



LCFF Budget Overview for Parents

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

CDS Code: 36-67710-0000000

School Year: 2026-27

LEA contact information:

Miki R. Inbody

Superintendent

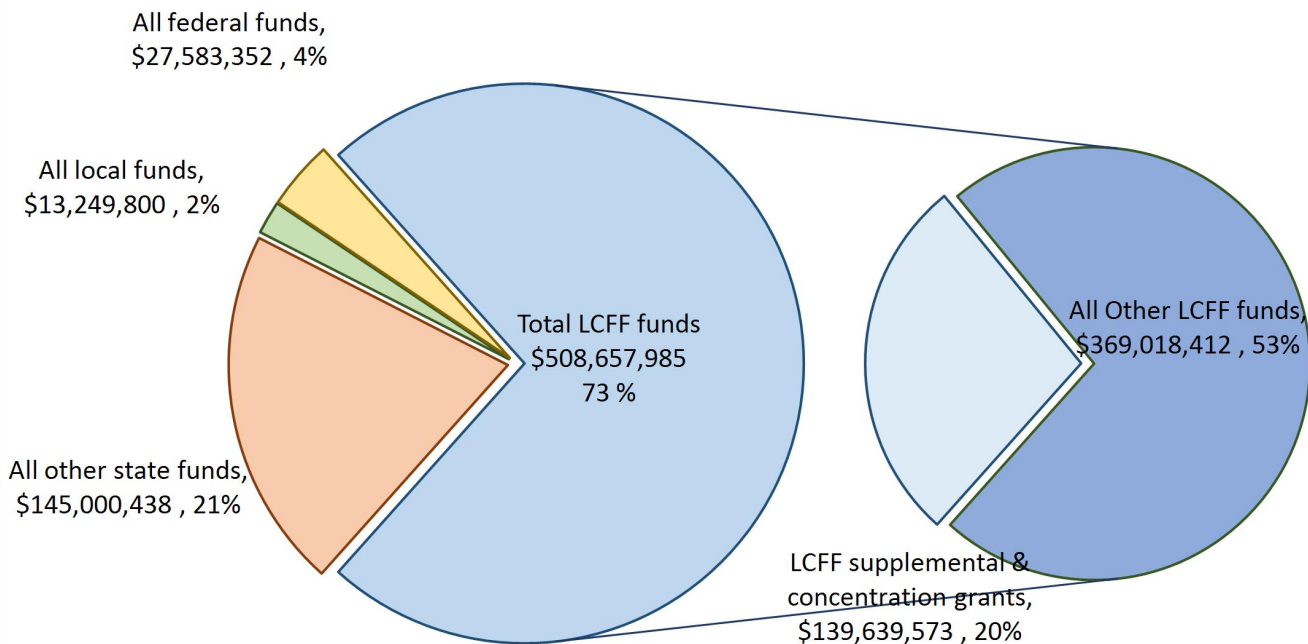
Miki.Inbody@fusd.net

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 2026-27 School Year

Projected Revenue by Fund Source



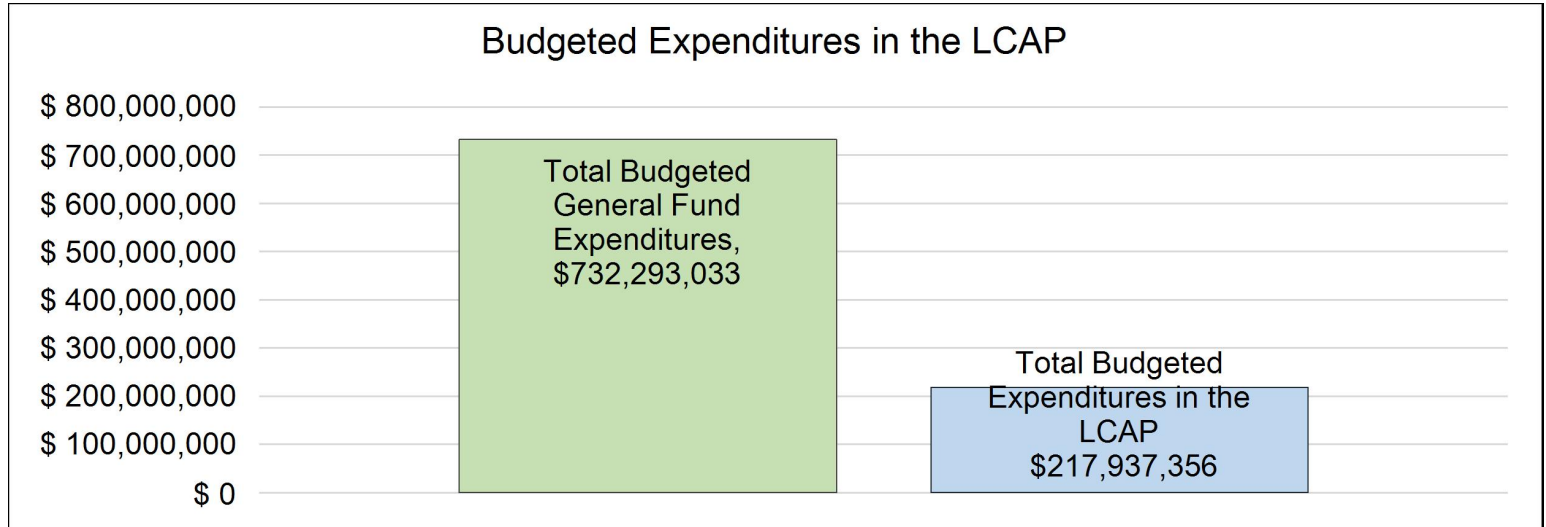
This chart shows the total general purpose revenue Fontana Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fontana Unified School District is \$694,491,575, of which \$508,657,985 is Local Control Funding Formula (LCFF), \$145,000,438 is other state funds, \$13,249,800 is local funds, and \$27,583,352 is federal funds. Of the \$508,657,985 in LCFF Funds,

\$139,639,573 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Fontana Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fontana Unified School District plans to spend \$732,293,033 for the 2026-27 school year. Of that amount, \$217,937,356 is tied to actions/services in the LCAP and \$514,355,677 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

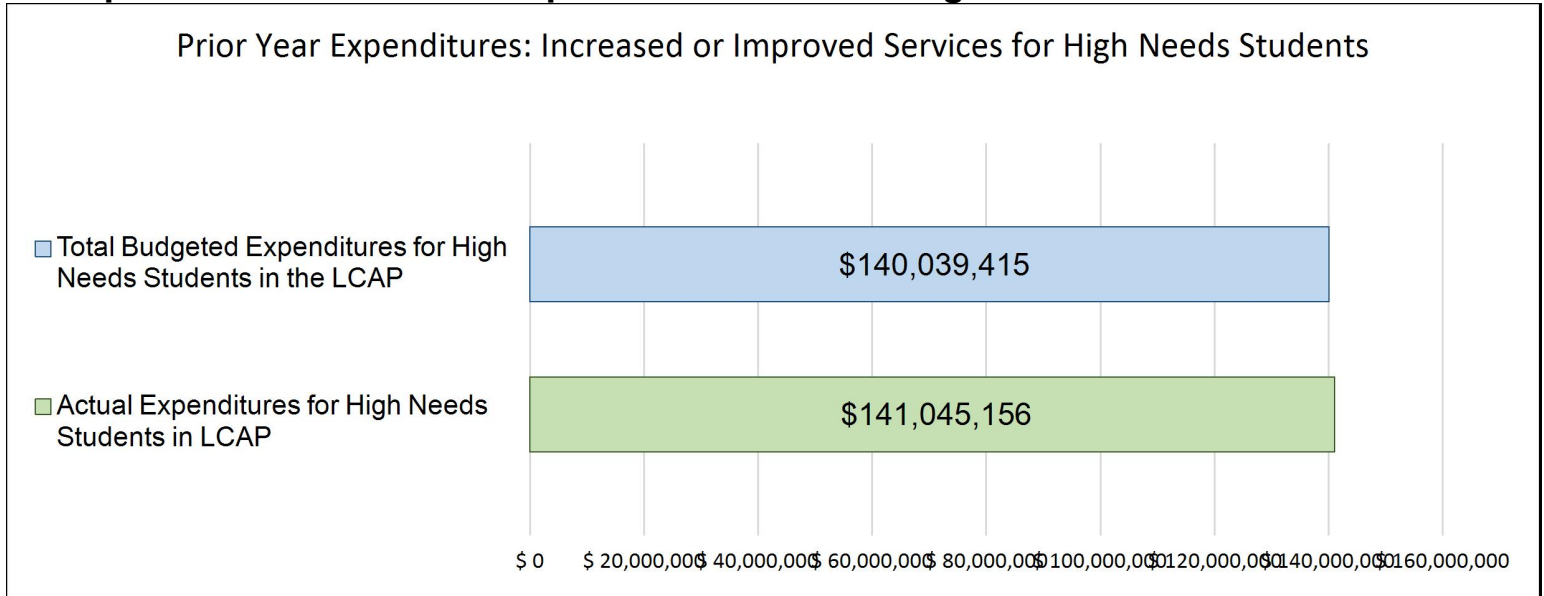
Personnel costs including salaries and benefits not associated with Supplemental Concentration, general operating costs, utilities, Special Education, and Routine Restricted Maintenance.

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

In 2026-27, Fontana Unified School District is projecting it will receive \$139,639,573 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 \$140,847,993 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Fontana Unified School District's LCAP budgeted \$140,039,415 for planned actions to increase or improve services for high needs students. Fontana Unified School District actually spent \$141,045,156 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fontana Unified School District	Miki R. Inbody Superintendent	Miki.Inbody@fUSD.net 909-357-5000

Plan Summary [2026-27]

General Information

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

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 31,599 students across 30 Elementary Schools, 7 Middle Schools, 5 Comprehensive High Schools, 1 Continuation High School, 1 Adult School, and an online distance learning program.

The district has a population that includes 89.5% Socioeconomically Disadvantaged (SED), 21.3% English Learners (EL), 14.4% Students with Disabilities (SWD), 0.6% Foster Youth (FY), 3.2% Homeless Youth (HY), and 0% Migrant Education (ME). The student population is comprised of the following ethnicities: 85.8% Hispanic (HI), 5.1% African American (AA), 4.0% White (WH), 2.3% Asian (AS), 1.2% Multiple Races (MR), 1.3% 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 2026-27 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 increased and improved supports 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, social-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 non-stability 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 Continuation High School continues to meet the criteria, having non-stability 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. 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 School 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:

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

SOCIOECONOMICALLY DISADVANTAGED: Almond, Juniper, Mango, North Tamarind, Randall Pepper, South Tamarind, West Randall, Alder, Almeria, and Fontana Middle

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

HISPANIC: Almond, North Tamarind, Randall Pepper, West Randall, Alder, Almeria, Fontana Middle, Sequoia, and Eric Birch

HOMELESS: Fontana Middle

On the Fall 2025 CA School Dashboard, the All Students group achieved -28.7 DFS, an increase of 5 DFS from the prior year.

Socioeconomically students made similar growth, moving from -48.7 DFS in 22-23 to -33.3 DFS in 24-25. Hispanic students grew by 4.9 DFS last year, placing them at -31.8 DFS. English Learners have steadily improved each year, gaining 13.5 DFS over the past three years.

Students with Disabilities moved from -126.7 DFS in 22-23 to -108.6 DFS in 24-25. Homeless youth made significant strides last year, growing 20.5 DFS. Meanwhile, Asian and Filipino continue to be the highest achieving student groups in FUSD; Asian students grew by 7 DFS to a total of 27.5 DFS, and Filipino grew by 8 DFS to a total of 57.1 DFS.

At the school level, FUSD had seven schools achieve Green on the CA School Dashboard for their All Students group, and one school, Summit High School, earned Blue. Twenty schools Increased their DFS for All Students over the prior year, while six schools Increased Significantly. English Learners at fifteen schools Increased their DFS, while ten schools Increased Significantly. In fact, English Learners at Dorothy Grant earned a Green indicator for their English Language Arts achievement. Students with Disabilities Increased at twelve schools and Increased Significantly at eleven schools. Finally, Socioeconomically Disadvantaged students Increased at seventeen schools and Increased Significantly at twelve.

Despite these successes, areas for growth remain. While English Learners have made continuous growth, they still demonstrate a significant negative disparity, lagging the All Students group by 33.7 DFS. Students with Disabilities also represent a significant negative disparity with a score of -108.6. Long-Term English Learners Maintained a similar score to the previous year and continue to perform at the Very Low level, representing another significant negative disparity. Foster Youth Declined by 15.2 DFS to a total of -83.6 DFS. This score shows them to have a significant negative disparity and contributed to them being identified for Differentiated Assistance. Although Homeless students Increased Significantly last year, they still trail the All Students group by 24.3 DFS, indicating they still have a significant negative disparity. While African American students made slight growth at 2.5 DFS, they're still considered to have Maintained the same score as the previous year. Finally, although students who are White or Two or More Races outperform All Students, they Maintained similar scores to what they had last year.

At the school level, eight schools Declined, with Jurupa Hills and Eric Birch Continuation school Declining Significantly. Four schools remain at the Very Low achievement level, including Eric Birch Continuation, North Tamarind, West Randall, and Fontana Middle. English Learners and Students with Disabilities in particularly struggled at most schools. English Learners at fifteen schools continue to achieve at Very Low levels while Students with Disabilities at just about every FUSD school do so. Additionally, Long-Term English Learners at all secondary schools perform at Very Low levels.

These results indicate that while districtwide ELA performance is improving, additional targeted support remains needed for English Learners, Long-Term English Learners, Students with Disabilities, Foster Youth, and schools continue to perform at a Very Low level.

MATHEMATICS

On the Fall 2023 CA School 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

On the Fall 2025 CA School Dashboard, All Students achieved -69.8 DFS on the Math CAASPP, a gain of 6.3 DFS over the prior year. Most student groups saw similar growth, with Socioeconomically Disadvantaged gaining 7.7 DFS over the prior year, English Learners 7.5 DFS, and Homeless gaining 34.6 DFS. Asian and Filipino students remained the highest achieving in the district at -11.8 DFS and 23.5 DFS respectively.

At the school level, twenty-three schools Increased or Increased Significantly in Math, while Date, A.B Miller, Henry Kaiser, and Summit achieved Green CA School Dashboard indicators. English Learners increased or increased significantly at twenty-three schools, and Long-Term English Learners grew at eight secondary schools.

However, Students with Disabilities, with a slight gain of only 2.5 DFS to a total of -141.2 DFS, were considered to have Maintained at Very Low levels. Foster youth Decreased by -3.8 DFS, also scoring at a Very Low level with -108.5. Both outcomes have led to Students with Disabilities and Foster Youth being identified for Differentiated Assistance.

Additionally, seventeen schools Maintained their math scores with minimal change over the previous year, most of them at Low or Very Low statuses. Three schools Declined in their math scores. English Learners at most schools also fared poorly, either Maintaining, Declining, or Declining Significantly at over half of FUSD schools. English Learners also score Low or Very Low across all campuses, with Long-Term English Learners placing Very Low at all secondary campuses. Students with Disabilities also performed poorly across all FUSD schools, either scoring Low or Very Low with Declining scores at fourteen sites.

These results indicate that while districtwide Math performance is improving, additional targeted support remains needed for Students with Disabilities, Foster Youth, and schools continue to perform at a Very Low level.

SCIENCE

On the Fall 2025 CA School Dashboard, FUSD achieved a score of 48 Science Points (SP) on the CAST, placing them at the Medium level of achievement and earning a Green indicator. Socioeconomically Disadvantaged students similarly grew, gaining 2.1 SP. Asian and Filipino students achieved the highest, with scores of 58.1 SP and 65.2 SP respectively.

At the school level, three schools (Oak Park, Date, and Dorothy Grant) performed at the High level on CAST, while an additional twenty-seven schools performed at the Medium level. The All Students group at twenty-five FUSD schools Increased or Increased Significantly. Because the CAST is only administered in grades 5, 8, and 11, only twenty-one schools had enough English Learners at those grade levels to constitute a significant group. Of those twenty-one schools, ten Increased or Increased Significantly.

While districtwide English Learners grew slightly, it was only by 1.9 SP, which is considered to have Maintained since it was below 2 SP. Furthermore, English Learners perform at the Low level, showing a significant negative disparity compared to All Students. Foster Youth also perform at the low level, Declining by 1.5 SP. Students with Disabilities, however, perform at the Very Low level, with an average SP of 34.7.

Amongst school sites, fourteen achieved at the Low level and one, Eric Birch, at the Very Low. Additionally, ten sites either Maintained with Low or Very Low scores or Declined in their scores. English Learners also struggled on the CAST at multiple school sites, performing Low or Very Low at sixteen sites. Long-Term English Learners and Students with Disabilities performed similarly, scoring Low or Very Low at every site where they constitute a significant group.

These results indicate that while districtwide Science performance is improving, additional targeted support remains needed for English Learners, Students with Disabilities, Foster Youth, and schools continue to perform at a Very Low level.

ENGLISH LEARNER PROGRESS

On the Fall 2023 CA School 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.

On the Fall 2025 CA School Dashboard, the number of Long-Term English Learners making progress towards the English language grew by 3.5%.

At the school level, English Learners at six school sites performed at the High level for the number of students making progress. The number of English Learners making progress Increased or Increased Significantly at twenty sites. Long-Term English Learners at Fontana Middle and Alder performed at the High level and Increased Significantly, while an additional five other sites Increased or Increased Significantly.

Unfortunately, the number of English Learners making progress only grew by 1.9%, which is considered to have Maintained. Additionally, both English Learners and Long-Term English Learners remain at the Low level for achievement.

Amongst schools, twenty-two have English Learners in the Low or Very Low ranges for making progress towards English. Three schools, Dorothy Grant, South Tamarind, and Sierra Lakes Declined Significantly over the prior year. For Long-Term English Learners, six schools achieved at Low or Very Low ranges.

These results indicate that English Learners need more consistent universal supports districtwide.

SUSPENSION

On the Fall 2023 CA School 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: Virginia Primrose, Almeria, Fontana Middle, Southridge, and Jurupa Hills
 - o HISPANIC: Almond and Almeria
 - o WHITE: Hemlock

On the Fall 2025 CA School Dashboard, the All Students group Maintained their Low status for suspension with a suspension rate of 2.3%. English Learners and Socioeconomically Disadvantaged performed similarly, with both groups suspended at a rate of 2.4%. Homeless youth showed the biggest decline, reducing their suspension rate by 0.6%.

At the school level, eleven sites had Very Low suspension rates and eleven had Low suspension rates. Fifteen sites Declined in their suspension rates for All Students, with two sites, Live Oak and Poplar, Declining Significantly. English Learners fared similarly, with Low or Very Low suspension rates at twenty-five sites.

Unfortunately, Foster Youth district wide Increased Significantly in their suspension rates, going from 6.7% to 10.0%, which contributed to their identification for Differentiated Assistance. African American students showed another significant disparity with a suspension rate of 5.9%. Long-Term English Learners also had a significant disparity, with 4.7% suspended.

Amongst school sites, nine school Increased their suspension rates while Citrus Increased Significantly. Only one school site, Eric Birch, had a High suspension rate for All Students. For English Learners, both Citrus and Summit Increased Significantly in their suspension rates, however only Summit had a High suspension rate. When it comes to Students with Disabilities, six school sites had High suspension rates, whereas twelve sites had High or Very High suspension rates for African American students.

These results indicate that while districtwide suspension rates are decreasing, Foster Youth, African Americans, Students with Disabilities, and Long-Term English Learners need additional targeted supports.

CHRONIC ABSENTEEISM

On the Fall 2023 CA School 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

On the Fall 2025 CA School Dashboard, the Foster Youth decreased their chronic absence rate by 5.0%. Meanwhile, Long-Term English Learners decreased by 0.9% and Homeless by 6.3%. Filipino students had the lowest chronic absence rate at 9.7%, followed by Asian students at 12.4%.

Amongst schools, Canyon Crest, Oak Park, Chaparral, and Palmetto Decreased Significantly in their chronic absence rates, while Dolores Huerta had the lowest rate overall in the district. These results highlight areas of relative strength across several student groups. Filipino (9.7%) and Asian (12.4%) students had the lowest rates of chronic absenteeism among all reported groups. Foster Youth (17.9%) and English Learners (20.2%) also remained below the overall average chronic absenteeism rate of 23.8%, reflecting comparatively stronger attendance outcomes. These improved outcomes suggest that attendance supports, family engagement practices, and student monitoring efforts may be contributing to stronger attendance patterns for these groups.

Despite the areas of improvement mentioned above, the chronic absence rate for ALL students is 23.8%, with most student groups at the Very High level. The All Students group increased their chronic absence rate by an additional 1.3%, Socioeconomically Disadvantaged gained 1.2%, African American students increased by 4.1% and Students with Disabilities gained 1.2%. At the school level, most sites had Very High chronic absence rates, either Increasing or Increasing Significantly. Students with Disabilities (31.1%), Homeless Youth (30.9%), American Indian (36.7%), and Pacific Islander (33.3%) students experience the highest rates of chronic absenteeism. Although, other student groups, including SED (Socioeconomically Disadvantaged): 24.8%, LTEL (Long-Term English Learners): 22.7%, performed closer to the district average, their rates of chronic absenteeism remain elevated. These findings demonstrate a continued need for targeted attendance interventions, enhanced engagement strategies, and additional universal supports to improve student attendance and reduce chronic absenteeism across all student groups.

GRADUATION

On the Fall 2023 CA School 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.

On the Fall 2025 CA School Dashboard, graduation rates grew for most student groups districtwide. All Students Increased by 2.1%, English Learners by 3.1%, Long-Term English Learners by 5.5%, and Socioeconomically Disadvantaged by 2.1%. Students with Disabilities Increased Significantly in their graduation rates by 6.4%, while Foster Youth gained 10.9%. Filipino students had the highest graduation rate at 97.2%.

Amongst school sites, Summit, Jurupa Hills, and Henry Kaiser all had Very High graduation rates for the All Students group, with students at AB Miller and Eric Birch Increasing Significantly. English Learners performed well at Henry Kaiser and Jurupa Hills, graduating at High levels. Long-Term English Learners graduated at Very High levels at Jurupa Hills and Henry Kaiser. Socioeconomically students graduated at High or Very High rates across all high schools.

However, despite significant growth, Students with Disabilities still show a disparity of 10.5% compared to All Students. Additionally, the Two or More Races group declined their graduation rate by 2.5%.

At the school level, while Fontana High continued to have High graduation rates for All Students, they declined from the prior year. English Learners graduated at Low rates at Fontana High.

These results indicate that while districtwide graduation rates have increased, Students with Disabilities need additional targeted supports.

COLLEGE AND CAREER READINESS

On the Fall 2023 CA School 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 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.

On the Fall 2025 CA School Dashboard, most student groups increased in the number of students qualifying as college and career ready. All Students grew by 7.1%, reaching the High level of achievement. English Learners and Socioeconomically Disadvantaged performed similarly, growing 8.5% and 6.9% respectively. Long-Term English Learners and Foster Youth also Increased, gaining an additional 10.8% and 9.2%. Filipino and students who are Two or More Races performed the high, achieving at Very High levels.

Amongst schools, the All Students and Socioeconomically Disadvantaged groups at Fontana high graduated prepared for college and career at Very High levels, while those Henry Kaiser, Summit, A.B. Miller, and Jurupa Hills graduated at High. The number of Long-Term English Learners graduating prepared Increased at all high schools except for Eric Birch.

Unfortunately, despite their growth, several student groups have significant negative disparities compared to All Students. English Learners, Long-Term English Learners, Foster Youth, Homeless, and Students with Disabilities all experiences gaps exceeding 10.0%. Students with Disabilities particularly struggle on this indicator, with only 22.3% graduating ready for college and career.

At the school level, the number of All Students graduating prepared for college and career at Eric Birch was at the Very Low level. English Learners at Henry Kaiser, Summit, A.B. Miller, and Eric Birch were prepared at Low or Very Low levels. Students with Disabilities graduated prepared for college and career at Low levels at all schools except for Fontana High.

These results indicate that while college and career readiness has improved districtwide, English Learners, Long-Term English Learners,

Foster Youth, Homeless, and Students with Disabilities need additional targeted supports.

LOCAL CLIMATE DATA

FUSD collaborated with Hanover Research to develop new tools to measure students' perception of School Connectedness and School Safety, after determining that the previous instrument's questions didn't collect accurate data.

One aspect of School Connectedness was whether students felt a Sense of Belonging to their school. Districtwide, 58% of the All Students group reported feeling a Sense of Belonging. This was consistent across most student groups, with English Learners, Foster Youth, Socioeconomically Disadvantaged, and Hispanic student all reporting the same results. Students in elementary school were more likely to report a Sense of Belonging, with Third Grade students having a 74% positive response rate. Students had particularly high response rates to questions around feeling welcome at school and having lots of friends. Students had the lowest responses for Sense of Belonging on questions about whether they felt they were an important part of school or whether they liked school.

