13,499,138.00	$16,507,247.00			$375,600.00	$16,882,847.00	
1	1.9	Highly Qualified Staff and Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,869,395.30	$305,000.00	$1,874,548.30	$139,847.00		$160,000.00	$2,174,395.30	
1A	1A.1	Strategic TK-12 Literacy Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$6,093,431.00	$1,177,004.00	$3,461,072.00	$3,441,163.00		$368,200.00	$7,270,435.00	
1A	1A.2	Targeted Academic Support in Literacy/ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,779,301.00	$258,000.00	$2,248,727.00			$3,788,574.00	$6,037,301.00	
1B	1B.1	Strategic TK-12 Math Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,505,915.00	$335,500.00	$300,000.00	$3,541,415.00			$3,841,415.00	
1B	1B.2	Targeted Academic Support in Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$6,389,208.00	$145,000.00	$2,845,634.00			$3,688,574.00	$6,534,208.00	
1C	1C.1	Inclusive Environments for Multilingual/English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$1,418,243.87	$40,000.00	$1,448,243.87			$10,000.00	$1,458,243.87	
1C	1C.2	Dual Language Immersion Opportunities	English Learners	Yes	School wide	English Learners	Specific Schools: Dolores Huerta International Academy, Redwood Elementary and Sequoia Middle School, and Jurupa Hills High	ongoing	$5,685,938.00	$0.00	$5,649,047.00	$36,891.00			$5,685,938.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
1C	1C.3	EL/LTEL Professional Development & Coaching	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$1,883,760.00	$287,000.00	$237,000.00	$941,880.00		$991,880.00	$2,170,760.00	
1C	1C.4	Systems for Multilingual/English Learner Success	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$5,496,289.00	$75,000.00	$5,571,289.00				$5,571,289.00	
1D	1D.1	Career Readiness and Career Technical Education (CTE) Pathways	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	6-12	ongoing	$7,554,226.00	$4,130,966.00	$8,459,481.00	$2,544,272.00	$346,439.00	$335,000.00	$11,685,192.00	
1D	1D.2	Dual Enrollment Opportunities	All	No			All Schools 11-12	ongoing	$0.00	$450,000.00		$450,000.00			$450,000.00	
1D	1D.3	AP & IB Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: IB: Dolores Huerta International Academy, Southridge Tech Middle School, and Jurupa Hills High SchoolIB: Dolores Huerta International Academy, Southridge Tech Middle School, Jurupa Hills High	ongoing	$141,710.00	$565,000.00	$706,710.00				$706,710.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School AP: High SchoolsAP: 9-12									
1D	1D.4	College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,659,933.00	$1,409,913.00	$2,158,378.00	$911,468.00			$3,069,846.00	
1E	1E.1	Continuation HS: Learning Environment	All HI, EL, SED	No			All Schools Specific Schools: Birch & Citrus Continuation Schools	ongoing	$0.00	$542,000.00		$542,000.00			$542,000.00	
1E	1E.2	Continuation HS: Attendance Supports	All	No			All Schools Specific Schools: Birch & Citrus Continuation Schools	ongoing	$0.00	$200,000.00		$200,000.00			$200,000.00	
1E	1E.3	Continuation HS: SEL, Behavioral, and Mental Health MTSS	All	No			All Schools Specific Schools: Birch & Citrus Continuation Schools	ongoing	$0.00	$200,000.00		$200,000.00			$200,000.00	
2	2.1	Social-Emotional Learning, Behavioral, and Mental Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$14,998,628.00	$1,611,378.00	$15,389,631.00	$1,220,375.00			$16,610,006.00	
2	2.2	Alternative Learning Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,229,398.00	$2,069,000.00	$7,298,398.00				$7,298,398.00	
2	2.3	Community Schools	All	No			Specific Schools: Palmetto, Poplar, Southridge, and	ongoing	$224,947.00	$0.00		$224,947.00			$224,947.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Truman									
2A	2A.1	Equity & Inclusion Professional Learning Experiences	All	No			All Schools	ongoing	$0.00	$355,000.00		$355,000.00			$355,000.00	
2A	2A.2	Sense of Belonging Structured Activities	Foster Youth	Yes	School wide	Foster Youth	TK-8	ongoing	$0.00	$3,163,234.00	$3,163,234.00				$3,163,234.00	
2A	2A.3	Attendance Support and Interventions	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$0.00	$817,000.00	$817,000.00				$817,000.00	
2A	2A.4	Expanded Transportation Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$4,633,396.00	$7,700,660.00	$12,334,056.00				$12,334,056.00	
2A	2A.5	Student Leadership	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	6-12Secondary: 6-12th grade	ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2A	2A.6	Athletics and Extracurricular Activities	Foster Youth	Yes	School wide	Foster Youth	All Schools 6-12	ongoing	$234,255.00	$5,000.00	$239,255.00				$239,255.00	
2B	2B.1	Expanded Custodial Staffing to Support Student Wellness	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$3,388,193.00	$0.00	$2,822,719.00	$565,474.00			$3,388,193.00	
2B	2B.2	Base Program Custodial Services	All	No			All Schools	ongoing	$18,166,838.00	$0.00	$18,166,838.00				$18,166,838.00	
2B	2B.3	Fontana Leadership Intervention Program	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$193,041.98	$25,000.00	$203,041.98			$15,000.00	$218,041.98	
2B	2B.4	FUSD School Police Safety Services	All	No			All Schools	ongoing	$9,144,611.00	$427,600.00	$9,572,211.00				$9,572,211.00	
3	3.1	Family and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$4,553,306.00	$0.00	$4,513,751.00	$39,555.00			$4,553,306.00	
3	3.2	Parent Advisory and Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.3	Parent and Family Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$20,332.00	$5,000.00			$15,332.00	$20,332.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Communication and Media Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$563,333.00	$700,000.00	$1,263,333.00				$1,263,333.00	
3	3.5	Community Cultural Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.6	Staff Professional Development for Family and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$75,000.00	$75,000.00				$75,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
361,694,834	132,211,729	36.553%	0.000%	36.553%	$140,039,415.85	0.000%	38.718 %	**Total:**	$140,039,415.85
								LEA-wide Total:	$114,440,155.98
								Limited Total:	$7,371,532.87
								Schoolwide Total:	$18,227,727.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Multitiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,361,292.70	
1	1.2	Professional Development and Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,762,500.00	
1	1.3	Data and Assessment Systems and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200,000.00	
1	1.4	Extended Learning Opportunities and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$220,000.00	
1	1.5	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,831,841.00	
1	1.6	STEAM and TK-12 Science	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$816,986.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	EL/SWD Academic Vocabulary Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$115,000.00	
1	1.8	Technology & Digital Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,507,247.00	
1	1.9	Highly Qualified Staff and Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,874,548.30	
1A	1A.1	Strategic TK-12 Literacy Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,461,072.00	
1A	1A.2	Targeted Academic Support in Literacy/ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,248,727.00	
1B	1B.1	Strategic TK-12 Math Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
1B	1B.2	Targeted Academic Support in Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,845,634.00	
1C	1C.1	Inclusive Environments for Multilingual/English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,448,243.87	
1C	1C.2	Dual Language Immersion Opportunities	Yes	Schoolwide	English Learners	Specific Schools: Dolores Huerta International Academy, Redwood Elementary and Sequoia Middle School, and Jurupa Hills High School	$5,649,047.00	
1C	1C.3	EL/LTEL Professional Development & Coaching	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$237,000.00	
1C	1C.4	Systems for Multilingual/English Learner Success	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,571,289.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1D	1D.1	Career Readiness and Career Technical Education (CTE) Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	6-12	$8,459,481.00	
1D	1D.3	AP & IB Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: IB: Dolores Huerta International Academy, Southridge Tech Middle School, and Jurupa Hills High School AP: High Schools	$706,710.00	
1D	1D.4	College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,158,378.00	
2	2.1	Social-Emotional Learning, Behavioral, and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,389,631.00	
2	2.2	Alternative Learning Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,298,398.00	
2A	2A.2	Sense of Belonging Structured Activities	Yes	Schoolwide	Foster Youth	TK-8	$3,163,234.00	
2A	2A.3	Attendance Support and Interventions	Yes	LEA-wide	Foster Youth Low Income	All Schools	$817,000.00	
2A	2A.4	Expanded Transportation Services	Yes	LEA-wide	English Learners Low Income	All Schools	$12,334,056.00	
2A	2A.5	Student Leadership	Yes	Schoolwide	English Learners Foster Youth Low Income	6-12	$10,000.00	
2A	2A.6	Athletics and Extracurricular Activities	Yes	Schoolwide	Foster Youth	All Schools 6-12	$239,255.00	
2B	2B.1	Expanded Custodial Staffing to Support Student Wellness	Yes	LEA-wide	Low Income	All Schools	$2,822,719.00	
2B	2B.3	Fontana Leadership Intervention Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	$203,041.98	
3	3.1	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth	All Schools	$4,513,751.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.2	Parent Advisory and Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.3	Parent and Family Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.4	Communication and Media Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,263,333.00	
3	3.5	Community Cultural Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.6	Staff Professional Development for Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$188,505,429.00	$178,675,043.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Address Students' Diverse Academic Needs Through Increased Multitiered System of Supports	Yes	$26,485,239.00	$25,262,594
1	1.2	Building Staff Capacity Through Professional Development and Coaching	Yes	$9,224,741.00	$8,388,888
1	1.3	Monitor Student Learning Through Effective Data and Assessment Systems and Supports	Yes	$2,015,000.00	$1,219,899
1	1.4	Extend and Expand Learning Time for All Students	Yes	$2,525,000.00	$1,357,777
1	1.5	Prioritize Arts Programs to Enhance Student Learning and Creativity	No	$6,559,449.00	$6,220,086
1	1.6	Recruit and Retain Highly-Qualified Staff	No	$3,041,566.00	$2,435,835
1	1.7	Improve Academic Outcomes for Students with Disabilities	No	$100,000.00	$123,017
1	1.8	Increase Student Learning Through Digital Integration	Yes	$18,504,777.00	$15,597,774
1	1.9	Cultivate Strong Leadership Among School and District Leaders	Yes	$2,016,702.00	$1,993,637
1A	1A.1	Implement a TK-12 Literacy Plan to Strengthen and Accelerate Literacy Across All Subjects	Yes	$5,196,938.00	$4,865,784

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1A	1A.2	Build A Strong STEAM Foundation, Preparing Students for Careers and Critical Thinking	Yes	$10,229,123.00	$10,792,017
1A	1A.3	Provide Targeted Academic Support in Literacy/English Language Arts	Yes	$7,211,254.00	$7,284,209
1B	1B.1	Increase math achievement through professional development and targeted instruction	Yes	$1,956,200.00	$2,124,714
1B	1B.2	Provide Targeted Academic Support in Math	Yes	$3,233,779.00	$3,267,431
1C	1C.1	Enhance Multilingual/English Learner parent and community involvement and engagement	No	$10,500.00	$10,500
1C	1C.2	Address the academic needs of Multilingual/English Learners through systematic, targeted supports	Yes	$10,425,576.00	$8,048,465
1C	1C.3	Expand and enhance Dual Language Immersion program.	Yes	$5,279,434.00	$5,416,626
1C	1C.4	Monitor progress of Multilingual/English Learners towards increased academic achievement and reclassification.	Yes	$365,000.00	$133,114
1C	1C.5	Increase progress and outcomes in literacy and math for Long-term English Learners (LTELs).	Yes	$25,000.00	$12,500
1C	1C.6	Provide Professional development and coaching services to better serve Multilingual/English Learners	Yes	$60,000.00	$13,086
1C	1C.7	Ensure all students access to World Languages (WL) courses and increase the number of students demonstrating biliteracy.	No	$137,000.00	$124,044
1C	1C.8	Support family engagement by providing translation and interpretation services to families of Multilingual/English Learners	Yes	$1,419,483.00	$1,399,173