Another aspect of School Connectedness was whether students reported positive Teacher/Students Relationships. 67% of All Students and 66% of English Learners and Foster Youth, and 63% of Socioeconomically Disadvantaged students all reported experiencing positive relationships. As with Sense of Belonging, however, students at elementary reported positive relationships at a higher rate. Questions around whether teachers listened to them and respected them drew particularly high responses from students. The lowest responses came from a question on whether adults treated all students the same when they broke the rule.

When it comes to perceptions of School Safety, districtwide 73% of students report feeling safe at their school. Results were similar for English Learners (74%), Long-Term English Learners (71%), and Socioeconomically Disadvantaged (72%). Foster Youth had slightly higher response rates at 78%. While overall responses around school safety were high, one item, a question about whether students felt their school did not have issues with violence or theft, drew lower results, with only 51% responding positively.

These results indicate that while student perception of school connectedness and school safety has increased districtwide, additional support needs to be provided at the secondary level, particularly around feeling an important part of school.

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 \$24,700,000.00. 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 2025 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 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.
- LCAP Action 1.4 will provide summer school for high school students. FUSD will utilize LREBG funds to increase instructional learning time by expanding access to summer school. Research indicates that expanded learning time and summer programs can support academic recovery and student engagement when effectively implemented. Studies show modest gains in mathematics achievement and highlight the role of extended learning in mitigating achievement gaps by providing additional instructional time and targeted support for historically underserved student groups (Morton, Goldhaber, Kane, & McEachin, 2025; Bolyard et al., 2025). National evaluations of the Summer Boost initiative further demonstrate that participants in summer programs generally perform better in Math and ELA compared to non-participants (Bloomberg Philanthropies, MGT, ASU, & Harvard University, 2024–2026). Programs will provide A-G access and remediation for 9–12 students, with targeted academic and social-emotional supports for English Learners, Foster Youth, Low-Income students, and Students with Disabilities. This action addresses identified learning gaps by providing additional instructional time and support to accelerate learning recovery and improve student outcomes. Program effectiveness will be monitored using existing Goal 1 metrics, including academic performance and course completion.

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.

- LCAP Action 1.1 will provide professional development to classroom teachers in Universal Design for Learning (UDL). UDL is an evidence-based framework that improves access to grade-level learning by proactively reducing instructional barriers and increasing student engagement, particularly for students disproportionately affected by learning loss such as English Learners, Students with Disabilities, and Long-Term English Learners. Research shows that UDL improves academic outcomes by providing multiple means of engagement, representation, and expression practices aligned with accelerating learning recovery and supporting diverse learners (Al-Azawei, Serenelli, & Lundqvist, 2021; Capp, 2020; Rao, Smith, & Lowrey, 2021). Additional studies highlight UDL's effectiveness in mitigating post-pandemic learning loss and increasing access to rigorous instruction for historically underserved student groups (Kennedy & Thomas, 2022; CAST, 2023).
- 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 remains in Differentiated Assistance due to the Foster Youth student group's performance in ELA, Math, and Suspension indicators in both 2024 and 2025, as well as the 2025 performance of the Students with Disabilities student group in ELA, Math, and Chronic Absenteeism.

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 Students with Disabilities in ELA/math,
- 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 Students with Disabilities, including interventions documented in Goal 1, Actions 1.7, 1A.2, 1B.2, and Goal 2, Action 2.1.

Additionally, the district benefitted from ongoing support, guidance, and accountability from SBCSS staff as part of the Differentiated Assistance supports during the 2025-2026 school year. For the 2026-27 school year, the district has organized a team of leaders who

specialize in providing services and supports for all students, particularly unduplicated students. Our plans include reviewing LCAP-related services and actions, evaluating effectiveness based upon student achievement, attendance, and engagement data, and refining our plan of action to meet student needs.

Targeted efforts for Students with Disabilities include:

- Implementation of aligned language and content development strategies through the Cognitive Content Dictionary (CCD)

In collaboration with Multilingual Services, the District will pilot the Cognitive Content Dictionary at elementary, middle, and high school sites to strengthen academic vocabulary, language development, and access to grade-level ELA and math content for students with disabilities, including those who are dually identified.

- Expansion of integrated professional learning across Special Education and Multilingual Services

The District provides coordinated professional development focused on evidence-based instructional strategies, scaffolding, and language supports to improve access to core ELA and math instruction, including targeted training at pilot sites and multi-year planning for districtwide implementation.

- Development of systems and guidance to strengthen instructional and IEP alignment

Cross-divisional teams are establishing clearer processes and guidance for identifying appropriate supports, selecting accommodations, and aligning instructional practices with individualized student needs, including considerations related to English language proficiency and assessment.

- Strengthening inclusive instructional practices through co-teaching and tiered supports

Professional development and staffing structures support inclusive practices, including co-teaching and a tiered, needs-based approach that strategically utilizes certificated staff, instructional aides, and targeted interventions to increase access to rigorous ELA and math instruction.

- Districtwide capacity building through aligned professional learning and continuous improvement cycles

The SELPA leadership team engaged in a cohesion and alignment process to strengthen inclusive practices and identified key focus areas to build capacity, including Universal Design for Learning (UDL), Unique Learning System (alternative curriculum), instructional aide professional competencies, new teacher training, Crisis Prevention Intervention (CPI), and Woodcock-Johnson V (WJV) assessment training.

The District also implements multiple supports designed to increase school connectedness and improve outcomes for students with disabilities. Students receiving special education services have the opportunity to attend online learning. The District has also invested in Navigate360 and Second Step, evidence-based programs focused on social-emotional learning, school safety, behavior support, and positive school climate. These programs help students build healthy relationships, develop coping strategies, and strengthen their connection to school. Students who feel connected and supported are more likely to attend school regularly and less likely to engaged in behaviors that result in disciplinary action.

The District has also expanded before-school and after-school opportunities to ensure that all students, including those with disabilities, have access to enrichment, intervention, and social engagement activities. To support meaningful participation, the District has committed additional funding for:

- One-to-one aide support when required;
- Health and nursing support services; and
- Specialized accommodations necessary for participation in before- and after-school programs.

These investments ensure that students with disabilities can fully participate in extracurricular and expanded learning opportunities alongside their peers. Increased engagement in school activities strengthens students' sense of belonging, improves attendance, and contributes to reductions in disciplinary incidents and chronic absenteeism.

Targeted efforts for Foster Youth include:

Several targeted supports are contributing to the reduction in suspension rates among Foster Youth. One significant support is the mentorship program provided through Give Something Back, which serves foster youth attending all secondary schools. Through this partnership, students receive mentoring, guidance, and additional support intended to strengthen school engagement and promote positive decision-making. Foster Youth also receive targeted academic support through Goal 1, Actions 1A.2 ELA interventions and 1B.2 math interventions. Evidence-based instructional practices and systematic progress monitoring are used to provide individualized instruction in English Language Arts and Mathematics to address achievement gaps and improve performance on state academic indicators.

In addition, the District partners with San Bernardino County Supervisor Jesse Armendariz to provide foster youth in grades 11 and 12 with career awareness and job exposure opportunities. These experiences help students establish connections between school and future career goals, increasing engagement and investment in their educational journey.

The District also employs a full-time, 12-month CWA Attendance Liaison dedicated to supporting foster youth. The liaison works closely with school sites, social workers, and outside agencies to ensure that foster youth receive coordinated support. When disciplinary concerns arise, the liaison communicates with the assigned social worker and, when appropriate, participates in meetings with the student to provide support and ensure that all agencies are working collaboratively to address concerns and promote student success.

These efforts are designed to improve student engagement, strengthen support systems, and reduce behaviors that may lead to disciplinary action.

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
Educational Partner Survey (parents, students, teachers, other school personnel and administrators)	On December 11, 2025, the LCAP Educational Partner Committee received communication outlining the 2026-27 Local Control and Accountability Plan (LCAP) engagement process, including opportunities for educational partners to participate in developing the plan. On January 23, 2026, the LCAP Mid-Year Report and one-page summary were provided to educational partners in both English and Spanish. In February 2026, educational partners received the LCAP survey link along with the meeting invitation for the March 31, 2026, Educational Partner Committee Meeting. The committee is comprised of student representatives from the Superintendent Student Advisory Council (SSAC) and those recommended by school principals; parent representatives from the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), Community Advisory Committee (CAC), and District African American Parent Advisory Committee (DAAPAC); certificated teachers and counselors appointed by the Fontana Teachers Association (FTA); classified staff appointed by the United Steel Workers (USW); representatives from local bargaining units including FTA, USW, and the Police Officers Association (POA); and school site and district administrators. At the meeting, participants received printed copies of the agenda, presentation, and handouts identifying key themes derived from the

Educational Partner(s)	Process for Engagement
	School Climate Survey and the LCAP Survey. Participants were also provided access to the Parent and Family Engagement Tool through a digital survey accessible via a QR code. The School Climate Survey was administered from January 13, 2026, through January 30, 2026, and was sent to all parents and school site staff, and to students in grades 3-12. The purpose of the survey is to elicit education partner priorities and direction regarding conditions for teaching and learning-specifically school climate and safety, school connectedness, family-school communication, informing parents, and family engagement. The LCAP Survey was administered from February 19, 2026, through March 6, 2026, and was sent to all staff and parents, as well as to students in grades 6-12. Its purpose was to gather education partner input on district actions and services related to academic supports; attendance and behavior supports; school connectedness, school climate, and safety; communication; and engagement. The survey also provided the opportunity for educational partners to submit open-ended comments. All educational partners present at the meeting completed the Parent and Family Engagement Tool through a digital survey accessible on participants' smartphones by scanning a QR code provided at each table. This process allowed participants to provide an average rating for Level of Implementation to inform updates to Goal 3 - Proactive Communication and Community Engagement. During the educational partner meeting, participants reviewed survey results, including quantitative ratings, qualitative feedback, and open-ended survey comments. These comments were organized into themes that included curriculum and instruction; equity and inclusion; student support and engagement; technology; school climate and safety; and communication and family engagement. Participants engaged in structured small-group discussions based on their roles within FUSD, including parents and community members, administrators, classified and other staff, union members and union

Educational Partner(s)	Process for Engagement
	leadership, and students. Within these groups, educational partners reviewed the identified themes, discussed district priority needs, and collaboratively prioritized those needs through organized activities. Each group documented its feedback on poster paper, allowing all meeting participants to review and discuss input from across the educational partner groups. The feedback collected through survey results and the educational partner meeting was synthesized and used to inform updates to the 2026-27 LCAP, including any necessary revisions to Fontana Unified School District's Goals and corresponding Actions.
Parents	Parents were engaged in the development of the 2026–27 Local Control and Accountability Plan (LCAP) through multiple outreach and engagement strategies, including districtwide email communication, the School Climate Survey, the LCAP Survey, the Parent and Family Engagement Tool, and participation in the LCAP Educational Partner Committee. All parents and families of students enrolled in Fontana Unified School District (FUSD) were provided the opportunity to participate in both the School Climate Survey and the LCAP Survey. Parents participated in the School Climate Survey, which gathered feedback related to school climate and safety, school connectedness, family-to-school communication, informing parents, and family engagement. These results were used by site principals and School Site Councils (SSC) to inform 2026-27 SPSA development and by district administrators to inform 2026-27 LCAP updates aligned to Goal 2B - Persistent Focus on Safety and Well-Being and Goal 3 - Proactive Communication and Community Engagement. Parents also participated in the LCAP Survey. The survey allowed parents to rate their level of agreement regarding the extent to which specific services aligned to the LCAP Goals and Actions improve student achievement, student attendance, behavior, school connectedness, communication, and engagement.

Educational Partner(s)	Process for Engagement
	Survey results, including both quantitative ratings and open-ended responses, were shared during the LCAP Educational Partner Committee meeting. Parents engaged in structured dialogue to review survey themes and reflect on prioritized needs and suggested improvements. Parents also completed the Parent and Family Engagement Tool during the meeting. The feedback collected through survey results and the educational partner meeting was synthesized and used to inform updates to the 2026-27 LCAP, including any necessary revisions to Fontana Unified School District's Goals and corresponding Actions. Parents who participated in the LCAP Educational Partner Committee were explicitly encouraged to engage in meaningful dialogue with other parents and community members within their representative groups through structured engagement activities during committee meetings. Many participating parents were also actively involved in school and district-level advisory bodies, including School Site Council (SSC), English Learner Advisory Council (ELAC), District English Learner Advisory Committee (DELAC), Community Advisory Committee (CAC), District African American Parent Advisory Committee (DAAPAC), Parent Teacher Association (PTA), booster clubs, and other parent organizations. CAC parent members shared input with SELPA administrators at meetings held throughout the year, and this feedback was used to inform actions designed to better support Students with Disabilities (SWD) within the LCAP. The draft LCAP was presented to parents at the DELAC meeting on May 4, 2026, and at the Parent Advisory Committee (PAC) meeting on May 12, 2026. At these meetings, parents were informed about the LCAP development process; the role of LCFF priorities and required metrics; the statutory requirement for parent engagement; and the use of the Goal Analysis to monitor implementation, track expenditures, evaluate effectiveness, and inform revisions for the coming year. Parents were provided the most current draft of the LCAP and shown how educational partner input had influenced

Educational Partner(s)	Process for Engagement
	proposed actions. Parents were given opportunities to ask questions, provide verbal feedback, and submit additional input through a follow-up survey. All comments and questions were compiled and shared with the Superintendent, and a written response was posted to the FUSD website on June 21, 2026.
Students	Students were engaged in the development of the 2026–27 Local Control and Accountability Plan (LCAP) through multiple opportunities for input, including the School Climate Survey, the LCAP Survey, participation on the Superintendent’s Student Advisory Council (SSAC), and structured engagement activities during the LCAP Educational Partner Committee meeting. Student participants represented all five FUSD comprehensive high schools and shared feedback regarding their educational experiences, priorities, and needs. Students in grades 3–12 participated in multiple survey instruments to provide feedback that influenced the development of the 2026-27 LCAP. The Social Emotional Learning Survey measured students' perceptions of teacher-student relationships and students' sense of belonging. In the School Climate Survey, students provided input on school climate and safety, school connectedness, family-to-school communication, informing parents, and family engagement. The LCAP survey provided student feedback on district actions and services related to academic supports; attendance and behavior supports; school connectedness, school climate, and safety; communication; and engagement. The survey also provided an opportunity to submit open ended comments. Student representatives, including members of the Superintendent’s Student Advisory Council (SSAC), participated in the LCAP Educational Partner Committee meeting. During the meeting, students engaged in structured small-group discussions to review survey themes, reflect on school experiences, and provide feedback on district strengths, challenges, and priority needs. Students were encouraged to engage in meaningful dialogue with other educational partners and to share perspectives representative of the broader

Educational Partner(s)	Process for Engagement
	student body. Students also completed the Parent and Family Engagement Tool during the meeting. Input gathered through these processes informed updates across all 2026–27 LCAP Goals. The draft LCAP was presented to students from the SSAC at the PAC meeting on May 12, 2026. At this meeting, students were informed about the LCAP development process; the role of LCFF priorities and required metrics; the statutory requirement for student engagement; and the use of the Goal Analysis to monitor implementation, track expenditures, evaluate effectiveness, and inform revisions for the coming year. Students were provided the most current draft of the LCAP and shown how educational partner input had influenced the proposed actions. Students were given opportunities to ask questions, provide verbal feedback, and submit additional input through a follow-up survey. All comments and questions were compiled and shared with the Superintendent, and a written response was posted to the FUSD website on June 21, 2026. Student feedback collected through surveys, advisory meetings, and engagement activities used to identify recurring themes and priority areas affecting student learning, engagement, well-being, school climate and safety, mental health supports, and communication practices. This feedback was used to inform the refinement of action implementation aligned to Goals 1–3, and the revision of Action 2B.3 to Expanded Safety Supports.
Teachers and Counselors	Teachers and counselors were engaged in the development of the 2026–27 Local Control and Accountability Plan (LCAP) through multiple engagement strategies, including participation in the School Climate Survey, the LCAP Survey, and structured engagement activities during the LCAP Educational Partner Committee meeting. The School Climate Survey was administered from January 13, 2026, through January 30, 2026, and was sent to all certificated school site staff. The purpose of the survey is to elicit feedback regarding school climate and safety, school connectedness, family-to-school communication, informing parents, and family engagement.

Educational Partner(s)	Process for Engagement
	The LCAP Survey was administered from February 19, 2026, through March 6, 2026, and was sent to all certificated staff. Its purpose was to gather input on district actions and services related to academic supports; attendance and behavior supports; school connectedness, school climate, and safety; communication; and engagement. The survey also provided an opportunity to submit open ended comments. Certificated staff, appointed by the Fontana Teachers Association (FTA), also participated in the LCAP Educational Partner Committee meeting. During structured small-group discussions, staff reviewed survey themes and provided feedback related to student engagement, equity and inclusion, curriculum and instruction, technology and resources, operational supports, school safety, and systems that promote a positive school climate. Input from teachers and counselors was synthesized and used to inform LCAP updates as part of the district's continuous improvement process.
Other school personnel	Classified staff from school sites and the district office were engaged in the development of the 2026–27 Local Control and Accountability Plan (LCAP) through participation in the School Climate Survey, the LCAP Survey, consultation with the United Steelworkers (USW), and representation on the LCAP Educational Partner Committee. All classified school site personnel were provided the opportunity to participate in the School Climate Survey, administered from January 13, 2026, through January 30, 2026. The purpose of the survey is to elicit educational partner feedback regarding school climate and safety, school connectedness, family-to-school communication, informing parents, and family engagement. The LCAP Survey was administered from February 19, 2026, through March 6, 2026, and was sent to all staff. Its purpose was to gather educational partner input on district actions and services related to academic supports; attendance and behavior supports; school connectedness, school climate, and safety; communication; and

Educational Partner(s)	Process for Engagement
	engagement. The survey also provided an opportunity to submit open ended comments. Classified representatives, appointed by USW, also participated in the LCAP Educational Partner Committee meeting and engaged in structured discussions to review survey themes and provide feedback. The feedback was synthesized and used to inform LCAP updates as part of the district's continuous improvement process.
Local bargaining units of the LEA	Local bargaining units, including representatives from the Fontana Teachers Association (FTA), United Steelworkers (USW), and Police Officers Association (POA), were engaged in LCAP development through surveys, district communications, and representation on the LCAP Educational Partner Committee. Bargaining unit members had opportunities to participate in the School Climate Survey and the LCAP Survey. During Educational Partner Committee meetings, representatives engaged in structured dialogue to review survey data and provide feedback related to curriculum and instruction; equity and inclusion; student support and engagement; technology; school climate and safety; communication and family engagement. Representatives were encouraged to engage in two-way communication with their respective units throughout the LCAP development process.
Site Administrators	Principals and assistant principals were engaged through surveys, district communications, participation on the LCAP Educational Partner Committee, and development of site-level SPSAs aligned to the LCAP. Site administrators participated in structured discussions to review survey data and provide input on implementation strategies, instructional leadership, and school climate.
District Management	District management, including both classified and certificated administrators, were engaged in the development of the 2026–27 Local Control and Accountability Plan (LCAP) through multiple strategies. These included participation in district-wide surveys, and structured engagement activities during the LCAP Educational Partner Committee meeting. Participants were recommended for the committee by their respective division associate superintendents.

Educational Partner(s)	Process for Engagement
	District management participated in both the School Climate Survey and the LCAP Survey. These surveys gathered input on key areas affecting student success, including teaching and learning, school climate and safety, attendance and school connectedness, communication, and family engagement. During the LCAP Educational Partner Committee meeting, district management engaged in structured small-group discussions to review survey themes derived from the survey data and provide feedback on district priorities, implementation strategies, and resource allocation. Their input was synthesized and used to inform updates to LCAP Goals and Actions. In addition, district executive management contributed to the development of the 2026–27 LCAP through participation in the Comprehensive Needs Assessment on January 9, 2026, as well as the midyear update and annual goal analysis process. These activities provided opportunities for district leaders to reflect on the implementation and effectiveness of current LCAP actions, review expenditures, and offer recommendations for revisions and improvements to better support student outcomes.
Special education local plan area administrators	On 4/09/2026, the LCAP Coordinator met with the SELPA Director and Assistant Director to obtain their input on 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 actions 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 Survey 1/13/26 through 3/6/2026 as well as the LCAP survey during the period of 02/19/2026 through 03/06/2026. The data results were used to influence development of the 26-27 LCAP.
Equity Multiplier educational partners	The principal of Eric Birch Continuation High School engaged educational partners through regularly scheduled School Site Council (SSC) meetings. During these meetings, SSC members were

Educational Partner(s)	Process for Engagement
	provided with the Equity Multiplier goals and actions from the current-year LCAP, reviewed current student data, and discussed the goals while providing feedback on potential modifications to actions and services for the upcoming year. The SSC meetings were attended by parents, students, and staff through a combination of in-person and virtual formats. In April 2026, SSC members completed the Equity Multiplier Feedback Survey using Microsoft Forms. In addition, the Microsoft Form titled “Equity Multiplier Feedback Form” was distributed to all staff, students, and parents beginning on or around April 15, 2026. Responses collected through the survey were reviewed and discussed with the School Site Council. The feedback form was also shared digitally via ParentSquare to ensure access for parents who did not attend SSC meetings and through Microsoft Teams to allow students to provide input using their school accounts. Proposed Equity Multiplier actions and services, including the specific programs and resources to be funded, were shared with staff during the SSC meeting held on April 24, 2026. This information was subsequently communicated during an administrator-directed staff meeting and again at classified staff meetings to ensure broad awareness and opportunities for staff input.
FUSD Board Members	The governing Board of the Fontana Unified School District was presented with the LCAP mid-year update on January 14, 2026. The draft of the LCAP was provided to the Board for review prior to the Public Hearing on June 10, 2026. At the Public Hearing, the draft LCAP was presented along with pre-recorded messages from students regarding their experiences in Career Technical Education courses and English Learner Development supports. The Board adopted the 2026-2027 LCAP on June 24, 2026.

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

Engaging educational partners is an essential component of the Local Control and Accountability Plan (LCAP) development and annual update process. For the 2026–27 LCAP, Fontana Unified School District engaged teachers, principals, site and district administrators, other school personnel, local bargaining units, SELPA administration, parents, and students, as required, to inform the development and

refinement of the plan. Educational partners were engaged through multiple methods, including email, surveys, advisory committee meetings, public meetings, and structured engagement activities to gather input on student needs, priorities, and district systems. The district analyzed educational partner input in conjunction with results from comprehensive needs assessments and local data sources. This information was used to inform decision-making related to LCAP goals, actions, services, and metrics. Educational partner feedback supported the identification of priority areas and informed refinements to existing actions to improve outcomes for all students, with targeted attention to English Learners, Foster Youth, and socioeconomically Disadvantaged Students. The resulting 2026–27 LCAP reflects an equity-focused and coherent plan that responds to educational partner feedback and supports continuous improvement across the district.

For the 2026–27 LCAP development, students provided input through the LCAP Survey, open ended survey comments, the School Climate Survey, and structured engagement activities during the Educational Partner Committee meeting. Student feedback emphasized the importance of early academic intervention, relevant and practical instruction, and greater engagement and connection to school. Students emphasized the importance of strong early foundations in literacy and mathematics to support academic success, particularly in the early grades (Actions 1.1, 1A.1, 1A.2, 1B.1, 1B.2). This input is aligned with survey findings showing strong agreement that small group instruction (81%), training for staff to effectively teach reading (80%) and instructional materials (76%) support student learning. Students also expressed interest in curriculum that includes practical life skills, such as resume writing, interview preparation, job readiness, and financial literacy, to support a range of postsecondary pathways and future goals (Action 1.1). LCAP survey results further reflect strong support for college and career readiness programs (Actions 1D.1-1D.4) including CTE (78%), AP/IB (76%), and AVID (77%). Students highlighted the importance of reliable access to instructional technology to support their learning (Action 1.8), consistent with strong agreement with the need for professional development in technology integration (81%). They also expressed support for wellness initiatives and school-based supports that promote student well-being and mental health (Action 2.1), aligning with survey findings showing support for Social-Emotional Learning (SEL) (73%) and mental health services (74%). Regarding student engagement and school connectedness, students expressed a preference for in-person, personalized support and outreach, recognizing that a variety of communication approaches help ensure all students remain connected (Actions 3.1, 3.3). They also advocated for expanded clubs, activities, and sports, particularly at the middle school level, to foster belonging and engagement (Action 2A.6), which aligns with strong survey support for before-and-after-school programs (86%). Students also shared perspectives on school safety and the importance of maintaining inclusive, respectful environments (Goals 2, 2A). Survey results support this input, with strong agreement for safety system improvements (81%) and consistent, data driven and culturally responsive behavior systems (75%). Overall, student input for the 2026–27 LCAP highlighted the importance of strong academic foundations, meaningful engagement opportunities, relevant learning experiences, and supportive, inclusive school environments (Goals 1, 2, and 3).

Parents provided input for the 2026–27 LCAP development through the LCAP Survey, School Climate Survey, parent advisory committees, and structured engagement activities during the Educational Partners Committee meeting. Parent feedback emphasized the importance of clear communication, early academic support, student safety, and meaningful opportunities for family engagement. Parents expressed strong support for early literacy and mathematics intervention, recognizing that building foundational skills early supports long-term academic success. This is reflected in the LCAP survey data showing strong agreement for instructional materials (~80%), staff training (~76%), and small group instruction (~76%) as effective supports for student achievement (LCAP 1.1, 1A.1, 1A.2, 1B.1, 1B.2). They also emphasized the value of life skills instruction to support diverse postsecondary pathways (Actions 1D.1-1D.4), consistent with strong support for college and career readiness programs such as CTE (78%), AP/IB (76%), and AVID (77%). Parents shared perspectives on school safety, equity, and inclusion, emphasizing the importance of maintaining respectful, inclusive learning environments. This aligns with LCAP survey findings

supporting safety system enhancements (~81%), culturally responsive behavior systems (75%), and Social Emotional Learning (SEL) and mental health supports (~74%) (LCAP 2.1, 2B.3). Regarding student engagement and attendance, parents emphasized the importance of in-person, personalized outreach, recognizing that multiple communication strategies help ensure all families remain connected (LCAP 3.1, 3.3). They also supported expanded access to extracurricular activities and enrichment opportunities, which is reflected in high levels of agreement (86%) for before- and after-school programs. Parents also highlighted the importance of communication and access, including translation services, printed materials, workshops, and community cultural events to support meaningful engagement (LCAP 3.1, 3.3, 3.4). LCAP survey results reinforce this input, showing strong agreement for communication systems (88%), community-based staff supports (79%), workshops (74%), and cultural events (71%). Overall, parent input for the 2026–27 LCAP reinforced the importance of early academic support, safe and inclusive school environments, and proactive family engagement, informing alignment to Goals 1, 2, and 3.

For 2026–27, the District English Language Advisory Committee (DELAC) emphasized the importance of strengthening support for English learners, particularly those also receiving special education services. Committee input highlighted the value of continued professional learning for teachers and staff to effectively support English learners across content areas (LCAP Goal 1C, 1.7), supported by survey findings indicating 71% agreement on staff training for English Learners and 71% support for specialized services for dually identified students. DELAC also emphasized the importance of bilingual aides and classroom supports to enhance access to instruction and language development (LCAP Goal 1C). This aligns with survey data showing strong agreement for instructional materials (72%) and small group instruction (74%) to support English Learners. Feedback reinforced the importance of targeted academic supports, including tutoring, small-group instruction, and extended learning opportunities, to improve language development and student outcomes (LCAP 1.4, 1A.2, 1B.2). This is consistent with broader survey trends supporting small group instruction and supplemental learning supports across content areas (~76%). DELAC members also underscored the importance of coordinated services and collaboration among teachers, specialists, and families to effectively identify and respond to student needs, particularly for dually identified students (LCAP 1.1, 1.7). Input further reflected strong support for continued investment in professional development, instructional materials, and bilingual aide support through Supplemental and Concentration funds to improve access and outcomes for English learners (LCAP Goal 1C). These priorities are reinforced by survey data demonstrating consistent agreement across English Learner services and instructional supports.

For 2026–27, Parent Advisory Committee (PAC) members emphasized the importance of strong academic supports, school safety, student engagement, and family involvement. Parent input highlighted the need for expanded tutoring, small-group instruction, and improved mathematics and literacy supports to enhance student outcomes (LCAP Actions 1.1, 1A.2, 1B.2). These priorities align with LCAP Survey data indicating strong agreement for small-group instruction (74%), instructional materials (72%), and supplemental academic supports across content areas (~76%). PAC members also emphasized the importance of culturally relevant instruction and expanded college and career pathways, supported by survey findings reflecting strong agreement for college and career readiness programs (~80%). PAC feedback further underscored the importance of safe, inclusive, and well-maintained school environments. Parents conveyed their support for elevated campus supervision, traffic safety, bullying prevention, and facility conditions, and supported expanded access to mental health, counseling, and wellness services (LCAP Actions 2.1, 2A.2, 2A.4). These priorities are consistent with survey results demonstrating strong agreement for school safety systems (~81%) and social-emotional and mental health supports (~74%). In addition, PAC members emphasized the importance of programs and initiatives for improving student attendance and engagement through personalized outreach, incentives, and expanded extracurricular and enrichment opportunities (LCAP Actions 2A.3). This aligns with LCAP survey data indicating high levels of agreement for extended learning opportunities and student engagement supports (~86%). PAC members also highlighted their support for comprehensive communication and family engagement systems, including multilingual communication, flexible meeting formats,

and increased opportunities for parent participation and workshops (LCAP Actions 3.1, 3.3, 3.4). These priorities are reinforced by LCAP survey findings showing strong agreement for communication systems (88%), community-based staff supports such as school community outreach liaisons, staff for attendance monitoring, (79%), and family engagement opportunities (74%). Overall, Parent Advisory Committee (PAC) input reinforced the importance of integrated academic, safety, and engagement supports, informing alignment to Goals 1, 2, and 3, with a continued focus on improving outcomes and access for unduplicated pupil groups.

Site and district administrators were engaged in the development of the 2026–27 Local Control and Accountability Plan (LCAP) through participation in the School Climate Survey, the LCAP Survey, the LCAP Educational Partners Committee meeting, Comprehensive Needs Assessment activities, SPSA development, and district-level planning and evaluation processes. Administrator input reflected school-level implementation experience and focused on instructional leadership, systems alignment, and monitoring the effectiveness of existing actions and services. Administrators emphasized the importance of consistent implementation of Tier 1 instruction and early academic supports to strengthen student outcomes. Feedback highlighted the value of aligning curriculum, assessment, and instructional practices across sites and using data to monitor student progress. This aligns with Goal 1 – Powerful Academic Outcomes, including Actions and Metrics 1.1, 1A.1, and 1A.2 (ELA) and 1B.1 and 1B.2 (Mathematics), and is supported by LCAP survey data indicating strong agreement on the need for instructional materials (~80%), staff training (~76%), and small group instruction (~76%) as key contributors to student success. Administrators also emphasized the importance of building staff capacity through ongoing professional learning, coaching, and collaboration to support high-quality instruction and equitable access to learning. This aligns with Goal 1, Action 1.2, and related professional learning across Goals 1 and 2, and is reinforced by LCAP survey findings showing strong agreement (81%) on the importance of professional development, including effective use of technology to support instruction. In addition, administrators identified student engagement, attendance, and school climate as interconnected priorities that support academic achievement. Feedback emphasized the importance of integrated academic, social-emotional, and behavioral supports and consistent implementation across sites. This aligns with Goal 2 – Safe, Inclusive, and Supportive Learning Environments, including Actions 2.1, 2A.2, 2A.3, and 2B.3, and is supported by LCAP survey data indicating strong agreement for Social Emotional Learning (SEL) and mental health supports (~74%), attendance interventions (~77%), and expanded student engagement opportunities (86%). Administrators further highlighted the importance of ensuring access to key supports, including transportation, staffing, facilities, and instructional technology, to promote consistent student engagement and attendance. This aligns with Action 2A.4 and related operational supports across Goals 1 and 2, as well as LCAP survey findings supporting access to personalized learning tools (68%) and alternative learning programs (77%) that support varied student needs. Finally, administrators emphasized the importance of clear communication structures and coordinated family engagement practices to support effective implementation at the school site level. This aligns with Goal 3 – Proactive Communication and Community Engagement, including Actions 3.1, 3.3, and 3.4, and is reflected in strong LCAP survey agreement for communication systems (88%), community-based staff supports (79%), and family engagement opportunities such as workshops and advisory committees (74%). Overall, administrator input reinforced the importance of monitoring implementation, evaluating the effectiveness of actions, and refining supports based on data and school-level experience. This feedback informed updates to Goals 1, 2, and 3, ensuring that administrative perspectives are incorporated into the ongoing improvement of actions, services, and metrics for the 2026–27 LCAP.

Certificated staff, including teachers, counselors, and Fontana Teachers Association (FTA) representatives, were engaged in the development of the 2026–27 Local Control and Accountability Plan (LCAP) through the School Climate Survey, the LCAP Survey, FTA consultation meetings, and structured engagement activities during the LCAP Educational Partners Committee meeting. Certificated staff reviewed and prioritized themes derived from LCAP Survey open-ended comments and provided feedback aligned to district goals, metrics,

and actions. Certificated staff emphasized the importance of strengthening core instruction and early academic support, particularly in literacy and mathematics, to ensure students build strong foundational skills and remain on track for long-term success. This input aligns with Goal 1 – Powerful Academic Outcomes, including Actions and Metrics 1.1, 1A.1, 1A.2 (ELA), and 1B.1, 1B.2 (Mathematics), and is supported by LCAP survey findings indicating strong agreement with the need for instructional materials (~80%), staff training (~76%), and small group instruction (~76%) as key contributors to student achievement. Certificated staff also emphasized the importance of ongoing professional learning, instructional coaching, and collaboration time to support curriculum implementation, culturally responsive teaching practices, and effective use of instructional data. This feedback aligns with Goal 1, Action 1.2, and related professional learning across Goals 1 and 2, and is reinforced by LCAP survey data indicating strong agreement (81%) on professional development to support instruction, including the use of technology. In addition, certificated staff highlighted student well-being, social-emotional learning, and clear, consistent behavioral expectations as important components of effective classroom environments. This feedback reflects the strong connection between classroom climate and student learning and aligns with Goal 2 – Safe, Inclusive, and Supportive Learning Environments, including Actions 2.1, 2A.2, and 2B.3. LCAP survey findings further support these priorities, with strong agreement for Social Emotional Learning (SEL) and mental health supports (~74%) and student engagement opportunities that strengthen connectedness (86%). Overall, certificated staff input reinforced the importance of aligned instructional systems, sustained professional learning, and integrated academic, behavioral, and wellness supports. This feedback informed refinements in action implementation across Goals 1 and 2, ensuring instructional practices and school climate supports remain responsive to student needs and aligned with district equity priorities.

Classified staff and other school personnel which include paraprofessionals, campus supervisors, clerical staff, instructional aides, School Police, and operations staff, were engaged in the development of the 2026–27 LCAP through the School Climate Survey, the LCAP Survey, United Steelworkers (USW) consultation meetings, Fontana Police Officers Association (POA) engagement, and participation in the LCAP Educational Partners Committee meeting. Classified staff reviewed and prioritized themes derived from LCAP Survey open-ended comments and provided role-specific perspectives on district priorities. Classified staff emphasized their essential role in supporting school safety, student supervision, and day-to-day engagement, contributing to orderly, welcoming, and supportive school environments. Their input aligns with Goal 2 – Safe, Inclusive, and Supportive Learning Environments, including Actions 2.1, 2A.2, and 2B.3, which focus on behavior supports, campus safety, and positive school climate. These priorities are reflected in LCAP survey findings showing strong agreement for social-emotional and mental health supports (~74%) and the importance of comprehensive school safety systems and improvements (~81%). Classified staff also emphasized the importance of clear communication, consistent procedures, and targeted training to effectively support students' behavioral, social-emotional, and academic needs. This input aligns with Goal 2 and Goal 3, including Actions 3.1 and 3.3, and is supported by LCAP survey data indicating strong agreement for communication systems (88%), community-based staff supports (79%), and professional learning to support staff effectiveness. In addition, classified staff highlighted the importance of coordinated staffing, supervision, and integrated systems across instructional, behavioral, and operational supports to promote student engagement and attendance. This aligns with Goal 2 actions related to MTSS, wellness supports, and attendance interventions, and is reinforced by LCAP survey findings showing strong agreement for attendance supports (~77%) and engagement opportunities such as before- and after-school activities (86%). Classified staff also emphasized the value of operational supports, including transportation, technology, and site-level resources, to promote consistent student access and participation. This input aligns with Actions 2A.3 and 2A.4 and related supports across Goals 1 and 2, with survey data reflecting support for alternative learning options (77%) and access to technology and instructional tools (68%). Overall, classified staff input reinforced the importance of a coordinated, districtwide approach that integrates academic goals, student wellbeing, safety systems, and communication structures. Their feedback informed refinements to Goals 2 and 3, ensuring that classified staff perspectives meaningfully contribute to the design and implementation of actions and services in the 2026–27 LCAP.

For the 2026–27 LCAP development, Special Education Local Plan Area (SELPA) Administrators, with input from the Community Advisory Committee (CAC), emphasized the importance of strengthening inclusive practices for students with disabilities (SWD) by ensuring equitable access to core instruction, enrichment opportunities, recognition, and schoolwide activities across FUSD campuses. Educational partners highlighted the value of building general education staff capacity through professional learning focused on disability awareness, Universal Design for Learning (UDL), effective differentiation, and consistent implementation of Tier 1 academic supports in collaboration with special education service providers (Actions 1.1, 1A.1, 1A.2, 1B.1, and 1B.2). CAC input also emphasized the importance of inclusive schoolwide practices that promote belonging and expand opportunities for participation and recognition for all students. These perspectives support efforts to create learning environments where students with disabilities are fully integrated into school communities and have access to meaningful academic and enrichment experiences. In addition, SELPA and CAC members emphasized the importance of safe and supportive transportation and campus environments that promote student well-being and access. Considerations included enhancing transportation supports, supervision, and facilities-based strategies that contribute to safe and responsive environments (Action 2A.4). These priorities align with broader LCAP survey findings indicating strong support for school safety systems (~81%) and student support services that promote safe, inclusive school environments. Overall, SELPA and CAC input reinforced the importance of inclusive instructional practices, ongoing staff capacity-building, equitable access to opportunities, and coordinated supports that promote student safety, belonging, and engagement. This feedback informed continued refinements to LCAP actions supporting students with disabilities across Goals 1 and 2.

Equity Multiplier feedback for the 2026–27 LCAP indicated that educational partners identified graduation, credit completion, and college and career readiness as key indicators of success for students at Eric Birch Continuation High School. Partners emphasized that progress toward these outcomes is closely supported by strong attendance, student engagement, and access to meaningful learning opportunities. Educational partners highlighted individualized academic supports, including credit recovery, tutoring, advisory and intervention periods, and structured career preparation (e.g., résumé building, mock interviews, and postsecondary planning), as essential strategies for supporting English Learners, Foster Youth, and Socioeconomically Disadvantaged students. This feedback informed Equity Multiplier-funded actions under Goal 1E.1–1E.3 including enhanced academic counseling, targeted supports, and structured advisory time to promote consistent attendance, graduation, and postsecondary readiness.

Collectively, input from students, parents, DELAC, PAC, administrators, certificated and classified staff, and SELPA representatives was used together with results from the comprehensive needs assessment and 2026 LCAP Survey to identify consistent priorities across academic achievement, student well-being, engagement, and family communication. Across all groups, there was strong alignment in emphasizing the importance of high-quality Tier 1 instruction, targeted interventions, social-emotional and mental health supports, safe and inclusive learning environments, and meaningful family engagement, particularly to meet the needs of English Learners, Foster Youth, and socioeconomically disadvantaged students. Survey results also showed broad agreement on the importance of instructional supports, safety systems, student engagement opportunities, and communication strategies. This comprehensive feedback helped refine the metrics in Goals 1, 2, and 3, guide action implementation plans, and revise Action 2B.3. Together, these updates ensure the 2026–27 LCAP reflects a responsive, data-informed approach that meets Education Code requirements and supports continuous improvement for all students, with a focused commitment to equity and access.

Based on educational partner feedback, the following themes emerged:

Curriculum and Instruction:

- Expanded coursework to include practical life skills like financial literacy, home economics, resume writing, job search skills, and interview preparation. (Goal 1)
- Emphasized importance of early intervention and support for students struggling in the early grades to prevent them from falling behind. (Goals 1,1A, 1B, 2)
- Training for instructional staff to effectively teach students how to read (Goals 1, 1A)
- Staff providing small group instruction for students needing increased support (Goals 1A, 1B)

Student Support and Engagement:

- Provide in-person personalized support and outreach to targeted students and parents, recognizing that not everyone responds well to technology-based approaches. (Goals 2, 3)
- Incorporate a wider variety of sports and extracurricular activities at the middle school level to maintain and enhance student engagement. (Goal 2A)
- Conduct districtwide analysis of security systems to promote a safe and supportive learning environment. (Goals 2, 2B)
- Implement a school safety system that uses instant crisis alerts and real-time communication with emergency services. (Action 2B.3)

Equity and Inclusion:

- Provide additional professional development support for classified staff to address equity and inclusion at the school site level. (Goals 2, 2A)
- Address concerns about racism, gangs, and unsafe behaviors at schools to create a safe and inclusive environment. (Goals 2, 2A, 2B)
- Implement firm, fair, and consistent behavior practices to promote safety and restore relationships. (Goals 2, 2A)
- Provide on-going professional development in customer service for all staff, including onboarding and training related to grade-level expectations, difficult conversations, and challenging behaviors. (Goals 1, 2, 3)

Technology and Resources:

- Increased reliability of district provided technology for students, such as laptops. (Goal 1)
- Creation of a small Community Day School-type setting to provide a more supportive learning environment for middle school students who need additional support before reaching high school. (Goals 2, 2A)
- Allocate additional funding for wellness initiatives and wellness champions at each school site to help implement the district's wellness policy. (Goals 2, 2A)
- Create IT training days for parents. (Goal 3)

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. Difference-from-baseline data for the 2025 CAASPP administration indicate districtwide upward trends in ELA, Math, and Science, with All Students and most program and ethnicity groups showing measurable improvement, including significant gains in ELA distance from standard. However, growth remains uneven, with minimal or stagnant improvement for English Learners and LTELs, inconsistent outcomes for Foster Youth, and persistently low achievement for students with disabilities, signaling the need for accelerated, targeted supports alongside continued strengthening of Tier 1 instruction.
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Educational Partners continue to recommend stronger, more consistent Tier 1 instruction; early and ongoing literacy development; targeted academic interventions; and improved instructional coherence across classrooms, particularly for English Learners, Long-Term English Learners, students with disabilities, Foster Youth, and socioeconomically disadvantaged students. These recommendations align with the 2025 CAASPP results, which show that although overall ELA, Math, and Science performance improved from baseline, a majority of students, and disproportionately high-need student groups, continue to perform below grade-level standards, with persistent achievement gaps and negative distances from standard. Collectively, partner feedback and student achievement data indicate the need to accelerate academic growth through strengthened core instruction, expanded progress monitoring, and targeted, differentiated supports to ensure equitable access to rigorous coursework and improved academic outcomes 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/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%	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%	2024-2025 ALL STUDENTS: 39.9% Program Groups: EL: 7.8% LTEL: 6.4% SED: 38.3% FY: 18.3% SWD: 11.4% HOM: 32.5% Ethnicity Groups: AA: 35.1% AI: 40.0% AS: 58.5% FI: 73.0%	ALL STUDENTS: 41.9% Program Groups: EL: 10.8% LTEL: 9.4% SED: 41.3% FY: 21.3% SWD: 14.4% HOM: 35.5% Ethnicity Groups: AA: 38.1% AI: 42.0% AS: 60.5% FI: 75.0%	ALL STUDENTS: +4.6% Program Groups: EL: -1.8% LTEL: +1.2% SED: +6.2% FY: -0.9% SWD: +3.0% HOM: +6.5% Ethnicity Groups: AA: +2.4% AI: +6.7% AS: +2.4% FI: -0.9%