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1D	1D.1	Strengthen and Expand CTE Pathways and Programs	Yes	$10,403,641.00	$10,804,457
1D	1D.2	Increase Dual Enrollment Participation	Yes	$350,000.00	0
1D	1D.3	Expand And Strengthen Access and Success in AP & IB Courses	Yes	$1,603,184.00	$1,572,142
1D	1D.4	Enhance College Readiness Activities to Ensure Equitable Postsecondary Opportunities	Yes	$1,764,913.00	$3,283,013
1D	1D.5	Provide Students Equitable Access to Information and Post-Secondary Options	Yes	$810,000.00	$526,500
1D	1D.6	Increase Graduation Rates for Students with Disabilities (SWD)	No	$20,000.00	$20,000
1D	1D.7	Ensure Access to a Broad and Challenging Curriculum	No	$198,519.00	$164,020
1E	1E.1	Create a Learning Environment That Meets the Academic, Social-Emotional, and Vocational Needs of All Students	No	$522,087.00	$404,451
1E	1E.2	Increase the Attendance Rate for All Students	No	$200,000.00	0
1E	1E.3	Decrease Suspension Rate for All Students	No	$200,000.00	0
2	2.1	Address Academic, Social-Emotional, Behavioral, and Mental Health Needs with Multi-Tiered System of Supports	Yes	$7,394,671.00	$7,001,506
2	2.2	Offer Alternative Learning Programs	Yes	$7,802,819.00	$6,033,988
2	2.3	Ensure Inclusive School Environments	No	$27,500.00	$20,976