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%	HI: 39.0% PI: 56.8% MR: 50.0% WH: 44.0%	HI: 41.0% PI: 58.8% MR: 52.0% WH: 46.0%	HI: +4.7% PI: +15.6% MR: +4.8% WH: +5.2%
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% 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%	2024-2025 ALL STUDENTS: 25.9% Program Groups: EL: 7.1% LTEL: 2.9% SED: 24.5% FY: 11.1% SWD: 7.1% HOM: 18.5% Ethnicity Groups: AA: 21.7% AI: 33.3% AS: 48.7% FI: 63.1% HI: 24.5% PI: 40.5% MR: 33.5% WH: 32.5%	 ALL STUDENTS: 27.9% Program Groups: EL: 10.1% LTEL: 5.9% SED: 26.5% FY: 15.5% SWD: 10.1% HOM: 21.5% Ethnicity Groups: AA: 24.7% AI: 35.3% AS: 50.7% FI: 65.1% HI: 26.5% PI: 42.5% MR: 35.5% WH: 34.5%	 ALL STUDENTS: +5.0% Program Groups: EL: +0.5% LTEL: +2.1% SED: +6.1% FY: -4.4% SWD: +1.8% HOM: +4.6% Ethnicity Groups: AA: +5.3% AI: +22.2% AS: +6.2% FI: +1.2% HI: +4.7% PI: +13.2% MR: +5.8% WH: +4.3%
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%	2023-2024 ALL STUDENTS: 18.7% Program Groups: EL: 2.4% LTEL: 0.2% SED: 20.7% FY: 9.6%	2024-2025 ALL STUDENTS: 22.5% Program Groups: EL: 1.3% LTEL: 0.4% SED: 21.1% FY: 26.5%	 ALL STUDENTS: 24.5% Program Groups: EL: 4.3% LTEL: 3.4% SED: 23.1% FY: 28.5%	 ALL STUDENTS: +5.3% Program Groups: EL: +0.0% LTEL: +0.4% SED: +6.2% FY: +20.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 1.9% HOM: 12.4% Ethnicity Groups: AA: 12.8% AI: N/A AS: 37.4% FI: 52.6% HI: 16.3% PI: 7.1% MR: 27.1% WH: 20.7%	SWD: 9.0% HOM: 13.5% Ethnicity Groups: AA: 15.0% AI: N/A AS: 60.6% FI: 50.5% HI: 19.6% PI: 21.0% MR: 45.1% WH: 44.9%	SWD: 3.9% HOM: 26.5% Ethnicity Groups: AA: 16.0% AI: N/A AS: 40.2% FI: 59.1% HI: 21.3% PI: 30.0% MR: 30.3% WH: 31.6%	SWD: 6.9% HOM: 28.5% Ethnicity Groups: AA: 19.0% AI: N/A AS: 42.2% FI: 61.1% HI: 23.3% PI: 32.0% MR: 32.3% WH: 33.6%	SWD: +2.0% HOM: +14.1% Ethnicity Groups: AA: +3.2% AI: N/A AS: +2.8% FI: +6.5% HI: +5.0% PI: +22.9% MR: +3.2% WH: +10.9%
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	2024-2025 ALL STUDENTS: -28.7 Program Groups: EL: -62.4 LTEL: -100.5 SED: -33.3 FY: -83.6 SWD: -108.6 HOM: -53.0 Ethnicity Groups: AA: -37.5 AI: -45.3 AS: +27.5 FI: +65.1 HI: -31.8 PI: +7.0 MR: -14.0 WH: -15.8	ALL STUDENTS: -25.7 Program Groups: EL: -57.9 LTEL: -96.0 SED: -28.8 FY: -75.4 SWD: -104.1 HOM: -48.5 Ethnicity Groups: AA: -33.0 AI: -40.8 AS: +30.5 FI: +68.1 HI: -27.3 PI: +10.0 MR: -11.0 WH: -12.8	ALL STUDENTS: +11.7 Program Groups: EL: +13.5 LTEL: +5.8 SED: +15.4 FY: -8.2 SWD: +18.1 HOM: +16.5 Ethnicity Groups: AA: +12.1 AI: +8.1 AS: +13.2 FI: +5.5 HI: +11.1 PI: +47.9 MR: +9.8 WH: +15.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 SED: -75.6 HI: -71.1 Beech: SWD: -82.2 Binks: SWD: -137.6 Citrus: SWD: -88.8 Cypress: EL: -73.3 SWD: -125.8 DHIA: SWD: -61.2 Grant: SWD: -91.8 Juniper: ALL: -71 EL: -87.1 SWD: -151.6 SED: -75.8 Mango: EL: -97.6 SWD: -86.7	2023-2024 Almond: ALL: -57.4 EL: -71.9 SED: -59.5 HI: -57.6 Beech: SWD: -64.9 Binks: SWD: -69.6 Citrus: SWD: -91.4 Cypress: EL: -71.5 SWD: -137 DHIA: SWD: -89.5 Grant: SWD: -110.3 Juniper: ALL: -57.7 EL: -81 SWD: -126 SED: -58.6 Mango: EL: -86.5 SWD: -85.9	2024-2025 Almond: ALL: -49.2 EL: -71.0 SED: -50.0 HI: -51.1 Beech: SWD: -77.5 Binks: SWD: -51.8 Citrus: SWD: -80.3 Cypress: EL: -70.4 SWD: -126.3 DHIA: SWD: -78.8 Grant: SWD: -98.2 Juniper: ALL: -59.8 EL: -78.5 SWD: -132.9 SED: -61.9 Mango: EL: -57.3 SWD: -73.5	 Almond: ALL: -46.2 EL: -66.5 SED: -47.0 HI: -48.1 Beech: SWD: -73.0 Binks: SWD: -47.3 Citrus: SWD: -75.8 Cypress: EL: -65.9 SWD: -121.8 DHIA: SWD: -61.2 Grant: SWD: -91.8 Juniper: ALL: -56.8 EL: -74.0 SWD: -129.9 SED: -58.9 Mango: EL: -52.8 SWD: -69.0	 Almond: ALL: +20.9 EL: +6.8 SED: +25.6 HI: +20.0 Beech: SWD: +4.7 Binks: SWD: +85.8 Citrus: SWD: +8.5 Cypress: EL: +2.9 SWD: -0.5 DHIA: SWD: -17.6 Grant: SWD: -6.4 Juniper: ALL: +11.2 EL: +8.6 SWD: +18.7 SED: +13.9 Mango: EL: +40.3 SWD: +13.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: -72.4	SED: -59.7	SED: -43.6	SED: -40.6	SED: +28.8
		Maple: SWD: -105	Maple: SWD: -88.1	Maple: SWD: -90.1	Maple: SWD: -85.6	Maple: SWD: +14.9
		North Tamarind: ALL: -81.4 EL: -75.5 SWD: -152.9 SED: -82.3 HI: -80.8	North Tamarind: ALL: -76.7 EL: -67.4 SWD: -156.2 SED: -74 HI: -75.3	North Tamarind: ALL: -77.8 EL: -75.6 SWD: -167.4 SED: -74.6 HI: -75.3	North Tamarind: ALL: -74.8 EL: -72.6 SWD: -152.9 SED: -71.6 HI: -72.3	North Tamarind: ALL: +3.6 EL: -0.1 SWD: -14.5 SED: +7.7 HI: +5.5
		O'Day Short: ALL: -81.5 EL: -90.2 SWD: -136.9 SED: -85.3 HI: -82.7	O'Day Short: ALL: -70.9 EL: -77 SWD: -134.1 SED: -70.7 HI: -71.6	O'Day Short: ALL: -68.9 EL: -75.5 SWD: -153.7 SED: -70.3 HI: -66.8	O'Day Short: ALL: -65.9 EL: -71.0 SWD: -136.9 SED: -67.3 HI: -63.8	O'Day Short: ALL: +12.6 EL: +14.7 SWD: -16.8 SED: +15.0 HI: +15.9
		Oleander: SWD: -136.7	Oleander: SWD: -113.2	Oleander: SWD: -109.0	Oleander: SWD: -104.5	Oleander: SWD: +27.7
		Palmetto: EL: -82.5 SWD: -151.5	Palmetto: EL: -59.9 SWD: -103	Palmetto: EL: -71.9 SWD: -102.5	Palmetto: EL: -67.4 SWD: -98.0	Palmetto: EL: +10.6 SWD: +49.0
		Poplar: SWD: -108.1	Poplar: SWD: -103.9	Poplar: SWD: -112.7	Poplar: SWD: -108.1	Poplar: SWD: -4.6
		Porter: SWD: -115.1	Porter: SWD: -121.1	Porter: SWD: -125.1	Porter: SWD: -115.1	Porter: SWD: -10.0
		Primrose: EL: -76.3 SWD: -107.6	Primrose: EL: -63.2 SWD: -89.2	Primrose: EL: -61.1 SWD: -80.3	Primrose: EL: -56.6 SWD: -75.8	Primrose: EL: +15.2 SWD: +27.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Redwood: SWD: -109.6	Redwood: SWD: -86	Redwood: SWD: -80.5	Redwood: SWD: -76.0	Redwood: SWD: +29.1
		Sierra Lakes: SWD: -113.8	Sierra Lakes: SWD: -109	Sierra Lakes: SWD: -124.7	Sierra Lakes: SWD: -113.8	Sierra Lakes: SWD: -10.9
		South Tamarind: EL: -82.6 SWD: -133 SED: -76.5	South Tamarind: EL: -58.9 SWD: -120.8 SED: -56.4	South Tamarind: EL: -78.4 SWD: -118.5 SED: -60.2	South Tamarind: EL: -75.4 SWD: -114.0 SED: -57.2	South Tamarind: EL: +4.2 SWD: +14.5 SED: +16.3
		Tokay: EL: -76.4	Tokay: EL: -71.4	Tokay: EL: -39.7	Tokay: EL: -36.7	Tokay: EL: +36.7
		West Randall: ALL: -84 EL: -101 SWD: -155.4 SED: -85 HI: -86.2	West Randall: ALL: -92.9 EL: -95.8 SWD: -145.3 SED: -91.7 HI: -96.7	West Randall: ALL: -71.7 EL: -81.3 SWD: -142.8 SED: -70.8 HI: -71.5	West Randall: ALL: -68.7 EL: -76.8 SWD: -138.3 SED: -67.8 HI: -68.5	West Randall: ALL: +12.3 EL: +19.7 SWD: +12.6 SED: +14.2 HI: +14.7
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 LTEL: -115 SWD: -172.9 SED: -77.1 AA: -98.2 HI: -72.1 Almeria MS: ALL: -78.5 EL: -108.4 LTEL: -125.7 SWD: -175.4	2023-2024 Alder MS: ALL: -55.6 EL: -80.7 LTEL: -97.9 SWD: -132.8 SED: -58.9 AA: -69.7 HI: -55.8 Almeria MS: ALL: -72.3 EL: -122 LTEL: -143.4 SWD: -155.9	2024-2025 Alder MS: ALL: -53.9 EL: -75.1 LTEL: -102.3 SWD: -132.7 SED: -57.4 AA: -82.5 HI: -53.6 Almeria MS: ALL: -68.9 EL: -114.0 LTEL: -146.4 SWD: -137.5	 Alder MS: ALL: -50.6 EL: -70.6 LTEL: -97.8 SWD: -128.2 SED: -52.9 AA: -78.0 HI: -50.8 Almeria MS: ALL: -65.9 EL: -108.4 LTEL: -125.7 SWD: -133.0	 Alder MS: ALL: +17.0 EL: +23.1 LTEL: +12.7 SWD: +40.2 SED: +19.7 AA: +15.7 HI: +18.5 Almeria MS: ALL: +9.6 EL: -5.6 LTEL: -20.7 SWD: +37.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: -86.8 HI: -81.6 Fontana MS: ALL: -83.8 EL: -109.8 LTEL: -129 SWD: -157 HOM: -131.3 SED: -87 HI: -82.3 Ruble MS: LTEL: -67 SWD: -109 Sequoia MS: LTEL: -83.1 SWD: -116.2 Southridge: LTEL: -86.7 SWD: -137.4 AA: -57.7	SED: -78.3 HI: -76 Fontana MS: ALL: -73.8 EL: -100 LTEL: -129.2 SWD: -146.1 HOM: -91.5 SED: -76 HI: -72.6 Ruble MS: LTEL: -94.2 SWD: -102.2 Sequoia MS: LTEL: -85.7 SWD: -122.1 Southridge: LTEL: -106.4 SWD: -113.2 AA: -57.2	SED: -73.0 HI: -72.6 Fontana MS: ALL: -70.6 EL: -91.2 LTEL: -110.5 SWD: -152.8 HOM: -66.0 SED: -72.0 HI: -69.1 Ruble MS: LTEL: -83.5 SWD: -110.8 Sequoia MS: LTEL: -87.7 SWD: -120.5 Southridge: LTEL: -92.5 SWD: -122.5 AA: -72.7	SED: -68.5 HI: -68.1 Fontana MS: ALL: -67.8 EL: -86.7 LTEL: -106.0 SWD: -148.3 HOM: -63.0 SED: -69.0 HI: -66.1 Ruble MS: LTEL: -79.0 SWD: -106.3 Sequoia MS: LTEL: -83.1 SWD: -116.0 Southridge Tech: LTEL: -86.7 SWD: -118.0 AA: -57.7	SED: +13.8 HI: +9.0 Fontana MS: ALL: +13.2 EL: +18.6 LTEL: +18.5 SWD: +4.2 HOM: +65.3 SED: +15.0 HI: +13.2 Ruble MS: LTEL: -16.5 SWD: -1.8 Sequoia MS: LTEL: -4.6 SWD: -4.3 Southridge: LTEL: -5.8 SWD: +14.9 AA: -15.0
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 SED: -95.9 HI: -100.1 Fontana HS:	2023-2024 A. B. Miller: EL: -85.3 SWD: -104.2 Eric Birch: ALL: -96.9 SED: -99.9 HI: -99.2 Fontana HS:	2024-2025 A. B. Miller: EL: -46.2 SWD: -99.9 Eric Birch: ALL: -124.1 SED: -125.1 HI: -131.7 Fontana HS:	 A. B. Miller: EL: -41.7 SWD: -95.4 Eric Birch: ALL: -99.6 SED: -95.9 HI: -100.1 Fontana HS:	 A. B. Miller: EL: +54.7 SWD: +32.2 Eric Birch: ALL: -24.5 SED: -29.2 HI: -31.6 Fontana HS:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: -86.8 Henry J. Kaiser: EL: -100.3 LTEL: -101.3 Jurupa Hills: EL: -85 LTEL: -106.6 SWD: -113.1 Summit: EL: -88.6 LTEL: -104.4 SWD: -138.8	LTEL: -56.9 Henry J. Kaiser: EL: -77.8 LTEL: -82.7 Jurupa Hills: EL: -70.2 LTEL: -75.3 SWD: -105.5 Summit: EL: -63.6 LTEL: -69.7 SWD: -96.8	LTEL: -59.9 Henry J. Kaiser: EL: -83.3 LTEL: -99.6 Jurupa Hills: EL: -84.5 LTEL: -92.5 SWD: -114.1 Summit: EL: -54.2 LTEL: -75.0 SWD: -90.3	LTEL: -55.4 Henry J. Kaiser: EL: -78.8 LTEL: -95.1 Jurupa Hills: EL: -80.0 LTEL: -88.0 SWD: -109.6 Summit: EL: -49.7 LTEL: -70.5 SWD: -85.8	LTEL: +26.9 Henry J. Kaiser: EL: +17.0 LTEL: +1.7 Jurupa Hills: EL: +0.5 LTEL: +14.1 SWD: -1.0 Summit: EL: +34.4 LTEL: +29.4 SWD: +48.5
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	2024-2025 ALL STUDENTS: -69.8 Program Groups: EL: -95.6 LTEL: -155.7 SED: -74.4 FY: -112.3 SWD: -141.2 HOM: -90.4 Ethnicity Groups: AA: -80.7 AI: -74.5 AS: -6.0 FI: +30.8 HI: -73.5 PI: -49.2 MR: -50.6	ALL STUDENTS: -66.8 Program Groups: EL: -88.1 LTEL: -148.2 SED: -69.9 FY: -107.8 SWD: -136.7 HOM: -85.9 Ethnicity Groups: AA: -76.2 AI: -70.0 AS: -3.0 FI: +33.8 HI: -70.5 PI: -46.2 MR: -47.6	ALL STUDENTS: +12.3 Program Groups: EL: +14.3 LTEL: +10.0 SED: +15.2 FY: -4.3 SWD: +13.9 HOM: +15.2 Ethnicity Groups: AA: +17.7 AI: +31.6 AS: +8.9 FI: +7.5 HI: +11.5 PI: +63.3 MR: +12.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			WH: -48.8	WH: -50.4	WH: -47.4	WH: +9.6
M1.9	CAASPP MATH - ELEMENTARY SCHOOLS Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 Binks: SWD: -134.8 Citrus: SWD: -96.7 Cypress: SWD: -126.5 Grant: SWD: -122.3 Juniper: SWD: -145.1 Mango: EL: -98.3 Maple: SWD: -105.2 North Tamarind: ALL: -105.4 EL: -104 SED: -106.4 HI: -106.7 O'Day Short: ALL: -100.5 EL: -105.6 SWD: -160 SED: -104.6 HI: -99	2023-2024 Binks: SWD: -86.4 Citrus: SWD: -116.2 Cypress: SWD: -134.8 Grant: SWD: -123.6 Juniper: SWD: -125.5 Mango: EL: -80.9 Maple: SWD: -116.8 North Tamarind: ALL: -97.3 EL: -94.1 SED: -92.7 HI: -97.7 O'Day Short: ALL: -86.8 EL: -86.9 SWD: -159.4 SED: -87.6 HI: -86.2	2024-2025 Binks: SWD: -64.9 Citrus: SWD: -113.3 Cypress: SWD: -123.7 Grant: SWD: -121.6 Juniper: SWD: -163.1 Mango: EL: -81.0 Maple: SWD: -119.2 North Tamarind: ALL: -99.5 EL: -94.6 SED: -95.4 HI: -98.7 O'Day Short: ALL: -88.8 EL: -91.6 SWD: -178.7 SED: -90.8 HI: -87.0	 Binks: SWD: -60.4 Citrus: SWD: -96.7 Cypress: SWD: -119.2 Grant: SWD: -117.1 Juniper: SWD: -145.1 Mango: EL: -76.5 Maple: SWD: -105.2 North Tamarind: ALL: -96.5 EL: -91.6 SED: -92.4 HI: -95.7 O'Day Short: ALL: -85.8 EL: -87.1 SWD: -160.0 SED: -86.3 HI: -84.0	 Binks: SWD: +69.9 Citrus: SWD: -16.6 Cypress: SWD: +2.8 Grant: SWD: +0.7 Juniper: SWD: -18 Mango: EL: +17.3 Maple: SWD: -14 North Tamarind: ALL: +5.9 EL: +9.4 SED: +11 HI: +8 O'Day Short: ALL: +11.7 EL: +14 SWD: -18.7 SED: +13.8 HI: +12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Oleander: SWD: -149	Oleander: SWD: -110.3	Oleander: SWD: -126.3	Oleander: SWD: -121.8	Oleander: SWD: +22.7
		Poplar: SWD: -123.7	Poplar: SWD: -116.8	Poplar: SWD: -137.7	Poplar: SWD: -123.7	Poplar: SWD: -14
		Porter: SWD: -104.5	Porter: SWD: -122.1	Porter: SWD: -119.6	Porter: SWD: -104.5	Porter: SWD: -15.1
		Primrose: SWD: -138.2	Primrose: SWD: -102.8	Primrose: SWD: -88.0	Primrose: SWD: -83.5	Primrose: SWD: +50.2
		Redwood: SWD: -135.3	Redwood: SWD: -87.6	Redwood: SWD: -107.5	Redwood: SWD: -103.0	Redwood: SWD: +27.8
		Sierra Lakes: SWD: -107	Sierra Lakes: SWD: -121	Sierra Lakes: SWD: -132.6	Sierra Lakes: SWD: -107.0	Sierra Lakes: SWD: -25.6
		West Randall: ALL: -98.4 EL: -110 SWD: -156.6 SED: -98.9 HI: -101.5	West Randall: ALL: -107.7 EL: -106 SWD: -148.6 SED: -103.1 HI: -110.7	West Randall: ALL: -97.1 EL: -110.3 SWD: -161.5 SED: -97.5 HI: -98.1	West Randall: ALL: -94.1 EL: -105.8 SWD: -156.6 SED: -94.5 HI: -95.1	West Randall: ALL: +1.3 EL: -0.3 SWD: -4.9 SED: +1.4 HI: +3.4
M1.10	CAASPP MATH - MIDDLE SCHOOLS Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 Alder MS: ALL: -106.9 EL: -139.9 SWD: -202.2 SED: -115.4 AA: -139 HI: -107.3 Almeria MS:	2023-2024 Alder MS: ALL: -99.8 EL: -125.4 SWD: -171.2 SED: -103 AA: -116.8 HI: -100.7	2024-2025 Alder MS: ALL: -94.0 EL: -114.2 SWD: -172.4 SED: -98.4 AA: -134.3 HI: -93.3	 Alder MS: ALL: -91.0 EL: -109.7 SWD: -167.9 SED: -93.9 AA: -129.8 HI: -90.3	 Alder MS: ALL: +12.9 EL: +25.7 SWD: +29.8 SED: +17 AA: +4.7 HI: +14 Almeria MS:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: -113.6 EL: -150.2 LTEL: -166.2 SWD: -200 SED: -122.6 AA: -101.5 HI: -115.9 Fontana MS: ALL: -109.8 EL: -139.6 LTEL: -169.4 SWD: -190.5 HOM: -135.6 SED: -113.4 AA: -161.4 HI: -108.6 Ruble MS: EL: -96 LTEL: -129.9 SWD: -146.7 Sequoia MS: ALL: -102.5 EL: -126.3 LTEL: -150.2 SWD: -180.2 SED: -105.6 HI: -103.6 Southridge: ALL: -85.8 EL: -122.7 LTEL: -151.5 SWD: -187.9	ALL: -109.6 EL: -154.5 LTEL: -172.4 SWD: -183.6 SED: -118.1 AA: -98.1 HI: -114.4 Fontana MS: ALL: -110.8 EL: -129.7 LTEL: -167.9 SWD: -177.2 HOM: -144.7 SED: -113 AA: -174.6 HI: -109.1 Ruble MS: EL: -98.9 LTEL: -142.5 SWD: -143.1 Sequoia MS: ALL: -98.4 EL: -126.9 LTEL: -151.2 SWD: -176.4 SED: -97.9 HI: -98.4 Southridge: ALL: -81.2 EL: -114.2 LTEL: -155.4 SWD: -166.6	ALL: -103.5 EL: -142.5 LTEL: -175.0 SWD: -163.6 SED: -108.6 AA: -99.7 HI: -106.5 Fontana MS: ALL: -109.5 EL: -125.2 LTEL: -155.8 SWD: -196.8 HOM: -106.5 SED: -110.5 AA: -132.6 HI: -108.3 Ruble MS: EL: -82.1 LTEL: -139.2 SWD: -153.8 Sequoia MS: ALL: -90.5 EL: -116.3 LTEL: -141.7 SWD: -178.4 SED: -93.1 HI: -91.2 Southridge: ALL: -96.1 EL: -109.5 LTEL: -145.4 SWD: -170.3	ALL: -100.5 EL: -138.0 LTEL: -166.2 SWD: -159.1 SED: -104.1 AA: -96.7 HI: -102.0 Fontana MS: ALL: -106.5 EL: -120.7 LTEL: -151.3 SWD: -190.5 HOM: -103.5 SED: -107.5 AA: -128.1 HI: -105.3 Ruble MS: EL: -77.6 LTEL: -129.9 SWD: -146.7 Sequoia MS: ALL: -87.5 EL: -111.8 LTEL: -137.2 SWD: -173.9 SED: -90.1 HI: -88.2 Southridge: ALL: -85.8 EL: -105.0 LTEL: -140.9 SWD: -165.8	ALL: +10.1 EL: +7.7 LTEL: -8.8 SWD: +36.4 SED: +14 AA: +1.8 HI: +9.4 Fontana MS: ALL: +0.3 EL: +14.4 LTEL: +13.6 SWD: -6.3 HOM: +29.1 SED: +2.9 AA: +28.8 HI: +0.3 Ruble MS: EL: +13.9 LTEL: -9.3 SWD: -7.1 Sequoia MS: ALL: +12 EL: +10 LTEL: +8.5 SWD: +1.8 SED: +12.5 HI: +12.4 Southridge: ALL: -10.3 EL: +13.2 LTEL: +6.1 SWD: +17.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: -96 AA: -120.6 HI: -88.5 Truman MS: ALL: -118.5 EL: -144 LTEL: -178.4 SWD: -192.2 SED: -122.1 HI: -117.9	SED: -87.8 AA: -109.7 HI: -81.8 Truman MS: ALL: -98 EL: -121.8 LTEL: -153.7 SWD: -166.7 SED: -99.1 HI: -99.6	SED: -97.9 AA: -126.4 HI: -95.9 Truman MS: ALL: -97.0 EL: -117.1 LTEL: -161.0 SWD: -161.2 SED: -99.4 HI: -98.8	SED: -94.9 AA: -120.6 HI: -88.5 Truman MS: ALL: -94.0 EL: -112.6 LTEL: -156.5 SWD: -156.7 SED: -96.4 HI: -95.8	SED: -1.9 AA: -5.8 HI: -7.4 Truman MS: ALL: +21.5 EL: +26.9 LTEL: +17.4 SWD: +31 SED: +22.7 HI: +19.1
M1.11	CAASPP MATH - HIGH SCHOOLS Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 A. B. Miller: EL: -153.9 SWD: -196.3 Eric Birch: ALL: -163.3 SED: -162.5 HI: -163.7 Fontana HS: EL: -185.9 LTEL: -190.8 Kaiser: EL: -153.8 LTEL: -164.6 Jurupa Hills: SWD: -180.2 Summit: EL: -165.2 LTEL: -176.8	2023-2024 A. B. Miller: EL: -163.1 SWD: -201.3 Eric Birch: ALL: -202.8 SED: -203.5 HI: -201.7 Fontana HS: EL: -163.3 LTEL: -174.1 Kaiser: EL: -151.2 LTEL: -167.6 Jurupa Hills: SWD: -161.4 Summit: EL: -135.1 LTEL: -147.8	2024-2025 A. B. Miller: EL: -115.8 SWD: -163.1 Eric Birch: ALL: -180.9 SED: -182.8 HI: -183.5 Fontana HS: EL: -147.3 LTEL: -172.0 Kaiser: EL: -122.4 LTEL: -162.9 Jurupa Hills: SWD: -174.9 Summit: EL: -132.3 LTEL: -169.3	 A. B. Miller: EL: -111.3 SWD: -158.6 Eric Birch: ALL: -163.3 SED: -162.5 HI: -163.7 Fontana HS: EL: -142.8 LTEL: -167.5 Kaiser: EL: -117.9 LTEL: -158.4 Jurupa Hills: SWD: -170.4 Summit: EL: -127.8 LTEL: -164.8	 A. B. Miller: EL: +38.1 SWD: +33.2 Eric Birch: ALL: -17.6 SED: -20.3 HI: -19.8 Fontana HS: EL: +38.6 LTEL: +18.8 Kaiser: EL: +31.4 LTEL: +1.7 Jurupa Hills: SWD: +5.3 Summit: EL: +32.9 LTEL: +7.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -197.7 AA: -126.4	SWD: -186.1 AA: -82.6	SWD: -184.3 AA: -83.5	SWD: -179.8 AA: -79.0	SWD: +13.4 AA: +42.9
M1.12	Standards Implementation Average Rating (Data Source: CDE Self-Reflection Tool)	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 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	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 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	2025-2026 ELA: 4 out of 5 Math: 4 out of 5 Science: 3 out of 5 History: 3 out of 5 ELD: 3 out of 5 Health: 3 out of 5 World Language: 3 out of 5 PE: 4 out of 5 CTE: 4 out of 5 VAPA: 4 out of 5 PD Needs: 4 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 World Language: 4 out of 5 PE: 4 out of 5 CTE: 5 out of 5 VAPA: 5 out of 5 PD Needs: 5 out of 5	 ELA: +0 Math: +1 Science: +0 History: +0 ELD: +0 Health: +0 World Language: +0 PE: +1 CTE: +0 VAPA: +1 PD Needs: +2
M1.13	Instructional Materials % of Students with Access (Data Source: Williams Report)	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained 100%
M1.14	Qualified Teachers % Appropriately Assigned and Fully Credentialed (Data Source: DataQuest)	2021-2022 90.9%	2022-2023 90.6%	2023-2024 91.8%	91.9%	+0.9%
M1.15	Broad Course of Study % of Students with Access	2023-2024 100%	2023-2024 100%	2024-2025 100%	100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: Student Information System)					
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%	2024-2025 EL: 44.3% LTEL: 43.6%	EL: 46.3% LTEL: 45.6%	EL: -0.5% LTEL: -0.5%
M1.17	California Science Test (CAST) Science Points (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: 44.9 Program Groups: EL: 32.4 LTEL: 34.0 (2023-2024) SED: 43.5 FY: 36.1 SWD: 32.2 HOM: 39.8 Ethnicity Groups: AA: 40.9 AI: 45.9 AS: 56.2 FI: 64.9 HI: 44.4 PI: 41.7 MR: 49.4 WH: 48.5	2023-2024 ALL STUDENTS: 46.0 Program Groups: EL: 39.2 LTEL: 34.0 SED: 45.1 FY: 43.2 SWD: 33.7 HOM: 43.2 Ethnicity Groups: AA: 43.9 AI: N/A AS: 57.2 FI: 64.4 HI: 45.4 PI: 38.9 MR: 51.3 WH: 49.6	2024-2025 ALL STUDENTS: 48.0 Program Groups: EL: 41.1 LTEL: 34.4 SED: 47.2 FY: 41.7 SWD: 34.7 HOM: 41.7 Ethnicity Groups: AA: 44.9 AI: N/A AS: 58.1 FI: 65.2 HI: 47.4 PI: 51.5 MR: 50.9 WH: 52.9	ALL STUDENTS: 50.0 Program Groups: EL: 44.1 LTEL: 37.4 SED: 49.2 FY: 44.7 SWD: 37.7 HOM: 44.7 Ethnicity Groups: AA: 47.9 AI: N/A AS: 60.1 FI: 67.2 HI: 49.4 PI: 53.5 MR: 52.9 WH: 54.9	ALL STUDENTS: +3.1 Program Groups: EL: +8.7 LTEL: +0.4 SED: +3.7 FY: +5.6 SWD: +2.5 HOM: +1.9 Ethnicity Groups: AA: +4.0 AI: N/A AS: +1.9 FI: +0.3 HI: +3.0 PI: +9.8 MR: +1.5 WH: +4.4

Goal Analysis [2025-26]

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

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

Action 1.1 was implemented as planned. i-Ready was fully implemented as planned, with all milestones either met or on track and the district delivered all professional development components according to the original timeline and structure. Full-day Kindergarten in general education classrooms was also fully implemented, maintaining a soft cap of fewer than 24 students per teacher and a hard cap of 26. Global Studies implementation was completed as planned, with professional development on culturally responsive teaching and student engagement delivered to 90% of 6–12 Social Studies educators, followed by additional high school sessions in the spring. The Civic Engagement and Leadership Steering Committee was established to develop guidelines/resources supporting high school students in earning the State Seal of Civic Engagement. School Plans for Student Achievement (SPSA) were substantially implemented. Principals and School Site Councils reported implementation progress and outcomes through the SPSA Progress Monitoring and Evaluation Templates, documenting reasons for partial implementation when actions required adjustment. Each site's SPSA Progress Monitoring and Evaluation Template is publicly available through the State & Federal Programs Department. Successes included individualized i-Ready support for all leaders, twenty-five sites with more than one classroom below the Full-day Kindergarten soft cap, sixty-five classrooms below the soft cap, and nine at the hard cap. Global Studies professional development increased teacher engagement, and the Civic Engagement and Leadership Steering Committee successfully launched work on Seal of Civic Engagement pathways. The SPSA revision process functioned effectively when changes to planned expenditures were required. Challenges included gathering timely leader input to customize teacher i-Ready sessions, limited TOA availability, and difficulty scheduling administrator participation in Global Studies walkthroughs.

Action 1.2 was substantially implemented with modifications. Three professional development days were completed, with agendas submitted, Instructional Leadership Team rosters established, and stipends scheduled for June. PLC sessions focused on the Science of Reading and Magnetic Reading implementation, with adjustments made to accommodate scheduling conflicts caused by enrichment programs. Despite these logistical challenges, the team adapted to ensure continued implementation. Strengths included increased observation of Magnetic Reading environmental indicators across most classrooms, demonstrating strong adoption of the program and positive shifts in literacy instruction districtwide. The primary challenge involved coordinating PLC schedules around enrichment programming, but flexibility and creative problem-solving allowed implementation to move forward effectively.

Action 1.3 was partially implemented with modifications. All assessments and surveys were administered, with notable strengths in the rollout of the new K–2 Reading Screener, which became a legal requirement this year. Although the assessment required teachers to conduct 1:1 testing with every student, they successfully completed all administrations. Another strength was the transition from locally designed benchmark assessments to CAASPP and CAST interim assessments, providing students with increased opportunities to practice for state testing. During each benchmark window, teachers also received individualized accessibility option lists for their students, allowing both students and teachers to practice and refine the use of assigned supports. Challenges included inconsistent participation across student groups: while at least 90% of sites met participation targets for i-Ready and the SEL Survey, only about 60% met the target for Benchmark assessments. Additional challenges emerged when staff and families had difficulty locating the individualized survey links for the Winter Climate Survey, which reduced completion rates. ELPAC administration also presented complications; although funds were allocated for

substitute coverage to release teachers, the district ultimately deployed Teachers on Assignment to support testing, resulting in uneven use of substitute resources across sites. Finally, development of the Data Dashboard progressed but took longer than anticipated. Customizations were completed and interventions were tested, but there was not sufficient time to formally launch the dashboard this year.

Action 1.4 was partially implemented with modifications. The Elementary Program was modified to successfully integrate with the district's existing 9-hour Expanded Learning Program, resulting in reduced staffing needs to support literacy, numeracy, and STEM. Secondary summer programming was substantially implemented as planned. Expanded Learning Opportunities were substantially implemented as planned. GATE programming was substantially implemented, with modifications. Comprehensive GATE programs were established at 41 of 43 schools, along with the launch of a districtwide GATE assessment window and tailored family and site lead meetings. Districtwide GATE field trips and conference attendance was cancelled, but sites maintained the ability to select site-based field trips. Implementation successes included increased before and after-school program availability, significant growth in ASES participation, and expanded GATE extended learning opportunities. Challenges included reducing the after-school programs student waitlist and limited Vendor availability for GATE districtwide field trips.

Action 1.5 was fully implemented as planned, ensuring equitable access to Visual and Performing Arts programs across all grade levels. Elementary students received structured arts instruction in dance, music, visual arts, and theatre, while secondary students accessed arts through elective courses, including expanded options such as digital media and dance. Successes included universal access to arts education and increased student engagement in creative, higher-order thinking processes that support academic achievement, particularly for socioeconomically disadvantaged students, English Learners, and Foster Youth. Challenges included scheduling conflicts with other electives and intervention classes, facility limitations that restricted course offerings at some sites, and low enrollment in new high school dance classes. Despite these challenges, the district used creative scheduling and strategic resource allocation to ensure full implementation and guarantee that every student had access to visual and performing arts experiences.

Action 1.6 was partially implemented with modifications. The district continued implementation of science curriculum and instructional supports, including professional learning, Science Communities of Practice, curriculum development, and use of the CAST Interim Assessment. However, implementation was not completed at the level originally planned. Participation in optional science professional development was lower than anticipated, not all secondary Science Communities of Practice completed their curriculum maps, and difficulty recruiting teachers for the Districtwide Science Curriculum Leadership Team delayed completion of the K–8 curriculum maps. Administration of the CAST Interim Assessment was also not implemented consistently across all school sites. A strength was the continued collaboration among science teachers and instructional staff to support standards-aligned science instruction and advance curriculum development despite these implementation challenges.

Action 1.7 was partially implemented with a modification to the implementation timeline, which was extended. The practice profile was completed, and planning is underway for professional development and initial implementation at selected sites for the 2026–27 school year. A key strength of this action was the strong cross-department collaboration that supported the development of the practice profile, ensuring consistent expectations and a shared vision for next steps.

Action 1.8 was substantially implemented as planned. Systems were established to ensure laptops are replaced on schedule, resulting in successful distribution to at least 95% of students and consistent access to the internet across the district. Tech Tuesdays and Thursdays

were well attended, averaging approximately 80 participants per session and providing ongoing support for digital learning. A challenge involves the Digital Learning Wizards (DLW) program, as two sites have not yet identified DLWs and existing DLWs do not consistently attend scheduled meetings.

Action 1.9 was implemented with modification. Recruitment through job postings on EdJoin was implemented; however, planned participation in recruitment fairs did not occur because the District was not experiencing a teacher shortage. The District was able to fill vacancies through existing recruitment efforts and a pool of qualified candidates, allowing staffing needs to be met without attending recruitment fairs. As a result, recruitment efforts were modified to focus on targeted online postings rather than participation in recruitment fairs. Leadership Development was implemented as planned with 43 school leaders receiving coaching support. 23 leaders are enrolled in the ACSA Clear Credential Program. Four New Leaders workshops were held in September, October, and December. Attendance averaged 15-20 new leaders participating. Ten leaders are enrolled in the National Institute for School Leadership through SBCSS. 28 teachers enrolled in Year 1 of their Induction program, and 41 teachers enrolled in Year 2 of the Induction program. Quarterly reports from Consulting Teachers were completed and reviewed by the PAR committee in October. Additional principal workdays were implemented as planned to provide principals with additional time to complete instructional planning and reporting.

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 1.4 showed a material difference because sites did not fully expend their site-allocated Expanded Learning Opportunity Program (ELOP) funds designated for site-based after-school clubs, tutoring, and other allowable extended learning activities beyond the district's existing nine-hour Expanded Learning Program. Sites reported that the ELO-P allocations were substantial when combined with the state and federal funds already available through their School Plans for Student Achievement (SPSA). Because these allocations were intended to supplement existing services, some schools determined that their most immediate student needs were already being addressed through other funded initiatives, while others experienced challenges identifying allowable expenditures and contracted service providers that aligned with program requirements and implementation timelines. For 2026-27, site-based ELO-P allocations will be adjusted, and sites will receive a list of approved contracted services to support timely implementation and effective use of ELO-P funding.

Action 1.6 showed a material variance due to decreased personnel costs. Itinerant science teacher salaries were inadvertently coded to Action 1.5 rather than Action 1.6, resulting in lower expenditures reported under this action. Beginning in 2026–27, itinerant science teacher personnel costs will be charged to Action 1.6.

Action 1.7 had a material difference because the planned professional development, site-based pilot implementation, instructional materials and related supports were deferred to the 2026-27 school year. Therefore, the district did not incur the anticipated costs for trainers, staff release time, and materials.

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

Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.8, and 1.9 were partially effective in improving student achievement across all student groups, except for Foster Youth and Students with Disabilities. The All Students group grew by 5 Distance from Standard (DFS) in English Language Arts (ELA), 6.3 DFS in Mathematics, and 2.0 Science Points (SP) in Science. In terms of the number students at grade level, All Students

increased by 2.5% in ELA, and 3.2% in Math; However, the number of students at grade level in Science declined by 8.2%. English Learners saw similar growth, increasing 7.1 DFS in ELA, 7.6 DFS in Math, and 1.9 SP in Science, although the number of English Learners at grade level decreased by 2.0% in ELA, increased by 0.1% in Math, and decreased by 1.1% in Science. Among schools where English Learners were identified in the Red for ELA, most showed improvement from baseline. English Learner DFS improved at Almond (+6.8), Cypress (+2.9), Juniper (+8.6), Mango (+40.3), O'Day Short/Randall Pepper (+14.7), Palmetto (+10.6), South Tamarind (+4.2), Tokay (+36.7), Virginia Primrose (+15.2), West Randall (+19.7), Alder (+23.1), Fontana Middle (+18.6), A.B. Miller (+54.7), Henry Kaiser (+17.0), Jurupa Hills (+0.5), and Summit (+34.4). However, English Learner performance declined from baseline at North Tamarind (-0.1 DFS) and Almeria (-5.6 DFS). These results indicate improvement at most previously identified schools, although performance remains inconsistent and additional support is needed at sites where English Learner outcomes did not improve. Socioeconomically Disadvantaged students also improved, gaining 6.2 DFS in ELA, 7.7 DFS in Math, and 2.1 SP in Science. In terms of the number of students at grade level, Socioeconomically Disadvantaged students increased by 3.3% in ELA, 3.7% in Math, and 0.4% in Science. Unfortunately, Foster Youth fared less well, decreasing 15.2 DFS in ELA, 3.8 DFS in Math, and 1.5 SP in Science. This trend carried over in terms of the number of students at grade level, with ELA declining by 2.1% and Math by 0.4%; however, Science increased by 16.9%. Students with Disabilities grew 4.1 DFS in ELA, by 2.5 DFS in Math, and 1.0 SP in Science. Unfortunately, these ELA and Math scores are considered Very Low and still qualified Students with Disabilities for Differentiated Assistance. However, the overall percentage of Students with Disabilities who were proficient grew by 1.8% in ELA and 0.3% in Math, though it declined by 5.1% in SCI. At the school level, Students with Disabilities showed improvement at most schools where they had previously been identified in the Red. In ELA, Students with Disabilities improved from baseline at 13 of the 18 schools previously identified in the Red, including Binks (+85.8 DFS), Mango (+13.2), Maple (+14.9), Oleander (+27.7), Redwood (+29.1), Virginia Primrose (+27.3), West Randall (+12.6), Alder (+40.2), Almeria (+37.9), Fontana Middle (+4.2), Southridge (+14.9), Summit (+48.5), and A.B. Miller (+32.2). However, performance declined at Dorothy Grant (-6.4), O'Day Short/Randall Pepper (-16.8), Sierra Lakes (-10.9), Poplar (-4.6), and Sequoia (-4.3). In Math, Students with Disabilities improved from baseline at 10 of the 11 schools previously identified in the Red, with Fontana Middle declining by 6.3 DFS. These results demonstrate improvement at most previously identified schools, although Students with Disabilities continue to perform at Low or Very Low levels at many sites. Other metrics not associated with student groups maintained at high levels or increased, with the number of students with access to instructional materials and a broad course of study at 100.0%, and the number of qualified teachers increasing by 1.2%. Additionally, the standards implementation rating for Math increased by 1 and maintained for ELA and Science. Finally, the number of English Learners making progress increased by 1.9% over the prior year. Taken together, the data indicate that Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.8, and 1.9 contributed to districtwide academic growth and maintained or strengthened access to instructional supports; however, the actions were only partially effective overall because improvement was uneven across schools and student groups, particularly for English Learners, Long-Term English Learners, Foster Youth, and Students with Disabilities. Continued refinement and monitoring of implementation are needed to determine which components are producing the strongest results and where additional targeted support is necessary.

Action 1.5 had mixed effectiveness in utilizing Visual and Performing Arts programs to increase student engagement. Chronic Absenteeism remained at Very High levels and increased for most student groups, including All Students (+1.3%), English Learners (+0.1%), and Socioeconomically Disadvantaged (+1.2%). However, High School Drop Out Rates decreased for these same groups; All Students dropped by 0.3%, English Learners by 0.5%, and Socioeconomically Disadvantaged by 0.2%. This action was completely effective for Foster Youth, who decreased by 4.9% in Chronic Absenteeism and 1.6% in High School Drop Out Rate.

Action 1.7 had mixed effectiveness in improving academic vocabulary for Students with Disabilities but not English Learners. While the number of Students with Disabilities who were at grade level on the CAASPP for ELA increased by 1.8%, the number of English Learners decreased by 2.0%. However, overall the number of English Learners making progress towards learning English increased by 1.9%.

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.

For 2026–27, Goal 1 metrics will be updated to reflect changes in performance. When student groups nearly met or exceeded the prior target the target was increased to support continued growth. We recognize that FY, LTEL, EL, and SWD student groups experienced significant declines since the baseline year on some metrics. After looking at trend growth patterns among all students, it was determined that in these cases achieving the original targets would require unrealistic rates of growth compared to their current level of performance. Therefore, the district is adjusting related targets to reflect attainable, yet meaningful, growth expectations that meet or exceed baseline. Additionally, the district will add metrics that more directly align to the intended outcomes of select actions, allowing for improved monitoring and evaluation of their effectiveness in supporting student achievement. Finally, in metrics that include the school previously named Randall Pepper, they will be updated to reflect the school's new name, O'Day Short.

To strengthen continuous improvement efforts for these student groups, the district will enhance implementation of the actions in Goal 1 by strengthening systems for monitoring and evaluating implementation fidelity. This will help ensure that actions are carried out consistently and in alignment with the evidence-based practices on which they are based, while also providing targeted support to address areas of declining performance and improve outcomes for all student groups, with an explicit focus on supporting Foster Youth, English Learners, Long-Term English Learners and Students with Disabilities.

M1.1, M1.2, M1.3, M1.4, M1.5, M1.6, M1.7, M1.8, M1.9, M1.10, M1.11, and M1.16 -

The targets for some student groups in FUSD will be increased because the group nearly met or exceeded the prior target. The targets for some student groups in FUSD will be decreased because meeting existing targets would require unrealistic growth.

M1.5, M1.6, M1.7, M1.9, M1.10, and M1.11 -

Student groups for schools will be added with a newly established target at schools where the group performance was identified at the Very Low level on the 2025 CA Dashboard.

M1.14 -

The target will be revised from 95% to 91.9% because FUSD exceeds both the county and state targets for this metric thus the revision will ensure a more realistic and attainable target.

M1.17 -

There was a change to how CAST performance is calculated on the CA Dashboard that resulted in a change to the unit of measurement from DFS to Science Points. This necessitated establishing new targets for all groups in FUSD.

Action 1.4 - To better evaluate the effectiveness of this action's impact on student outcomes in all academic areas, the following metrics will be added: M1.3-M1.4, M1.8, M1.17, and M2.2. In addition, the description changed to designate as partially funded LREBG action.

Action 1.5 - While the current metrics provide contradictory evidence around the effectiveness of VAPA programs, the district believes these metrics do not provide a full picture of the program's impact. Therefore, additional metrics will be attached to this action to better evaluate it in the forthcoming year, the following metrics will be added: M1.1 - M1.4, M1.8, M1.15

Action 1.6 - To better evaluate the effectiveness of this action on providing a broad course of study and student engagement, the following metric will be added: M2.2.

Action 1.7 - To better evaluate the effectiveness of this action, the following metrics will be added: M1.2-M1.4, M1.8 and M1.17. Although Action 1.7 provides support for English Learners, it does not qualify as a state-funded “contributing action” because its implementation is paid for with Title I funds, not state resources. Therefore, action 1.7 changed from contributing to non-contributing.

In the summer and fall of 2026, State and Federal Programs and Assessment and Accountability will support LCAP Action Owners with responding to ongoing action evaluations of effectiveness to refine 2026-27 implementation and make targeted adjustments for student groups not yet experiencing the intended impact.

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: \$1,322,978	\$26,855,382.00	Yes
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, as measured by (M1.1 - M1.13, M1.15 - M1.17).	\$10,854,988.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 - M1.4, M1.8, M1.17, M2.2). LREBG partially funded action: \$53,000	\$1,203,000.00	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-M1.11, M1.17, M2.2). LREBG partially funded action: \$1,500,000.00	\$7,511,650.00	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 (M1.1-M1.4, M1.8, M1.15, M2.2, M2.10).	\$14,273,336.00	Yes
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, M2.2).	\$1,869,345.00	Yes

Action #	Title	Description	Total Funds	Contributing
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-M1.4, M1.8, M1.16, M1.17).	\$100,000.00	No
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).	\$16,158,181.00	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).	\$1,985,994.00	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 4: Pupil Achievement (Pupil Outcomes) 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 73.9% respectively meeting or exceeding standards, while African American and Hispanic students scored significantly lower, with only 32.7% and 34.37% 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% HI: 34.3%	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%	2024-2025 ALL STUDENTS: 39.9% Program Groups: EL: 7.8% LTEL: 6.4% SED: 38.3% FY: 18.3% SWD: 11.4% HOM: 32.5% Ethnicity Groups: AA: 35.1% AI: 40.0% AS: 58.5% FI: 73.0% HI: 39.0%	 ALL STUDENTS: 41.9% Program Groups: EL: 10.8% LTEL: 9.4% SED: 41.3% FY: 21.3% SWD: 14.4% HOM: 35.5% Ethnicity Groups: AA: 38.1% AI: 42.0% AS: 60.5% FI: 75.0% HI: 41.0%	 ALL STUDENTS: +4.6% Program Groups: EL: -1.8% LTEL: +1.2% SED: +6.2% FY: -0.9% SWD: +3.0% HOM: +6.5% Ethnicity Groups: AA: +2.4% AI: +6.7% AS: +2.4% FI: -0.9% HI: +4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PI: 41.2% MR: 45.2% WH: 38.8%	PI: 35.1% MR: 49.8% WH: 41.2%	PI: 56.8% MR: 50.0% WH: 44.0%	PI: 58.8% MR: 52.0% WH: 46.0%	PI: +15.6% MR: +4.8% WH: +5.2%
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	2024-2025 ALL STUDENTS: -28.7 Program Groups: EL: -62.4 LTEL: -100.5 SED: -33.3 FY: -83.6 SWD: -108.6 HOM: -53.0 Ethnicity Groups: AA: -37.5 AI: -45.3 AS: +27.5 FI: +65.1 HI: -31.8 PI: +7.0 MR: -14.0 WH: -15.8	ALL STUDENTS: -25.7 Program Groups: EL: -57.9 LTEL: -96.0 SED: -28.8 FY: -75.4 SWD: -104.1 HOM: -48.5 Ethnicity Groups: AA: -33.0 AI: -40.8 AS: +30.5 FI: +68.1 HI: -27.3 PI: +10.0 MR: -11.0 WH: -12.8	ALL STUDENTS: +11.7 Program Groups: EL: +13.5 LTEL: +5.8 SED: +15.4 FY: -8.2 SWD: +18.1 HOM: +16.5 Ethnicity Groups: AA: +12.1 AI: +8.1 AS: +13.2 FI: +5.5 HI: +11.1 PI: +47.9 MR: +9.8 WH: +15.6
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%	2023-2024 Comprehension: 33% Phonological Awareness: 40% Letter and Word Knowledge: 55% Emergent Writing: 62%	2024-2025 Comprehension: 61% Phonological Awareness: 64% Letter and Word Knowledge: 67% Emergent Writing: 69%	Comprehension: 63% Phonological Awareness: 66% Letter and Word Knowledge: 69% Emergent Writing: 71%	Comprehension: +28% Phonological Awareness: +24% Letter and Word Knowledge: +12% Emergent Writing: +7%

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%	2025-26 ALL STUDENTS: 27.4% Program Groups: EL: 12.8% LTEL: 6.5% SED: 27.3% FY: 16.6% SWD: 10.6% HOM: 20.8% Ethnicity Groups: AA: 24.6% AI: 32.4% AS: 41.0% FI: 54.6% HI: 26.3% PI: 32.2% MR: 36.8% WH: 33.9%	 ALL STUDENTS: 29.4% Program Groups: EL: 16.3% LTEL: 10.0% SED: 29.3% FY: 20.1% SWD: 14.1% HOM: 24.3% Ethnicity Groups: AA: 28.7% AI: 34.4% AS: 43.0% FI: 63.1% HI: 28.3% PI: 36.0% MR: 38.8% WH: 35.9%	 ALL STUDENTS: -0.8% Program Groups: EL: -0.5% LTEL: +3.4% SED: -1.0% FY: -0.4% SWD: +0.9% HOM: -0.4% Ethnicity Groups: AA: -4.1% AI: +5.7% AS: -1.2% FI: -8.5% HI: -0.9% PI: -3.8% MR: -0.1% WH: -0.9%

Goal Analysis [2025-26]

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

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

Action 1A.1 was substantially implemented with modifications. Magnetic Reading instructional materials were fully available at all elementary sites, and summer training was successfully completed with 16 teachers and 2 TOAs participating. DLI Mosaico sessions were fully implemented at 4 of 4 sessions, and Science of Reading training for Kindergarten and 3rd grade teachers was fully implemented. The 4th/5th Grade Saturday Academy reached 75% of its target, with 30 of 40 teachers participating, and all five sessions were delivered. Strategic Literacy Planning advanced through the TK–12 Literacy Plan, phased Science of Reading training, and ongoing support via Curriculum Guides and TOA-led planning. Epic School Plus was provided to all 30 elementary sites, with TOAs trained to support implementation and resources shared with administrators. Adjustments included reducing Mosaico sessions from five to four due to teachers' prior Magnetic Reading experience and providing additional support for TWIG instructional materials. Secondary literacy support was fully implemented,

with 88% of English teachers participating in district PD focused on data analysis, writing calibration, feedback, and planning for literary analysis with appropriate scaffolds. Strengths included increased new-teacher preparation, strong foundations from prior Magnetic Reading implementation, positive feedback and rising demand for Science of Reading demonstration lessons, and active teacher engagement with Curriculum Guides.

Action 1A.2 was fully implemented with modifications. All elementary sites (100%) established WIN (What I Need) schedules for targeted intervention, supported by monthly professional development for Instructional Support Teachers and Bilingual Aides, along with administrative coaching. All K–2 teachers were trained to administer mCLASS DIBELS/LECTURA assessments, and Instructional Support Teachers and Aides received training and coaching on progress monitoring. Secondary ELA intervention teachers (100%) received Science of Reading professional development with optional PLCs and individualized coaching. All IST/ISA and Secondary Intervention Teacher vacancies were filled, and all district intervention staff gained access to Phonics for Reading materials. UDL modules are in progress to support administrators and TOAs, and the PowerSchool Dashboard is being developed and piloted to track student interventions. Modifications strengthened implementation, including piloting UDL professional development at two schools to build foundational understanding before scaling, and expanding secondary ELA intervention PD to include model lesson observations and hands-on training. Strengths included the establishment of intervention support structures at all sites, clear evidence of PD transferring into classroom practice, and seamless districtwide implementation of the reading difficulties risk screener. A remaining challenge was secondary master scheduling, which limited some students' access to literacy supports.

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 1A.1 and 1A.2 had a material difference due to increased personnel costs resulting from a negotiated increase in salary.

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

Action 1A.1 was effective in enhancing reading and writing skills for most student groups. The number of All Students at grade level increased by 2.5% on CAASPP ELA and gained 5 DFS. The number of English Learners at grade level decreased by 2.0%, however they gained 7.1 DFS. The number of Socioeconomically Disadvantaged students at grade level grew by 3.3% while they gained 6.2 DFS. While the number of Students with Disabilities on grade levels increased by 3% and gained 4.1 DFS, significant negative disparities compared to All Students remain. However, the number of Foster Youth on grade level decreased by 2.1% and declined 15.2 DFS. At the Transitional Kindergarten level, this action showed effectiveness with the number of students at grade level increasing across all reading indicators. This data shows that while this action was effective for most student groups, Foster Youth and Students with Disabilities require additional targeted support. As a result, FUSD will continue these actions with implementation elements strengthened for Foster Youth and Students with Disabilities.

Action 1A.2 was not effective in enhancing reading skills based on the associated metric. The number of students at grade level on the Winter i-Ready Reading Diagnostic declined from the prior year across most student groups, including All Students (-0.8%), English Learners (-0.5%), Socioeconomically Disadvantaged (-1.0%) and Foster Youth (-0.4%).

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.