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Enhance Social-Emotional Counseling to Support Building a Sense of Belonging	Yes	$3,803,612.00	$4,467,467
2	2.5	Establish and Maintain Community Schools	No	$300,000.00	$214,586
2	2.6	Provide Targeted Professional and Leadership Development on Equity, Inclusion, and Belonging	No	$894,223.00	$834,826
2A	2A.1	Ensure Inclusive School Environments by Building Stronger School Communities	No	$25,000.00	$25,000
2A	2A.2	Foster a Sense of Belonging	No	$4,051,073.00	$3,905,638
2A	2A.3	Increase Attendance and Decrease Chronic Absenteeism through Targeted Support	No	$10,000.00	$10,000
2A	2A.4	Ensure Inclusive School Environments by Implementing Effective PBIS at Every School	No	$500,000.00	$409,362
2A	2A.5	Provide Transportation to Minimize Barriers to Attending School and Extended Learning Opportunities	Yes	$10,387,955.00	$11,762,083
2A	2A.6	Improve Suspension Rates through Targeted Support	No	$25,000.00	$16,473
2A	2A.7	Cultivate Student Leadership and Sense of Agency, Belonging and Identity	No	$10,000.00	$7,000
2A	2A.8	Increase Opportunities for All Students to Engage in Co-curricular Activities	No	$269,280.00	$240,182
2B	2B.1	Expand Wellness Services	Yes	$2,659,765.00	$2,683,225
2B	2B.2	Support Students Who May Experience Trauma-Related Safety Concerns	No	$10,000.00	$10,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2B	2B.3	Provide Well-Maintained Schools and Facilities	No	$3,872,165.00	$3,778,854
2B	2B.4	Maintain a Safe Campus Environment at Schools	No	$8,777,562.00	$8,777,562
3	3.1	Strengthen Connections and Relationships with Families and the Community	No	$4,646,199.00	$4,771,751
3	3.2	Provide Meaningful Opportunities for Shared Leadership with FUSD Families and the Community	No	$100,000.00	$93,200
3	3.3	Provide Family Learning Opportunities to Support Students' Academic Progress and Well-Being	No	$19,500.00	$11,755
3	3.4	Enhance Two-Way, Proactive Communication Systems	No	$700,000.00	$657,071
3	3.5	Foster a Sense of Belonging and Celebrate Diversity by Engaging Families and the Community	No	$30,000.00	$15,000
3	3.6	Provide Ongoing Professional Development to Enhance Family Engagement	No	$95,000.00	$61,785