For 2026–27, Goal 1A metrics will be updated to reflect changes in performance. When student groups nearly met or exceeded the prior target the target was increased to support continued growth. We recognize that the EL, FY, AA, FI, and PI student groups experienced significant declines since the baseline year on some metrics. After looking at trend growth patterns among all students, it was determined that in these cases achieving the original targets would require unrealistic rates of growth compared to their current level of performance. Therefore, the district is adjusting related targets to reflect attainable, yet meaningful, growth expectations that meet or exceed baseline. Additionally, the district will add metrics that more directly align to the intended outcomes of select actions, allowing for improved monitoring and evaluation of their effectiveness in supporting student achievement.

To strengthen continuous improvement efforts for these student groups who have showed decline since baseline, the district will enhance implementation of the actions in Goal 1A by strengthening systems for monitoring and evaluating implementation fidelity. This will help ensure that actions are carried out consistently and in alignment with the evidence-based practices on which they are based, while also providing targeted support to address areas of declining performance and improve outcomes for these student groups.

M1A.1, M1A.2, and M1A.4 -

The targets for some student groups in FUSD will be increased because the group nearly met or exceeded the prior target. The targets for some student groups in FUSD will be decreased because meeting existing targets would require unrealistic growth.

M1A.3 -

The baseline data from 2023-2024 will also be utilized as the year 1 outcome for 2023-2024 because the year 1 outcome reported in the prior LCAP was based on 2024-2025 mid-year results which is not comparable to the baseline year data that was based on end-of-year results. Thus, the year 2 outcome data is listed at the 2024-2025 end of year results. Targets were increased to support continuous growth.

Action 1A.1 - To better evaluate the effectiveness of this action, the following metric will be added: M1A.4 as this metric measures the progress students are making in literacy at mid-year.

Action 1A.2 - While the mid-year progress data indicates the action was not effective, the district believes the data did not provide a full picture of the intended outcomes of this action. Therefore, the district will incorporate additional metrics in the upcoming year to better understand the impact of this action on summative outcomes; the following metrics will be added: M1A.1 and M1A.2.

In the summer and fall of 2026, State and Federal Programs and Assessment and Accountability will support LCAP Action Owners with responding to ongoing action evaluations of effectiveness to refine 2026-27 implementation and make targeted adjustments for student groups not yet experiencing the intended impact.

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.4). LREBG partially funded action: \$3,503,559.00	\$8,493,082.00	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.1, M1A.2, M1A.4).	\$7,350,564.00	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 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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
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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%	2024-2025 ALL STUDENTS: 25.9% Program Groups: EL: 7.1% LTEL: 2.9% SED: 24.5% FY: 11.1% SWD: 7.1% HOM: 18.5% Ethnicity Groups: AA: 21.7% AI: 33.3% AS: 48.7% FI: 63.1% HI: 24.5% PI: 40.5% MR: 33.5% WH: 32.5%	 ALL STUDENTS: 27.9% Program Groups: EL: 10.1% LTEL: 5.9% SED: 26.5% FY: 15.5% SWD: 10.1% HOM: 21.5% Ethnicity Groups: AA: 24.7% AI: 35.3% AS: 50.7% FI: 65.1% HI: 26.5% PI: 42.5% MR: 35.5% WH: 34.5%	 ALL STUDENTS: +5.0% Program Groups: EL: +0.5% LTEL: +2.1% SED: +6.1% FY: -4.4% SWD: +1.8% HOM: +4.6% Ethnicity Groups: AA: +5.3% AI: +22.2% AS: +6.2% FI: +1.2% HI: +4.7% PI: +13.2% MR: +5.8% WH: +4.3%
M1B.2	CAASPP MATH Average Distance from Standard (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: -82.1 Program Groups: EL: -109.9 LTEL: -165.7 SED: -89.6	2023-2024 ALL STUDENTS: -76.1 Program Groups: EL: -103.2 LTEL: -161.6	2024-2025 ALL STUDENTS: -69.8 Program Groups: EL: -95.6 LTEL: -155.7	 ALL STUDENTS: -66.8 Program Groups: EL: -88.1 LTEL: -148.2	 ALL STUDENTS: +12.3 Program Groups: EL: +14.3 LTEL: +10.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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: -74.4 FY: -112.3 SWD: -141.2 HOM: -90.4 Ethnicity Groups: AA: -80.7 AI: -74.5 AS: -6.0 FI: +30.8 HI: -73.5 PI: -49.2 MR: -50.6 WH: -50.4	SED: -69.9 FY: -107.8 SWD: -136.7 HOM: -85.9 Ethnicity Groups: AA: -76.2 AI: -70.0 AS: -3.0 FI: +33.8 HI: -70.5 PI: -46.2 MR: -47.6 WH: -47.4	SED: +15.2 FY: -4.3 SWD: +13.9 HOM: +15.2 Ethnicity Groups: AA: +17.7 AI: +31.6 AS: +8.9 FI: +7.5 HI: +11.5 PI: +63.3 MR: +12.6 WH: +9.6
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%	2023-2024 Classification: 44% Number Sense of Quantity: 61% Number Sense of Math Operations: 55% Measurement: 49%	2024-2025 Classification: 68% Number Sense of Quantity: 71% Number Sense of Math Operations: 67% Measurement: 64%	Classification: 70% Number Sense of Quantity: 73% Number Sense of Math Operations: 69% Measurement: 66%	Classification: +24% Number Sense of Quantity: +10% Number Sense of Math Operations: +12% Measurement: +15%
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%	2024-25 ALL STUDENTS: 20.0% Program Groups: EL: 9.7% LTEL: 5.0% SED: 20.0% FY: 9.8% SWD: 7.1%	2025-2026 ALL STUDENTS: 19.2% Program Groups: EL: 9.1% LTEL: 7.6% SED: 19.2% FY: 8.3% SWD: 7.2%	ALL STUDENTS: 21.2% Program Groups: EL: 12.6% LTEL: 11.1% SED: 21.2% FY: 11.8% SWD: 10.7%	ALL STUDENTS: -0.8% Program Groups: EL: -0.6% LTEL: +2.6% SED: -0.8% FY: -1.5% SWD: 0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM: 16.0%	HOM: 16.0%	HOM: 14.8%	HOM: 18.3%	HOM: -1.2%
		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: 14.8% AI: 28.1% AS: 37.7% FI: 53.8% HI: 18.1% PI: 21.4% MR: 29.9% WH: 24.2%	Ethnicity Groups: AA: 18.3% AI: 30.1% AS: 39.7% FI: 55.8% HI: 20.1% PI: 28.0% MR: 31.9% WH: 27.9%	Ethnicity Groups: AA: -2.0% AI: +4.0% AS: +0.2% FI: -0.9% HI: -0.6% PI: -6.6% MR: -1.6% WH: -3.7%

Goal Analysis [2025-26]

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

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

Action 1B.1 was partially implemented as planned across elementary and secondary mathematics, with a modification to expand online access to instructional materials for secondary math students. Elementary TOAs supported instructional shifts through PLCs and individual coaching, with 60% completing a deep dive into the 2023 Mathematics Framework and designing professional learning, and 60 teachers and 9 TOAs participating in peer-led sessions. At the secondary level, the October–November Professional Learning Days integrated the 2023 Mathematics Framework, and the planned percentage of 50% of secondary teachers implemented Building Thinking Classrooms strategies. Through districtwide professional development, teachers were also provided additional support in designing thin-sliced thinking tasks. Several components were fully implemented, including January professional learning for 25 of 26 IM Honors teachers focused on MVP, student-centered thinking tasks, and Building Thinking Classrooms strategies, with cross-site collaborative planning. In February, 30 middle school adoption committee members engaged in professional learning aligned to the 2023 Mathematics Framework and selected two programs for further review after examining publisher materials. During the March Secondary Mathematics Professional Learning Day, 168 teachers strengthened lesson design, assessment practices, and data-informed instruction, explored the use of AI to increase access and rigor, reflected on Performance Tasks 1 and 2, and analyzed benchmark data to plan next instructional steps.

Action 1B.2 was partially implemented with adjustments to planned implementation. Elementary math professional development and intervention materials were placed on hold due to the district's continued focus on literacy initiatives, limiting comprehensive math support at the elementary level. UDL modules are in progress, and the PowerSchool Dashboard is being developed and piloted to track student interventions. All secondary math intervention teachers (100%) received professional development, with options for PLC participation and 1:1 coaching, and all Secondary Intervention Teacher vacancies were filled. Adjustments also included expanding the Integrated Coding and Computing course at one high school, with a teacher selected to pilot the curriculum and assess its potential for broader implementation.

Strengths included increased teacher engagement, program expansion, and district events scheduled for the second semester. A challenge remained the pause on elementary math professional development and materials, reflecting the district's decision to prioritize literacy during this period.

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 1B.2. had a material difference due to increased personnel costs resulting from a negotiated increase in salary.

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

Action 1B.1 was effective in enhancing math skills for most student groups. The number of All Students at grade level increased by 3.2% on CAASPP Math and gained 6.3 DFS. The number of English Learners at grade level increased by 0.1% and gained 7.6 DFS. The number of Socioeconomically Disadvantaged students at grade level grew by 3.7% while they gained 7.7 DFS. While the number of Students with Disabilities on grade levels increased by 0.3% and gained 2.5 DFS, significant negative disparities compared to All Students remain. However, the number of Foster Youth on grade level decreased by 0.4% and declined 3.8 DFS. At the Transitional Kindergarten level, this action showed effectiveness with the number of students at grade level increasing across all math indicators. This data shows that while this action was effective for most student groups, Foster Youth and Students with Disabilities require additional targeted support.

Action 1B.2 was not effective in enhancing math skills based on the associated metric. The number of students at grade level on the Winter i-Ready Math Diagnostic declined from the prior year across most student groups, including All Students (-0.8%), English Learners (-0.6%), Socioeconomically Disadvantaged (-0.8%) and Foster Youth (-1.5%).

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.

For 2026–27, Goal 1B metrics will be updated to reflect changes in performance. When student groups nearly met or exceeded the prior target the target was increased to support continued growth. We recognize that the FY, PI, and WH student groups experienced significant declines since the baseline year on some metrics. After looking at trend growth patterns among all students, it was determined that in these cases achieving the original targets would require unrealistic rates of growth compared to their current level of performance. Therefore, the district is adjusting related targets to reflect attainable, yet meaningful, growth expectations that meet or exceed baseline. Additionally, the district will add metrics that more directly align to the intended outcomes of select actions, allowing for improved monitoring and evaluation of their effectiveness in supporting student achievement.

To strengthen continuous improvement efforts for these student groups, the district will enhance implementation of the actions in Goal 1B by strengthening systems for monitoring and evaluating implementation fidelity. This will help ensure that actions are carried out consistently and in alignment with the evidence-based practices on which they are based, while also providing targeted support to address areas of declining performance and improve outcomes for these student groups.

M1B.1, M1B.2, and M1B.4 -

The targets for some student groups in FUSD will be increased because the group nearly met or exceeded the prior target. The targets for some student groups in FUSD will be decreased because meeting existing targets would require unrealistic growth.

M1B.3 -

The baseline data from 2023-2024 will also be utilized as the year 1 outcome for 2023-2024 because the year 1 outcome reported in the prior LCAP was based on 2024-2025 mid-year results which is not comparable to the baseline year data that was based on end-of-year results. Thus, the year 2 outcome data is listed at the 2024-2025 end of year results. The targets will be increased for all areas assessed to support continuous growth.

Action 1B.1 - FUSD will continue this action with implementation elements strengthened for Foster Youth and Students with Disabilities. To better evaluate the effectiveness of this action, the following metric will be added: M1B.4.

Action 1B.2 - While this data indicates the action was not effective, the district believes the data did not provide a full picture of the action. Therefore, the district will incorporate additional metrics in the upcoming year to better understand the impact of this action; the following metrics will be added: M1B.1 and M1B.2.

In the summer and fall of 2026, State and Federal Programs and Assessment and Accountability will support LCAP Action Owners with responding to ongoing action evaluations of effectiveness to refine 2026-27 implementation and make targeted adjustments for student groups not yet experiencing the intended impact.

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.4). LREBG partially funded action: \$3,660,181.00	\$3,885,181.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.1, M1B.2, M1B.4).	\$7,353,040.00	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 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%	2024-2025 EL: 7.8% LTEL: 6.4%	EL: 10.8% LTEL: 9.4%	EL: -1.8% LTEL: +1.2%
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%	2024-2025 EL: 7.1% LTEL: 2.9%	EL: 10.1% LTEL: 5.9%	EL: +0.5% LTEL: +2.1%
M1C.3	CAASPP ELA - English Learners	2022-2023	2023-2024	2024-2025		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	EL: -75.9 LTEL: -106.2	EL: -69.5 LTEL: -100.2	EL: -62.4 LTEL: -100.5	EL: -57.9 LTEL: -96.0	EL: +13.5 LTEL: +5.7
M1C.4	CAASPP MATH - English Learners Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 EL: -109.9 LTEL: -165.7	2023-2024 EL: -103.2 LTEL: -161.6	2024-2025 EL: -95.6 LTEL: -155.7	EL: -91.1 LTEL: -151.2	EL: +14.3 LTEL: +10.0
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%	2024-2025 EL: 44.3% LTEL: 43.6%	EL: 46.3% LTEL: 45.6%	EL: -0.5% LTEL: +3.6%
M1C.6	English Learner Progress Indicator (ELPI) - ELEMENTARY SCHOOLS % Making Progress Toward English Language Proficiency (Data Source: CA School Dashboard)	2022-2023 Binks: EL: 41.4% Canyon Crest: EL: 54.1% DHIA: EL: 29.8% Grant:	2023-2024 Binks: EL: 46.3% Canyon Crest: EL: 40.0% DHIA: EL: 55.4% Grant:	2024-2025 Binks: EL: 40.5% Canyon Crest: EL: 55.7% DHIA: EL: 56.7% Grant:	Binks: EL: 42.5% Canyon Crest: EL: 57.7% DHIA: EL: 58.7% Grant:	Binks: EL: -0.9% Canyon Crest: EL: +1.6% DHIA: EL: +26.9% Grant:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 45.0%	EL: 63.5%	EL: 41.3%	EL: 45.0%	EL: -3.7%
		Juniper: EL: 38.5%	Juniper: EL: 26.2%	Juniper: EL: 51.1%	Juniper: EL: 53.1%	Juniper: EL: +12.6%
		Locust: EL: 63.6%	Locust: EL: 35.8%	Locust: EL: 41.5%	Locust: EL: 63.6%	Locust: EL: -22.1%
		Mango: EL: 53.4%	Mango: EL: 35.1%	Mango: EL: 32.9%	Mango: EL: 53.4%	Mango: EL: -20.5%
		North Tamarind: EL: 60.2%	North Tamarind: EL: 37.8%	North Tamarind: EL: 55.2%	North Tamarind: EL: 60.2%	North Tamarind: EL: -5.0%
		Oak Park: EL: 47.1%	Oak Park: EL: 36.7%	Oak Park: EL: 41.9%	Oak Park: EL: 47.1%	Oak Park: EL: -5.2%
		Porter: EL: 31.3%	Porter: EL: 44.4%	Porter: EL: 47.8%	Porter: EL: 49.8%	Porter: EL: +16.5%
		Primrose: EL: 57.0%	Primrose: EL: 37.5%	Primrose: EL: 54.5%	Primrose: EL: 57.0%	Primrose: EL: -2.5%
		Shadow Hills: EL: 39.4%	Shadow Hills: EL: 43.1%	Shadow Hills: EL: 63.5%	Shadow Hills: EL: 65.5%	Shadow Hills: EL: +24.1%
		Sierra Lakes: EL: 46.1%	Sierra Lakes: EL: 45.9%	Sierra Lakes: EL: 30.5%	Sierra Lakes: EL: 46.1%	Sierra Lakes: EL: -15.6%
		South Tamarind: EL: 38.0%	South Tamarind: EL: 43.2%	South Tamarind: EL: 31.4%	South Tamarind: EL: 33.4%	South Tamarind: EL: -6.6%
		Tokay: EL: 53.1%	Tokay: EL: 38.2%	Tokay: EL: 33.8%	Tokay: EL: 53.1%	Tokay: EL: -19.3%
M1C.7	English Learner Progress Indicator	2022-2023 Alder MS:	2023-2024 Alder MS:	2024-2025 Alder MS:	Alder MS:	Alder MS:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(ELPI) - MIDDLE SCHOOLS % Making Progress Toward English Language Proficiency (Data Source: CA School Dashboard)	EL: 43.6% Almeria MS: EL: 47.1% LTEL: 53.7% Southridge: EL: 54.5% LTEL: 64.1%	EL: 40.4% Almeria MS: EL: 39.3% LTEL: 42.1% Southridge: EL: 42.6% LTEL: 44.2%	EL: 54.2% Almeria MS: EL: 33.8% LTEL: 34.4% Southridge: EL: 35.6% LTEL: 36.3%	EL: 56.2% Almeria MS: EL: 47.1% LTEL: 53.7% Southridge: EL: 54.5% LTEL: 64.1%	EL: +10.6% Almeria MS: EL: -13.3% LTEL: -19.3% Southridge: EL: -18.9% LTEL: -27.8%
M1C.8	English Learner Progress Indicator (ELPI) - HIGH SCHOOLS % Making Progress Toward English Language Proficiency (Data Source: CA School Dashboard)	2022-2023 Eric Birch: EL: 60.0% LTEL: 60.0% Jurupa Hills: EL: 30.6% LTEL: 30.9% Kaiser: EL: 39.2% LTEL: 36.8% Summit HS: EL: 30.4% LTEL: 32.2%	2023-2024 Eric Birch: EL: 40.9% LTEL: 40.9% Jurupa Hills: EL: 31.8% LTEL: 30.3% Kaiser: EL: 32.8% LTEL: 32.3% Summit HS: EL: 15.6% LTEL: 15.7%	2024-2025 Eric Birch: EL: 45.8% LTEL: 45.0% Jurupa Hills: EL: 36.9% LTEL: 38.8% Kaiser: EL: 33.3% LTEL: 35.2% Summit HS: EL: 45.7% LTEL: 44.6%	 Eric Birch: EL: 60.0% LTEL: 60.0% Jurupa Hills: EL: 38.9% LTEL: 40.8% Kaiser: EL: 39.2% LTEL: 37.2% Summit HS: EL: 47.7% LTEL: 46.6%	 Eric Birch: EL: -14.2% LTEL: -15.0% Jurupa Hills: EL: +6.3% LTEL: +7.9% Kaiser: EL: -5.9% LTEL: -1.6% Summit HS: EL: +15.3% LTEL: +12.4%
M1C.9	English Learner Reclassification Rate % Reclassified (Data Source: CALPADS)	2022-2023 EL: 9.2% LTEL: 2.2%	2023-2024 EL: 9.3% LTEL: 16.0%	2024-2025 EL: 17.1% LTEL: 20.9%	 EL: 19.1% LTEL: 22.9%	 EL: +7.9% LTEL: +18.7%
M1C.10	ELD Standards Implementation Rating	2023-2024 3 out of 5	2024-2025 3 out of 5	2025-2026 3 out of 5	4 out of 5	+ 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CDE Self-Reflection Tool)					
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	2025-2026 ELAC/DELAC (EL): 14	ELAC/DELAC (EL): Maintain 12 or higher	ELAC/DELAC (EL): +3
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%	2024-2025 ALL STUDENTS: 94.7% Program Groups EL: 87.4% LTEL: 92.7%	ALL STUDENTS: 95% Program Groups: EL: 90.4% LTEL: 94.7%	ALL STUDENTS: +3.3% Program Groups EL: +7.6% LTEL: +8.3%
M1C.13	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%	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%	2024-2025 ALL STUDENTS: 26.2% Program Groups: EL: 17.4% LTEL: 17.3% SED: 26.8% FY: 14.3% SWD: 1.0% HOM: 20.6%	ALL STUDENTS: 28.2% Program Groups: EL: 20.4% LTEL: 20.3% SED: 28.5% FY: 17.3% SWD: 4.0% HOM: 23.6%	ALL STUDENTS: +5.6% Program Groups: EL: +11.9% LTEL: +17.0% SED: +5.3% FY: +2.2% SWD: -0.7% HOM: +3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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%	Ethnicity Groups: AA: 2.2% AI: n/a AS: 4.8% FI: 2.9% HI: 29.9% PI: n/a MR: 9.1% WH: 4.4%	Ethnicity Groups: AA: 5.2% AI: n/a AS: 14.3% FI: 11.9% HI: 31.9% PI: n/a MR: 12.1% WH: 7.4%	Ethnicity Groups: AA: +2.2% AI: n/a AS: -9.5% FI: -9.0% HI: +6.7% PI: n/a MR: +9.1% WH: +2.4%

Goal Analysis [2025-26]

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

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

Action 1C.1 was partially implemented as planned. Thirteen translators/interpreters were hired and trained to provide comprehensive service coverage for IEPs and Board meetings, and fifteen parents were enrolled in the Regional Educational Leadership Academy. Challenges included an unfilled full-time position vacancy, along with extended personnel leave, which limited IEP translations from being fully implemented.

Action 1C.2 was partially implemented as planned. 100% of K–2 Dual Language Immersion (DLI) teachers received full access to Mosaico materials. Teachers participated in introductory Estrenando Mosaico Fundamentos training sessions in August 2025 and January 2026. In addition to training, Mosaico Implementation visits are underway. These visits include the use of Mosaico Look-Fors and provide targeted feedback to strengthen classroom practice and fidelity to the program. A notable strength is that training and support sessions are aligned with those offered for Magnetic Reading, promoting consistency and equity across programs. One challenge that occurred was that the vendor providing the professional development did not have a bilingual staff member available to deliver the training, which delayed both the roll-out of the professional development and the implementation of the materials.

Action 1C.3 was implemented as planned. Professional development was delivered to ALD teachers on the English 3D curriculum and ELPAC Interim Assessments. A strength of this implementation is teachers' responsiveness and their effective use of the assessments to begin data analysis.

Action 1C.4 was partially implemented as planned. Teachers were highly engaged during professional development sessions and necessary materials and resources were successfully procured. Challenges included inconsistent site-level implementation and support for English Language Development (ELD) for students at levels one and two, as well as persistent vacancies in bilingual aide positions.

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 1C.3 had a material difference due to increased personnel costs resulting from salary increases.

Action 1C.4 had a material difference due to position vacancies.

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

Action 1C.1, 1C.2, 1C.3, and 1C.4 were partially effective in increasing academic outcomes for English Learners and Long-Term English Learners (LTELs). The number of English Learners on grade level decreased by 2.0%, but as a group they gained 7.1 DFS on the CAASPP ELA. In Math, the number of students on grade level increased by 0.1% and they gained 7.6 DFS on CAASPP Math. The number of English Learners making progress towards English proficiency grew by 1.9% districtwide. Among schools where English Learners were identified in the Red for English Learner Progress, most showed improvement from baseline. The percentage of English Learners making progress increased at Juniper by 12.6 percentage points, Dolores Huerta by 26.9 points, Ted Porter by 16.5 points, Shadow Hills by 24.1 points, Alder by 10.6 points, Jurupa Hills by 6.3 points, and Summit by 15.3 points. However, Kathy Binks declined by 0.9 percentage point and South Tamarind declined by 6.6 points. Comparable current data were not available for Citrus following the school consolidation. These results indicate improvement at most schools previously identified in the Red, although progress was not consistent across all sites. The district reclassification rate increased by 7.8%. Additionally, the number of English Learners graduating increased by 3.2%. While LTELs declined slightly in ELA by 0.3 DFS, they grew in Math by 5.9 DFS. Additionally, the number of LTELs on grade level decreased by 0.3% in ELA but grew by 1.2% in Math. The number of LTELs making progress towards English Language increased by 3.6%, and the reclassification rate grew by 4.9%. Finally, the number of LTELs graduating increased by 5.5%. The average number of parents at ELAC or DELAC meetings increased by 3, and the number of students earning their State Seal of Biliteracy also increased by 10% for English Learners and 11.1% for LTELs. However, when reflecting on the implementation of English Learner standards, district leaders rated themselves at a 3, or Initial Implementation, once again. This data suggests that while English Learners and Long-Term English Learners are making progress academically and in terms of gaining English language proficiency, they continue to require supports. Therefore, the district will continue this action, albeit with an increased focus on implementation.

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.

For 2026–27, Goal 1C metrics will be updated to reflect changes in performance. When student groups nearly met or exceeded the prior target the target was increased to support continued growth. We recognize that the EL and LTEL student groups experienced significant declines since the baseline year on some metrics. After looking at trend growth patterns among all students, it was determined that in these cases achieving the original targets would require unrealistic rates of growth compared to their current level of performance. Therefore, the district is adjusting related targets to reflect attainable, yet meaningful, growth expectations that meet or exceed baseline. To strengthen continuous improvement efforts for these student groups, the district will enhance implementation of the actions in Goal 1C by strengthening systems for monitoring and evaluating implementation fidelity. This will help ensure that actions are carried out consistently and in alignment with the evidence-based practices on which they are based, while also providing targeted support to address areas of declining performance and improve outcomes for these student groups.

M1C.1, M1C.2, M1C.3

The targets for some student groups in FUSD will be decreased because meeting existing targets would require unrealistic growth.

M1C.3 -

The baseline for LTEL was corrected based on the CA School Dashboard.

M1C.4 -

The baseline for LTEL was corrected based on the CA School Dashboard. Targets will be increased for student groups where Year 2 Outcomes met or exceeded prior targets.

M1C.6, M1C.7, M1C.8

The acronym for the student group formerly listed as ALL when referring to ALL English Learners will be revised to EL for clarity. The EL group for some schools will be added with newly established targets because the EL student group performed at the lowest achievement level on the 2025 CA School Dashboard. The targets for EL will be raised at some schools because the Year 2 Outcome exceeded the prior target. The targets for EL will be decreased at some schools because the growth needed to meet the target is unrealistic.

M1C.9 -

The targets for EL and LTEL will be raised for FUSD because the Year 2 Outcome exceeded the prior target.

M1C.11-

The target will be revised to Maintain 12 or higher as this is adequate average participation for ELAC/DELAC meetings.

M1C.12 -

The target for ALL students will be revised to Maintain 95% or higher as this rate is higher than the state and county averages. The targets will be raised because the Year 2 Outcome.

M1C.13 -

The targets for some groups will be raised because the Year 2 Outcome exceeded the prior target. The targets for some groups will be decreased because the current targets would require unrealistic growth to meet.

In the summer and fall of 2026, State and Federal Programs and Assessment and Accountability will support LCAP Action Owners with responding to ongoing action evaluations of effectiveness to refine 2026-27 implementation and make targeted adjustments for student groups not yet experiencing the intended impact.

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).	\$1,557,021.00	Yes
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).	\$6,116,710.00	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: \$1,238,762.00	\$2,510,167.00	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).	\$4,605,574.00	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 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% AS: 61.0% FI: 82.1% HI: 50.7% 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: 11.0% HOM: 32.4% Ethnicity Groups: AA: 52.7% AS: 71.0% FI: 87.9% HI: 54.3% MR: 74.3% WH: 59.3%	2024-2025 ALL STUDENTS: 58.0% Program Groups: EL: 10.4% LTEL: 11.8% SED: 56.6% FY: NA SWD: 16.5% HOM: 41.5% Ethnicity Groups: AA: 52.6% AS: 73.5% FI: 82.9% HI: 56.8% MR: 75.8% WH: 66.0%	ALL STUDENTS: 60.0% Program Groups: EL: 13.4% LTEL: 14.8% SED: 58.6% FY: 51.8% SWD: 19.5% HOM: 44.5% Ethnicity Groups: AA: 55.6% AS: 75.5% FI: 84.9% HI: 58.6% MR: 77.8% WH: 68.0%	ALL STUDENTS: +7.0% Program Groups: EL: +1.5% LTEL: +1.8% SED: +8.0% FY: NA SWD: +9.4% HOM: +3.0% Ethnicity Groups: AA: +12.6% AS: +12.5% FI: +0.8% HI: +6.1% MR: +7.0% WH: +14.0%
M1D.2	CAASPP MATH - High Schools	2022-2023	2023-2024	2024-2025		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(11th Grade EAP) % Met/Exceeded (Data Source: CDE Research File)	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% AS: 48.8% FI: 64.1% HI: 18.7% MR: 25.0% WH: 19.8%	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% AS: 54.1% FI: 60.6% HI: 21.6% MR: 25.7% WH: 41.2%	ALL STUDENTS: 29.3% Program Groups: EL: 4.6% LTEL: 3.7% SED: 28.2% FY: 0.0% SWD: 2.4% HOM: 13.9% Ethnicity Groups: AA: 21.9% AS: 50.0% FI: 59.5% HI: 28.2% MR: 29.4% WH: 38.2%	ALL STUDENTS: 31.3% Program Groups: EL: 7.6% LTEL: 6.7% SED: 30.2% FY: 7.1% SWD: 5.4% HOM: 16.9% Ethnicity Groups: AA: 24.9% AS: 52.0% FI: 64.1% HI: 30.2% MR: 31.4% WH: 40.2%	ALL STUDENTS: +9.6% Program Groups: EL: +2.6% LTEL: +2.4% SED: +11.0% FY: -7.1% SWD: +1.1% HOM: +4.5% Ethnicity Groups: AA: +7.8% AS: +1.2% FI: -4.6% HI: +9.5% MR: +4.4% WH: +18.4%
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% AS: 60.0% FI: 76.2% HI: 50.6%	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% AS: 72.3% FI: 87.5% HI: 51.7%	2024-2025 ALL STUDENTS: 60.9% Program Groups: EL: 35.0% LTEL: 37.7% SED: 60.4% FY: 33.3% SWD: 22.3% HOM: 49.8% Ethnicity Groups: AA: 54.9% AS: 68.1% FI: 83.3% HI: 60.9%	ALL STUDENTS: 62.9% Program Groups: EL: 38.0% LTEL: 40.7% SED: 62.4% FY: 36.3% SWD: 25.3% HOM: 52.8% Ethnicity Groups: AA: 57.9% AS: 70.1% FI: 85.3% HI: 62.9%	ALL STUDENTS: +10.7% Program Groups: EL: +11.0% LTEL: +13.2% SED: +11.0% FY: +2.5% SWD: +5.9% HOM: +9.4% Ethnicity Groups: AA: +18.2% AS: +8.1% FI: +7.1% HI: +10.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MR: 34.5% WH: 53.3%	MR: 61.3% WH: 50.5%	MR: 71.4% WH: 57.5%	MR: 73.4% WH: 60.5%	MR: +36.9% WH: +4.2%
M1D.4	College/Career Indicator (CCI) - HIGH SCHOOLS % Prepared (Data Source: CA School Dashboard)	2022-2023 Eric Birch: ALL: 1.4% EL: 0.0% LTEL: 0.0% HI: 1.7% SED: 1.5% Summit HS: EL: 9.3%	2023-2024 Eric Birch: ALL: 1.9% EL: 2.2% LTEL: 2.3% HI: 1.5% SED: 2% Summit HS: EL: 17.7%	2024-2025 Eric Birch: ALL: 2.9% EL: 0.0% LTEL: 0.0% HI: 3.5% SED: 2.9% Summit HS: EL: 29.5%	 Eric Birch: ALL: 4.9% EL: 3.0% LTEL: 3.0% HI: 5.5% SED: 4.9% Summit HS: EL: 32.5%	 Eric Birch: ALL: +1.5% EL: 0% LTEL: 0% HI: +1.8% SED: +1.4% Summit HS: EL: +20.2%
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: AA: 47.6% AS: 65.0% FI: 88.1% HI: 53.8% MR: 44.8% WH: 54.2%	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: AA: 43.6% AS: 62.5% FI: 92.5% HI: 54.0% MR: 71.0% WH: 52.0%	2024-2025 ALL STUDENTS: 59.1% Program Groups: EL: 35.2% LTEL: 37.1% SED: 58.3% FY: 31.7% SWD: 23.1% HOM: 49.5% Ethnicity Groups: AA: 56.9% AS: 71.0% FI: 72.2% HI: 58.8% MR: 71.4% WH: 54.5%	 ALL STUDENTS: 61.1% Program Groups: EL: 38.2% LTEL: 40.1% SED: 60.3% FY: 34.7% SWD: 26.1% HOM: 52.5% Ethnicity Groups: AA: 59.9% AS: 73.0% FI: 88.1% HI: 60.8% MR: 73.4% WH: 57.5%	 ALL STUDENTS: +5.1% Program Groups: EL: +5.2% LTEL: +10.4% SED: +5.4% FY: -1.6% SWD: +5.8% HOM: +8.2% Ethnicity Groups: AA: +9.3% AS: +6.0% FI: -15.9% HI: +5.0% MR: +26.6% WH: +0.3%
M1D.6	CTE Sequence or Program of Study	2022-2023	2023-2024	2024-2025		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% Graduates Completed with a C- or Better (Data Source: CA School Dashboard)	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% AS: 10.0% FI: 35.7% HI: 24.7% MR: 27.6% WH: 28.0%	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% AS: 29.2% FI: 37.5% HI: 38.7% MR: 35.5% WH: 30.4%	ALL STUDENTS: 40.7% Program Groups: EL: 35.8% LTEL: 40.9% SED: 40.9% FY: 24.4% SWD: 34.2% HOM: 43.3% Ethnicity Groups: AA: 30.6% AS: 27.5% FI: 38.9% HI: 41.8% MR: 40.0% WH: 38.0%	ALL STUDENTS: 42.7% Program Groups: EL: 38.8% LTEL: 42.9% SED: 42.9% FY: 27.4% SWD: 37.2% HOM: 45.3% Ethnicity Groups: AA: 33.6% AS: 30.5% FI: 41.9% HI: 43.8% MR: 42.0% WH: 41.0%	ALL STUDENTS: +16.2% Program Groups: EL: +2.9% LTEL: +7.1% SED: +16.1% FY: +6.5% SWD: +12.0% HOM: +23.1% Ethnicity Groups: AA: +11.6% AS: +17.5% FI: +3.2% HI: +17.1% MR: +12.4% WH: +10.0%
M1D.7	A-G AND CTE Pathway % Graduates Met Requirements for BOTH (Data Source: College/Career Indicator Student-Level Data File)	2022-2023 ALL STUDENTS: 25.9% 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% AS: 10.0% FI: 41.9%	2023-2024 ALL STUDENTS: 25.0% 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% AS: 25.0% FI: 32.5%	2024-2025 ALL STUDENTS: 25.8% Program Groups: EL: 18.8% LTEL: 21.3% SED: 28.4% FY: 9.8% SWD: 12.0% HOM: 28.8% Ethnicity Groups: AA: 21.5% AS: 23.2% FI: 27.8%	ALL STUDENTS: 27.8% Program Groups: EL: 21.8% LTEL: 24.3% SED: 30.4% FY: 14.3% SWD: 15.0% HOM: 30.8% Ethnicity Groups: AA: 24.5% AS: 26.2% FI: 41.9%	ALL STUDENTS: +-0.1% Program Groups: EL: +1.9% LTEL: +6.5% SED: +2.0% FY: -4.5% SWD: +3.0% HOM: +3.0% Ethnicity Groups: AA: +5.4% AS: +13.2% FI: -14.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 27.1% MR: 12.5% WH: 17.4%	HI: 25.8% MR: 35.5% WH: 18.6%	HI: 29.4% MR: 34.3% WH: 22.3%	HI: 31.4% MR: 36.3% WH: 25.3%	HI: +2.3% MR: +21.8% WH: +4.9%
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: 91.0% of enrolled took exam ALL: 54.4% Program Groups: EL: 44.9% LTEL: 26.4% SED: 52.6% SWD: 28.6% HOM: 59.4% Ethnicity Groups: AA: 44.7% AS: 67.6% FI: 71.4% HI: 54.0% MR: 53.1% WH: 49.5%	2023-2024 AP: 94.2% of enrolled took exam ALL: 60.7% Program Groups: EL: 60.8% LTEL: 43.9% SED: 59.8% SWD: 40.0% HOM: 65.4% Ethnicity Groups: AA: 52.3% AS: 72.1% FI: 82.3% HI: 59.1% MR: 71.9% WH: 63.8%	2024-2025 AP: 93.1% of enrolled took exam ALL: 63.9% Program Groups: EL: 57.5% LTEL: 42.7% SED: 62.6% SWD: 40.0% HOM: 56.6% Ethnicity Groups: AA: 63.2% AS: 79.6% FI: 79.7% HI: 61.8% MR: 84.8% WH: 65.4%	 AP: 95.0% of enrolled took exam ALL: 65.9% Program Groups: EL: 60.5% LTEL: 45.7% SED: 64.6% SWD: 43.0% HOM: 59.6% Ethnicity Groups: AA: 65.2% AS: 81.6% FI: 81.7% HI: 64.8% MR: 86.8% WH: 67.4%	 AP: +2.1% taking exam ALL: +9.5% Program Groups: EL: +12.6% LTEL: +16.3% SED: +10.0% SWD: +11.4% HOM: -2.8% Ethnicity Groups: AA: +18.5% AS: +12.0% FI: +8.3% HI: +7.8% MR: +31.7% WH: +15.9%
		2022-2023 IB: 36% of enrolled took exam ALL: 84.0% Program Groups: SED: 88.1%	2023-2024 IB: 25.1% of enrolled took exam ALL: 80.3% Program Groups: SED: 79.2%	2024-2025 IB: 15.5% of enrolled took exam ALL: 79.2% Program Groups: SED: 75.7%	 IB: 36% of enrolled took exam ALL: 84.0% Program Groups: SED: 88.1%	 IB (-20.5% taking exam) ALL: -4.8% Program Groups: SED: -12.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ethnicity Groups: AA: 80.0% HI: 85.0%	Ethnicity Groups: AA: NA HI: 81.0%	Ethnicity Groups: AA: 100% HI: 79.1%	Ethnicity Groups: AA: maintain 90% or higher HI: 85.0%	Ethnicity Groups: AA: +20% HI: -5.9%
M1D.9	College Credit % of Graduates Who Completed one semester, two quarters, or two trimesters of college coursework with grade C- or better in academic/CTE subjects where college credit is awarded (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: 7.4% Program Groups: EL: 2.4% LTEL: 1.9% SED: 6.8% FY: 2.6% SWD: 2.1% HOM: 5.6% Ethnicity Groups: AA: 6.8% AS: 10.0% FI: 16.7% HI: 7.0% MR: 13.8% WH: 13.1%	2023-2024 ALL STUDENTS: 11.3% Program Groups: EL: 5.6% LTEL: 6.0% SED: 10.9% FY: 3.4% SWD: 5.7% HOM: 8.8% Ethnicity Groups: AA: 12.3% AS: 23.4% FI: 12.5% HI: 10.8% MR: 16.1% WH: 12.9%	2024-2025 ALL STUDENTS: 15.4% Program Groups: EL: 6.5% LTEL: 6.8% SED: 14.9% FY: 12.8% SWD: 6.0% HOM: 13.3% Ethnicity Groups: AA: 16.2% AS: 27.5% FI: 22.2% HI: 14.4% MR: 25.7% WH: 23.3%	 ALL STUDENTS: 17.4% Program Groups: EL: 9.5% LTEL: 9.8% SED: 16.9% FY: 16.8% SWD: 9.0% HOM: 16.3% Ethnicity Groups: AA: 18.2% AS: 29.5% FI: 24.2% HI: 16.4% MR: 27.7% WH: 25.3%	 ALL STUDENTS: +8.0% Program Groups: EL: +4.1% LTEL: +4.9% SED: +8.1% FY: +10.2% SWD: +3.9% HOM: +7.7% Ethnicity Groups: AA: +9.4% AS: +17.5% FI: +5.5% HI: +7.4% MR: +11.9% WH: +10.2%
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%	2023-2024 ALL STUDENTS: 92.6% Program Groups: EL: 84.2% LTEL: 87.2% SED: 92.8% FY: 79.3%	2024-2025 ALL STUDENTS: 94.7% Program Groups: EL: 87.4% LTEL: 92.7% SED: 94.9% FY: 90.2%	 ALL STUDENTS: 95% Program Groups: EL: 88.9% LTEL: 94.2% SED: 95% FY: 91.7%	 ALL STUDENTS: +3.3% Program Groups: EL: +7.6% LTEL: +7.6% SED: +3.7% FY: +5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 72.7% HOM: 80.5% Ethnicity Groups: AA: 89.2% AS: 87.5% FI: 100% HI: 91.3% MR: 96.6% WH: 92.6%	SWD: 77.8% HOM: 88.4% Ethnicity Groups: AA: 88.6% AS: 83.3% FI: 97.5% HI: 92.8% MR: 96.8% WH: 93.1%	SWD: 84.2% HOM: 91.5% Ethnicity Groups: AA: 94.4% AS: 89.9% FI: 97.2% HI: 94.8% MR: 94.3% WH: 95.0%	SWD: 85.7% HOM: 93.0% Ethnicity Groups: AA: 95% AS: 91.4% FI: Maintain 95% or higher HI: 95% MR: 95% WH: Maintain 95% or higher	SWD: +11.5% HOM: +11.0% Ethnicity Groups: AA: +5.2% AS: +2.4% FI: -2.8% HI: +3.5% MR: -2.3% WH: +2.4%
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%	2024-2025 A. B. Miller: SWD: 80.6%	A. B. Miller: SWD: 82.1%	A.B. Miller: SWD: +22.5%
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% AS: 14.3% FI: 11.9% HI: 23.2%	2023-2024 ALL STUDENTS: 23.8% Program Groups: EL: 7.4% LTEL: 6.2% SED: 24.5% FY: 0.0% SWD: 2.4% HOM: 20.4% Ethnicity Groups: AA: 0.0% AS: 12.8% FI: 15.4% HI: 26.4%	2024-2025 ALL STUDENTS: 26.2% Program Groups: EL: 17.4% LTEL: 17.3% SED: 26.8% FY: 14.3% SWD: 1.0% HOM: 20.6% Ethnicity Groups: AA: 2.2% AS: 4.8% FI: 2.9% HI: 29.9%	ALL STUDENTS: 28.2% Program Groups: EL: 20.4% LTEL: 20.3% SED: 28.5% FY: 17.3% SWD: 4.0% HOM: 23.6% Ethnicity Groups: AA: 5.2% AS: 14.3% FI: 11.9% HI: 31.9%	ALL STUDENTS: +5.6% Program Groups: EL: +11.9% LTEL: +17.0% SED: +5.3% FY: +2.2% SWD: -0.7% HOM: +3.2% Ethnicity Groups: AA: +2.2% AS: -9.5% FI: -9.0% HI: +6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MR: 0.0% WH: 2.0%	MR: 0.0% WH: 6.5%	MR: 9.1% WH: 4.4%	MR: 12.1% WH: 7.4%	MR: +9.1% WH: +2.4%
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: 68.0% Program Groups: EL: 67.0% LTEL: 68.0% SED: 68.0% FY: 50.0% (2023-2024) SWD: 61.0% HOM: 70.0% Ethnicity Groups: AA: 73.0% AS: 67.0% FI: 78.0% HI: 68.0% MR: 71.0% WH: 63.0%	2023-2024 ALL STUDENTS: 62.0% Program Groups: EL: 57.0% LTEL: 53.0% SED: 62.0% FY: 50.0% SWD: 49.0% HOM: 64.0% Ethnicity Groups: AA: 61.0% AS: 64.0% FI: 69.0% HI: 62.0% MR: 69.0% WH: 58.0%	2024-2025 ALL STUDENTS: 81.0% Program Groups: EL: 86.0% LTEL: 86.0% SED: 88.0% FY: 82.0% SWD: 73.0% HOM: 91.0% Ethnicity Groups: AA: 78.0% AS: 79.0% FI: 86.0% HI: 89.0% MR: 87.0% WH: 83.0%	 ALL STUDENTS: 83.0% Program Groups: EL: 88.0% LTEL: 88.0% SED: 90.0% FY: 84.0% SWD: 76.0% HOM: 93.0% Ethnicity Groups: AA: 81.0% AS: 82.0% FI: 88.0% HI: 91.0% MR: 89.0% WH: 85.0%	 ALL STUDENTS: +13.0% Program Groups: EL: +19.0% LTEL: +18.0% SED: +20.0% FY: +32.0% SWD: +12.0% HOM: +21.0% Ethnicity Groups: AA: +5.0% AS: +12.0% FI: +8.0% HI: +21.0% MR: +16.0% WH: +20.0%
M1D.14	Smarter Balanced Summative Assessments % of Graduates that scored at least a level 3 “Standard Met” on ELA or Mathematics and at least a level 2 “Standard Nearly Met” on the other subject area (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: 31.7% Program Groups: EL: 6.7% LTEL: 1.9% SED: 30.5% FY: 15.4% SWD: 4.3% HOM: 19.2%	2023-2024 ALL STUDENTS: 34.3% Program Groups: EL: 7.8% LTEL: 7.3% SED: 33.6% FY: 10.3% SWD: 4.4% HOM: 20.8% Ethnicity Groups:	2024-2025 ALL STUDENTS: 37.7% Program Groups: EL: 8.3% LTEL: 8.7% SED: 36.8% FY: 17.9% SWD: 5.7% HOM: 26.0% Ethnicity Groups:	 ALL STUDENTS: 39.7% Program Groups: EL: 11.3% LTEL: 11.7% SED: 38.8% FY: 20.9% SWD: 8.7% HOM: 29.0% Ethnicity Groups:	 ALL STUDENTS: +6.0% Program Groups: EL: +1.6% LTEL: +6.8% SED: +6.3% FY: +2.5% SWD: +1.4% HOM: +6.8% Ethnicity Groups:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ethnicity Groups: AA: 27.9% AS: 52.5% FI: 64.3% HI: 30.7% MR: 24.1% WH: 43.9%	AA: 27.5% AS: 53.2% FI: 80.0% HI: 33.4% MR: 41.9% WH: 36.6%	AA: 36.6% AS: 56.5% FI: 75.0% HI: 36.1% MR: 54.3% WH: 46.7%	AA: 39.6% AS: 58.5% FI: 77.0% HI: 39.1% MR: 56.3% WH: 48.7%	AA: +8.7% AS: +4.0% FI: +10.7% HI: +5.4% MR: +30.2% WH: +2.8%

Goal Analysis [2025-26]

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

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

Action 1D.1 was implemented as planned. Six new CTE pathways were added based on student and site needs, along with the establishment of four pre-apprenticeship programs. Industry partners were actively engaged and provided work-based learning opportunities both within coursework and through additional experiences. The District has been intentional and strategic in expanding and strengthening its industry partnerships through initiatives such as the Industry Partner and Educators Exchange Event, which brought together over 100 partners and educators to collaborate around workforce data and CTE programming. Additionally, a series of Skilled Trades Fairs brought hands-on career exploration directly to students at each high school. The District will continue to engage the CTE Advisory Committee annually in the local needs assessment to ensure program development remains informed by industry input. Strengths include the expansion of CTE pathways, the creation of pre-apprenticeship programs, and robust industry engagement in student learning. Challenges included the absence of a system to track or recruit students from specific groups (EL, FY, SED) as well as limited opportunities to convene all CTE teachers for professional development. A new student participation-monitoring mechanism has been established, and a clear plan for ongoing professional learning was communicated to all CTE staff.

Action 1D.2 was partially implemented as planned, with one modification. Due to a transition in leadership, the expansion of dual enrollment programs originally planned for 2025-26 was delayed to the 2026-27 school year. Two dual enrollment pathways are currently offered, and twenty-six CTE articulated courses are providing students with access to college credit opportunities. Strengths include the availability of current dual enrollment pathways, planned expansion, and broad access to articulated courses. While scheduling constraints continue to limit access for some target groups, a positive trend emerged with increased English Learner enrollment in CTE courses compared to last year, indicating improved access to articulated college-credit opportunities.

Action 1D.3 was implemented as planned. Materials and training were provided to reduce barriers for students in AP and IB programs and address unique student needs. All IB sites successfully utilized Toddle, an IB-specific learning management platform, and two-thirds of our IB sites provided professional development to their staff to strengthen program implementation. IB sites received ongoing support through quarterly meetings with the International Baccalaureate Organization (IBO), ensuring ongoing professional development and program

alignment. The District expanded AP test preparation resources by implementing UWorld for AP Science courses and AP Psychology, and funded AP, PSAT, and SAT exams, along with the expansion of the Pre-AP program and associated professional development. Strengths include the timely provision of materials and training, expansion of AP test preparation, and sustained professional development through IBO collaboration.

Action 1D.4 was implemented as planned across all three components: equitable access to college readiness activities, targeted supports to remove barriers, and a focus on English Learners, Low-Income students, and Foster Youth. College readiness initiatives, including AVID and College Application Submission Days, were implemented at school sites, and the District hosted its first districtwide College and Career Fair. A multi-year AVID contract was established to ensure continuity, and collaboration with CSUSB was maintained to increase student exposure to higher education. In partnership with the National College Resources Foundation, students attended the Latino College Expo, the Black College Expo, and additional CSUSB events such as the Next Gen Conference. A notable strength was the Direct Admit event with CSUSB, where 500 seniors were admitted for Fall 2026 upon application. The District also established an agreement with Parchment for transcript services, secured guaranteed admission MOUs with the University of La Verne and Cal Baptist University, and is developing additional MOUs with CSUSB for counselor and academic support, as well as with UC Merced, Cal Poly Pomona, Biola University, and the University of Redlands for direct admissions.

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.

1D.2 had a material difference due unexpended personnel and materials costs related to the delayed implementation of additional dual enrollment pathway opportunities.

1D.4 had a material difference due to increased personnel costs resulting from salary increases.

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

Action 1D.1 was effective in providing Career Technical Education (CTE) courses to better prepare student groups for post-secondary education and the workforce. The number of All Students completing a CTE sequence with a C- or better grew by 3.2% and the number of those same students also meeting A-G requirements grew by 5.8%. The number of English Learners successfully completing a CTE sequence increased by 4.0%, and the number of English Learners completing a CTE sequence and meeting A-G requirements grew by 4.1%. Socioeconomically Disadvantaged students performed similarly, with an additional 2.7% successfully completing a CTE sequence and 2.9% meeting both requirements. While the number of Foster Youth completing a CTE sequence with a C- or better increased by 3.7%, the number accomplishing that along with meeting A-G requirements declined by 7.4%. This data indicates this action was effective in preparing students for college and career for all student groups except Foster Youth. It will be continued next year with additional metrics included to provide a more robust picture of its effectiveness.