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
127,442,281	$133,246,109.00	$127,714,886.00	$5,531,223.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Address Students' Diverse Academic Needs Through Increased Multitiered System of Supports	Yes	$20,469,140.00	$23,386,216		
1	1.2	Building Staff Capacity Through Professional Development and Coaching	Yes	$9,071,457.00	$8,279,036		
1	1.3	Monitor Student Learning Through Effective Data and Assessment Systems and Supports	Yes	$2,015,000.00	$222,599		
1	1.4	Extend and Expand Learning Time for All Students	Yes	$2,125,000.00	$991,445		
1	1.8	Increase Student Learning Through Digital Integration	Yes	$17,668,517.00	$14,753,441		
1	1.9	Cultivate Strong Leadership Among School and District Leaders	Yes	$1,916,702.00	$1,749,475		
1A	1A.1	Implement a TK-12 Literacy Plan to Strengthen and Accelerate Literacy Across All Subjects	Yes	$4,521,938.00	$2,950,314		
1A	1A.2	Build A Strong STEAM Foundation, Preparing Students for Careers and Critical Thinking	Yes	$10,229,123.00	$10,605,527		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1A	1A.3	Provide Targeted Academic Support in Literacy/English Language Arts	Yes	$1,816,739.00	$1,773,683		
1B	1B.1	Increase math achievement through professional development and targeted instruction	Yes	$890,492.00	$55,808		
1B	1B.2	Provide Targeted Academic Support in Math	Yes	$2,962,116.00	$2,463,406		
1C	1C.2	Address the academic needs of Multilingual/English Learners through systematic, targeted supports	Yes	$5,908,107.00	$5,639,438		
1C	1C.3	Expand and enhance Dual Language Immersion program.	Yes	$5,279,434.00	$5,392,970		
1C	1C.4	Monitor progress of Multilingual/English Learners towards increased academic achievement and reclassification.	Yes	$365,000.00	$65,164		
1C	1C.5	Increase progress and outcomes in literacy and math for Long-term English Learners (LTELs).	Yes	$25,000.00	$12,500		
1C	1C.6	Provide Professional development and coaching services to better serve Multilingual/English Learners	Yes	$10,000.00	$10,000		
1C	1C.8	Support family engagement by providing translation and interpretation services to families of Multilingual/English Learners	Yes	$1,419,483.00	$1,523,217		
1D	1D.1	Strengthen and Expand CTE Pathways and Programs	Yes	$10,403,641.00	$12,270,941		
1D	1D.2	Increase Dual Enrollment Participation	Yes	$350,000.00	0		
1D	1D.3	Expand And Strengthen Access and Success in AP & IB Courses	Yes	$1,603,184.00	$1,572,142		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1D	1D.4	Enhance College Readiness Activities to Ensure Equitable Postsecondary Opportunities	Yes	$1,764,913.00	$3,283,013		
1D	1D.5	Provide Students Equitable Access to Information and Post-Secondary Options	Yes	$560,000.00	$491,865		
2	2.1	Address Academic, Social-Emotional, Behavioral, and Mental Health Needs with Multi-Tiered System of Supports	Yes	$7,216,972.00	$5,370,992		
2	2.2	Offer Alternative Learning Programs	Yes	$7,802,819.00	$5,967,053		
2	2.4	Enhance Social-Emotional Counseling to Support Building a Sense of Belonging	Yes	$3,803,612.00	$4,488,443		
2A	2A.5	Provide Transportation to Minimize Barriers to Attending School and Extended Learning Opportunities	Yes	$10,387,955.00	$12,429,625		
2B	2B.1	Expand Wellness Services	Yes	$2,659,765.00	$1,966,573		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
363,329,089	127,442,281	0%	35.076%	$127,714,886.00	0.000%	35.151%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

- LEAs may also provide information about their strategic plan, vision, etc.

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

Reflections: Annual Performance

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

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

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

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

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

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

- The reasons for the ineffectiveness, and

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

For English Learners and Long-Term English Learners

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

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

    o Professional development for teachers.

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *[EC Section 32526(c)(2)](#)*.

o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

- Identify the action as an LREBG action;

- Include an explanation of how research supports the selected action;

- Identify the metric(s) being used to monitor the impact of the action; and

- Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

    o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

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

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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