Action 1D.2 was effective in expanding opportunities for students to earn college credit while in high school. The number of All Students in dual enrollment increased by 4.1%, English Learners by 0.9%, and Socioeconomically Disadvantaged by 4.0%. This action was particularly effective for Foster Youth, with an additional 9.4% in dual enrollment. This data indicates this action was effective in preparing students for college and career. It will be continued next year with additional metrics included to provide a more robust picture of its effectiveness.

Action 1D.3 had mixed effectiveness with increasing AP pass rates for different student groups. While the number of All Students passing AP exams increased by 3.2% and Socioeconomically Disadvantaged by 2.8%, the number of English Learners who were passing decreased by 3.3% and no Foster Youth passed. While this data shows effectiveness in increased college and career readiness for All Students and Socioeconomically Disadvantaged, it indicates that English Learners and Foster Youth require additional targeted support.

Action 1D.4 was partially effective in preparing different student groups for college readiness. The number of students who were on grade level in ELA increased by 3.0% for All Students and 3.6% for Socioeconomically Disadvantaged but decreased by 2.4% for English Learners. The number of students who were on grade level in Math increased by 5.7% for All Students, 1.3% for English Learners, and 6.8% for Socioeconomically Disadvantaged. The number of Foster Youth on grade level was not available for Year 2 because the number of students was too small. The number of All Students who were college and career ready grew by 9.1%, English Learners by 10.3%, Socioeconomically Disadvantaged by 8.9%, and Foster Youth by 9.2%. At Eric Birch and Summit, schools who had been identified in the Red for college and career readiness, All Students and Socioeconomically Disadvantaged students increased, however 0% of English Learners were prepared at Eric Birch. The number of students who met A-G requirements also gained across most student groups; All Students grew by 4.8%, English Learners 5.1%, and Socioeconomically Disadvantaged 4.3%. However, Foster Youth decreased by 6.2%. The number of graduates increased across all student groups, with All Students gaining 2.1%, English Learners 3.2%, Socioeconomically Disadvantaged 2.1%, and Foster Youth 10.9%. The number of students meeting requirements for the State Seal of Biliteracy grew by 2.4% for All Students, 10.0% for English Learners, 2.3% for Socioeconomically Disadvantaged, and 14.3% for Foster Youth. Finally, the number of students meeting criteria for a Broad Course of Study increased across all student groups; All Students gained 19%, English Learners gained 29%, Socioeconomically Disadvantaged gained 26%, and Foster Youth gained 32%. The data indicates this action contributed towards districtwide progress in student preparedness for college and career, though special consideration should be given to English Learners in the area of ELA, English Learners in the area of college and career readiness at Eric Birch, and Foster Youth in the area of A-G completion.

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.

For 2026–27, Goal 1D metrics will be updated to reflect changes in performance. When student groups nearly met or exceeded the prior target the target was increased to support continued growth. We recognize that the FY and FI student groups experienced significant declines since the baseline year on some metrics. After looking at trend growth patterns among all students, it was determined that in these cases achieving the original targets would require unrealistic rates of growth compared to their current level of performance. Therefore, the district is adjusting related targets to reflect attainable, yet meaningful, growth expectations that meet or exceed baseline. Additionally, the district will add metrics that more directly align to the intended outcomes of select actions, allowing for improved monitoring and evaluation of their effectiveness in supporting student achievement.

To strengthen continuous improvement efforts for these student groups, the district will enhance implementation of the actions in Goal 1D by strengthening systems for monitoring and evaluating implementation fidelity. This will help ensure that actions are carried out consistently and in alignment with the evidence-based practices on which they are based, while also providing targeted support to address areas of declining performance and improve outcomes for these student groups.

M1D.1, M1D.2, M1D.3, M1D.5, M1D.6, M1D.7, M1D.10, M1D.12, and M1D.13 -

Two student groups, AI and PI, were removed from this metric because they had less than the minimum number of students required for data reporting on the CA Dashboard. For FUSD, targets will be increased for student groups who nearly met, met, or exceeded the prior target based on Year 2 Outcome Data reported. For FUSD, targets will be decreased for student groups where the current target is unrealistic.

M1D.4 -

Eric Birch - LTEL group added because the Year 2 Outcome was at the lowest level on the CA Dashboard. The target will be reduced for some groups because the growth expected to meet the prior target was unrealistic.

Summit HS - The target will be raised for the EL group because the Year 2 Outcome exceeded the prior target.

M1D.8 -

Three student groups, FY, AI, and PI, were removed from the AP portion of this metric because they had less than the minimum number of students required for valid data reporting. For FUSD, targets for AP pass rates will be increased for student groups who nearly met, met, or exceeded the prior target based on Year 2 Outcome Data reported. For FUSD, targets for AP pass rates will be decreased for student groups where the current target is unrealistic.

Several student groups, EL, LTEL, FY, SWD, HOM, AI, AS, FI, PI, MR, and WH were removed from the IB portion of this metric because they had less than the minimum number of students required for valid data reporting. For FUSD, the target for participation in IB exams will be decreased because the prior target would require more growth than what is realistic. For FUSD, targets for IB pass rates will be increased for the AA student group who exceeded the Year 2 outcome. For FUSD, targets for IB pass rates will be decreased for student groups where the current target is unrealistic.

M1D.9 -

The metric, "College Credit - % Graduates Who Completed College Credit Coursework During High School", will be modified to "College Credit - % of Graduates Who Completed one semester, two quarters, or two trimesters of college coursework with grade C- or better in academic/CTE subjects where college credit is awarded". The reason for this change is to specify the type of college course credit and grade level requirement to match CDE's description for meeting the CCI Preparedness measure for CTE Pathway Completion. Thus, all the data will be updated to align with this modified metric parameters. Two student groups, AI and PI, were removed from this metric because they had less than the minimum number of students required for data reporting on the CA Dashboard.

M1D.11 -

For A.B. Miller, the target for SWD will be increased because the Year 2 Outcome exceeded the prior target.

M1D.14 -

A new metric, "Smarter Balanced Summative Assessments, % of Graduates that scored at least a level 3 "Standard Met" on ELA or Mathematics and at least a level 2 "Standard Nearly Met" on the other subject area" will be added to identify students who met the CDE's criteria that corresponds with the UC or CSU admissions requirements for CCI. Data will be included for the baseline, outcomes, target, and difference from baseline for this new metric.

Action 1D.1 - To better evaluate the effectiveness of this action, the following metrics will be added: M1D.3, M1D.10, M1D.13, M2.1, M2.10.

Action 1D.2 - To better evaluate the effectiveness of this action, the following metrics will be added: M1D.1-M1D.3, M1D.5-M1D.7, M1D.10.

Action 1D.3 - The district believes that because this action was attached to only one metric, it doesn't provide a full picture of the scope of this action. Therefore, this action will continue next year, albeit with additional metrics connected to it: M1D.1-M1D.3, M1D.14.

Action 1D.4 - To better evaluate the effectiveness of this action, the following metrics will be added: M1D.6-M1D.9, M1D.14.

In the summer and fall of 2026, State and Federal Programs and Assessment and Accountability will support LCAP Action Owners with responding to ongoing action evaluations of effectiveness to refine 2026-27 implementation and make targeted adjustments for student groups not yet experiencing the intended impact.

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.3, M1D.6, M1D.7, M1D.10, M1D.13, M2.1, M2.10).	\$11,756,670.00	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.1-M1D.3, M1D.5-M1D.7, M1D.9-M1D.10).	\$120,000.00	No

Action #	Title	Description	Total Funds	Contributing
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.1-M1D.3, M1D.8, M1D.14).	\$664,171.00	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.14).	\$4,479,552.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
1E	POWERFUL OUTCOMES: By June of 2027, Eric Birch Continuation High School 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 Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies to support school sites serving high concentrations of unduplicated pupils and demonstrating unduplicated pupil population of SED students >70% and a Non-Stability Rate >25%. These funds are intended to support the implementation of evidence-based services and strategies to improve student outcomes.

In Fontana Unified School District (FUSD), Eric Birch Continuation High School demonstrates high levels of student mobility, as reflected in elevated non-stability rates reported by the California Department of Education, which further contributes to the need for targeted and responsive supports. Birch Continuation High School's ongoing needs in key indicators, include academic achievement in ELA and Mathematics, English Learner Progress, college and career readiness, student engagement (graduation rate), and school climate (suspension rate).

For the 2026-27 school year, the identified areas of need based on the 2025 California Dashboard results, are academic achievement in English Language Arts and Mathematics, English Learner Progress Indicator (ELPI), College and Career Indicator (CCI), and Suspension Rate, which continue to demonstrate low performance on the California School Dashboard for All Students, with disproportionately lower outcomes for English Learners (EL), Long-Term English Learners (LTEL), Hispanic students, and Socioeconomically Disadvantaged (SED) students at Eric Birch Continuation High School.

Beginning in the 2025–26 school year, Eric Birch and Citrus Continuation Schools were consolidated into a single continuation high school, Eric Birch Continuation High School. Since 2025-26 outcomes reflect the first year of the consolidated model, current results should be interpreted in the context of changes to enrollment, staffing, program structure, and service delivery. The consolidation provides an

opportunity to streamline services, align instructional practices, and strengthen systems of support to better meet the needs of high-need and highly mobile student populations. The district will continue to monitor implementation and student outcomes as the consolidated model becomes fully established.

During the 2024–25 school year, educational partners engaged in a comprehensive needs assessment process to review student performance data and evaluate the effectiveness of existing actions. While some areas demonstrated progress, other indicators such as ELA, Math, English Language Performance Indicator, College and Career Indicator, and Suspension Rates showed limited improvement or decline for all students, particularly for English Learners, Long-term English Learners, Hispanic students, and Socioeconomically Disadvantaged Students, in particular due to delayed implementation of key actions until the second semester. Based on this analysis, educational partners determined that the overall goal remains appropriate; however, refinements to actions and implementation strategies are necessary to accelerate student outcomes for these areas.

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) *There are less than 30 students in the current or prior year.	2022-2023 Birch: ALL: 11.3% EL: 4.0%* LTEL: 5.6%* SED: 11.8% HI: 10.6%	2023-2024 Birch: ALL: 15.9% EL: 2.4%* LTEL: 0.0%* SED: 12.3% HI: 15.0%	2024-2025 Birch: ALL: 10.3% EL: 0.0%* LTEL: 0.0%* SED: 10.0% HI: 9.0%	 Birch: ALL: 14.3% EL: 4.0%* LTEL: 5.6%* SED: 14.0% HI: 13.0%	 Birch: ALL: -1.0% EL: -4.0%* LTEL: -5.6%* SED: -1.8% HI: -1.6%
M1E.2	CAASPP MATH - Continuation Schools % Met/Exceeded (Data Source: CDE Research File) *There are less than 30 students in the current or prior year.	2022-2023 Birch ALL: 1.3% EL: 0.0%* LTEL: 0.0%* SED: 0.8% HI: 1.5%	2023-2024 Birch ALL: 0.8% EL: 0.0%* LTEL: 0.0%* SED: 0.9% HI: 0.8%	2024-2025 Birch: ALL: 1.7% EL: 2.6%* LTEL: 4.0%* SED: 2.2% HI: 2.0%	 Birch: ALL: 5.7% EL: 6.6%* LTEL: 8.0%* SED: 6.2% HI: 6.0%	 Birch: ALL: +0.4% EL: +2.6%* LTEL: +4.0%* SED: +1.4% HI: +0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1E.3	CAASPP ELA - Continuation Schools Average Distance from Standard (Data Source: CA School Dashboard) *There are less than 30 students in the current or prior year.	2022-2023 Birch ALL: -99.6 EL: -136.3* LTEL: -131.7* SED: -95.9 HI: -100.1	2023-2024 Birch ALL: -96.9 EL: -113.9* LTEL: -113.8* SED: -99.9 HI: -99.2	2024-2025 Birch: ALL: -124.1 EL: -154.6* LTEL: -161.8 * SED: -125.1 HI: -131.7	 Birch: ALL: -99.6 EL: -136.3* LTEL: -131.7* SED: -95.9 HI: -100.1	 Birch: ALL: -24.5 EL: -18.3* LTEL: -30.1* SED: -29.2 HI: -31.6
M1E.4	CAASPP MATH - Continuation Schools Average Distance from Standard (Data Source: CA School Dashboard) *There are less than 30 students in the current or prior year.	2022-2023 Birch: ALL: -163.3 EL: -192.2* LTEL: -200.8* SED: -162.5 HI: -163.7	2023-2024 Birch: ALL: -202.8 EL: -205.1* LTEL: -201.5* SED: -203.5 HI: -201.7	2024-2025 Birch: ALL: -180.9 EL: -181.1* LTEL: -188.6* SED: -182.8 HI: -183.5	 Birch: ALL: -163.3 EL: -176.1* LTEL: -182.6* SED: -162.5 HI: -163.7	 Birch: ALL: -17.6 EL: +11.1* LTEL: +12.2* SED: -20.3 HI: -19.8
M1E.5	Graduation Rate - Continuation Schools % graduated (Data Source: CA School Dashboard)	2022-2023 Birch: ALL: 80.4% EL: 78.8% LTEL: 78.8% SED: 80.3% HI: 78.8%	2023-2024 Birch: ALL: 83.0% EL: 84.8% LTEL: 88.6% SED: 82.8% HI: 84.8%	2024-2025 Birch: ALL: 91.1% EL: 86.8% LTEL: 85.7% SED: 91.1% HI: 90.2%	 Birch: ALL: 93.1% EL: 89.8% LTEL: 88.7% SED: 93.1% HI: 93.1%	 Birch: ALL: +10.7% EL: +8.0% LTEL: +6.9% SED: +10.8% HI: +11.4%
M1E.6	Suspension Rate - Continuation Schools % suspended	2022-2023 Birch: ALL: 6.8% EL: 1.4%	2023-2024 Birch: ALL: 5.8% EL: 0.9%	2024-2025 Birch: ALL: 7.2% EL: 4.3%	 Birch: ALL: 5.2% EL: 1.4%	 Birch: ALL: +0.4% EL: +2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	LTEL: 1.4% SED: 6.7% HI: 6.0%	LTEL: 0.9% SED: 5.5% HI: 4.2%	LTEL: 4.5% SED: 8.2% HI: 6.2%	LTEL: 1.4% SED: 6.2% HI: 4.2%	LTEL: +3.1% SED: +1.5% HI: +0.2%
M1E.7	Attendance Rate - Continuation Schools % in Attendance (Data Source: Student Information System)	2022-2023 Birch: ALL: 86.0% EL: 88.0% LTEL: 88.0% SED: 86.0% HI: 87.0%	2023-2024 Birch: ALL: 86.6% EL: 88.0% LTEL: 88.0% SED: 87.0% HI: 90.0%	2024-2025 Birch: ALL: 86.1% EL: 88.0% LTEL: 87.9% SED: 85.6% HI: 86.0%	 Birch: ALL: 86.6% EL: 88.5% LTEL: 88.4% SED: 86.1% HI: 87.0%	 Birch: ALL: +0.1% EL: +0.0% LTEL: -0.1% SED: -0.4% HI: -1.0%
M1E.8	English Learner Progress Indicator (ELPI) - Continuation Schools % Making Progress Toward English Language Proficiency (Data Source: CA School Dashboard)	2022-2023 Birch: EL: 60.0% LTEL: 60.0%	2023-2024 Birch: EL: 40.9% LTEL: 40.9%	2024-2025 Birch: EL: 45.8% LTEL: 45.0%	 Birch: EL: 60.0% LTEL: 60.0%	 Birch: EL: -14.2% LTEL: -15.0%
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% LTEL: 0.0% EL: 0% HI: 1.7% SED: 1.5%	2023-2024 Birch: ALL: 1.9% EL: 2.2% LTEL: 2.3% HI: 1.5% SED: 2%	2024-2025 Birch: ALL: 2.9% EL: 0.0% LTEL: 0.0% HI: 3.5% SED: 2.9%	 Birch: ALL: 4.9% EL: 2.0% LTEL: 2.0% HI: 5.5% SED: 4.9%	 Birch: ALL: +1.5% EL: 0% LTEL: 0% HI: +1.8% SED: +1.4%
M1E.10	School Connectedness - % Favorably Responded Rate	2023-2024	2024-2025	2025-2026		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: FUSD Fall Student SEL Survey)	Teacher-Student Relationships: Birch: 41%	Teacher-Student Relationships: Birch: 41%	Teacher-Student Relationships: Birch: 58%	Teacher-Student Relationships: Birch: 60%	Teacher-Student Relationships: Birch: +17%
		Sense of Belonging: Birch: 36%	Sense of Belonging: Birch: 36%	Sense of Belonging: Birch: 42%	Sense of Belonging: Birch: 44%	Sense of Belonging: Birch: +6%
M1E.11	School Climate - STUDENTS % Favorably Responded Rate (Data Source: FUSD Annual Student Climate Survey; Survey Platform)	2023-2024 Birch: 40%	2024-2025 Birch: 44%	2025-2026 Birch: 88%	 Birch: 90%	 Birch: +48%
M1E.12	School Safety Perceptions - STUDENTS % Favorable Responded Rate (Data Source: FUSD Annual Student Climate Survey; Survey Platform)	2023-2024 Birch: 70%	2024-2025 Birch: 77%	2025-2026 Birch: 87%	 Birch: 89%	 Birch: +17%

Goal Analysis [2025-26]

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

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

Action 1E.1 was implemented as planned. Neutral Ground intervention specialists actively met with students throughout the week, utilizing trauma-informed practices that prioritize conflict resolution and youth empowerment. All certificated staff completed nonviolent crisis intervention training by August 2025. The Rescue A Generation (RAG) Success Club met twice weekly, providing coaching and mentorship, and the Urban Literacy Project delivered both the English Learner academic language development intervention group and the math academic language development group. Strengths include consistent implementation of trauma-informed practices, staff's increased capacity to recognize and prevent crisis behaviors, and observable relationship-building that directly contributed to conflict resolution on campus.

Challenges included space constraints and scheduling overlaps across intervention programs, though these did not impede overall implementation.

Action 1E.2 was implemented as planned to support improved attendance and enhance school connectedness. Athletic programs were expanded from co-ed teams to include separate girls' and boys' teams for soccer, basketball, and softball, with all teams receiving the necessary uniforms and equipment; additionally, girls' flag football teams launched in March 2026. The Minga digital hall pass system was fully implemented in August 2025, and while it is operational, FUSD continues to acquire kiosk computers for classrooms to improve accessibility for staff and students. Strengths include increased student participation in athletics compared to the previous co-ed model, with participating students demonstrating improved attendance and academic performance. The Minga system has also strengthened staff's ability to track student time out of class and efficiently locate students based on pass destinations. Challenges include ensuring full teacher implementation of Minga with fidelity and completing kiosk installations.

Action 1E.3 was implemented as planned. The Too Good for Drugs and Too Good for Violence training was completed in early November as scheduled, and the partnership with South Coast Counseling Services was established with a Social Worker actively serving on campus. Strengths include connecting students and families with outside resources and establishing a clothing pantry to address basic needs and remove barriers to student success. Due to the consolidation of the two continuation high schools, a reduction in expenditures allowed for funding to be facilitated under 1E.1.

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 1E.2 and 1E.3 reflect a material difference because the actual costs for contracted services and materials needed to implement the actions were lower than anticipated. As a result, all the actions were able to be implemented as planned at a lower overall cost. Additionally, due to a process issue in how expenditures were assigned to actions, all expenditures were assigned to Action 1E.1. During the expenditure review process, costs associated with Actions 1E.2 and 1E.3 were recorded under Action 1, causing Actions 1E.2 and 1E.3 to appear unspent. The process will be reviewed and corrected to ensure expenditures are assigned to the appropriate actions in the 2026-27 school year.

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

Action 1E.1 had mixed effectiveness in improving the academics for students enrolled in continuation schools. While All Students at Eric Birch Continuation School increased their Math DFS by 21.9 DFS and an additional 0.9% proficient, they decreased their ELA DFS by 27.2, reducing the number of students who were proficient by 5.6%. English Learners declined their ELA DFS by 40.9 with 0.0% of students proficient, but their Math DFS gained 21.9 and the number of students who were proficient grew by 2.6%. Long-Term English Learners, Socioeconomically Disadvantaged, and Hispanic showed similar patterns, declining in ELA but increasing in Math. The number of English Learners making progress towards the English language grew by 4.9%. Graduation rates increased by 8.1% and the number of students prepared for college and career grew by 1.0%, but suspension rates increased by 1.4% and attendance decreased by 0.5%. The data shows this action was effective in increasing Math at continuation schools, however it was not as effective at supporting growth in ELA.

Action 1E.2 was not effective in improving attendance. All Students dropped by 0.5%, English Learners maintained at 88.0%, Long-Term English Learners decreased by 0.1%, Socioeconomically Disadvantaged declined by 1.4%, and Hispanic dropped by 4.0%.

Action 1E.3 was not effective in improving suspension rates, as they grew from 5.8% to 7.2% for All Students, 3.4% for English Learners, 3.6% for Long Term English Learners, 2.7% for Socioeconomically Disadvantaged, and 2.0% for Hispanic.

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.

For 2026–27, Goal 1E metrics will be updated to reflect changes in performance. When student groups nearly met or exceeded the prior target the target was increased to support continued growth. For some metrics that previously only reported the ALL students data, the EL, LTEL, SED, HI student groups were added to increase the focus on progress monitoring these students and providing targeted support as needed. It is important to note, that the number of EL and LTEL students assessed for some metrics is below CDE's minimum of 30 students used for accountability purposes, however the number of students in each of these groups exceeds 10 students thus the data was available. Despite growth in math, attendance, and graduation rates, the district recognizes that the EL, LTEL, and SED student groups experienced significant declines since the baseline year in ELA and ELPI. Suspension rates for students group also increased since baseline. After looking at trend growth patterns among all students, it was determined that in these cases achieving the original targets would require unrealistic rates of growth compared to their current level of performance. Therefore, the district is adjusting related targets to reflect attainable, yet meaningful, growth expectations that meet or exceed baseline. Additionally, the district will add metrics that more directly align to the intended outcomes of select actions, allowing for improved monitoring and evaluation of their effectiveness in supporting student achievement. Finally, Citrus Continuation High School closed at the end of the 2024-25 school year thus all associated metrics for that school will be removed.

To strengthen continuous improvement efforts for these student groups to improve in ELA and English Learner Progress while declining suspension rates, the district will enhance implementation of the actions in Goal 1D by strengthening systems for monitoring and evaluating implementation fidelity. This will help ensure that actions are carried out consistently and in alignment with the evidence-based practices on which they are based, while also providing targeted support to address areas of declining performance and improve outcomes for these student groups.

M1E.1 - M1E.4, M1E.7 - M1E.9

The targets will be decreased because to meet the current targets would require unrealistic growth however they will reflect reasonable growth to maintain expectations for continuous growth.

M1E.5 -

The target for ALL students will be raised because the Year 2 Outcome exceeded the prior target.

Three new metrics will be added to Goal 1E that align to the goal of increasing students' perceptions of school climate and safety that will lead to improved academic, attendance, and social-emotional well-being.

M1E.10 - School Connectedness - % Favorably Responded Rate, (Data Source: FUSD Fall Student SEL Survey)

M1E.11 - School Climate - STUDENTS % Favorably Responded Favorably (Data Source: FUSD Annual Student Climate Survey; Survey Platform)

M1E.12 - School Safety Perceptions - STUDENTS % Favorable Responses (Data Source: FUSD Annual Student Climate Survey; Survey Platform)

Action 1E.1 - The data showed that additional targeted supports are needed in ELA to support ALL students, the SED student group and the Hispanic student group at Eric Birch Continuation High School. Therefore, this action will be strengthened in terms of ELA implementation.

Action 1E.2 - While this data indicates these actions were not effective, the district believes the limited metrics associated with these actions provides an incomplete picture of the intended impact of these actions. Therefore, additional metrics will be incorporated in the forthcoming year: M1E.10-M1E.12.

Action 1E.3 - While this data indicates these actions were not effective, the district believes the limited metrics associated with these actions provides an incomplete picture of the intended impact of these actions. Therefore, additional metrics will be incorporated in the forthcoming year: M1E.10-M1E.12.

In the summer and fall of 2026, State and Federal Programs and Assessment and Accountability will support Birch Continuation High School administration with responding to ongoing action evaluations of effectiveness to refine 2026-27 implementation and make targeted adjustments for student groups not yet experiencing the intended impact.

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).	\$33,000.00	No
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, M1E.10-M1E.12).	\$33,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 and M1E10-M1E.12).	\$33,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		

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: 93.0% Program Groups: EL: 92.0% LTEL: 91.4% SED: 92.0% FY: 93.0% SWD: 90.0% HOM: 90.0% Ethnicity Groups: AA: 92.0% AI: 90.0% AS: 95.0% FI: 95.0% HI: 92.0% PI: 90.0% MR: 92.0% WH: 92.0%	2023-2024 ALL STUDENTS: 94.0% 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%	2024-2025 ALL STUDENTS: 93.6% Program Groups: EL: 93.9% LTEL: 92.4% SED: 92.9% FY: 94.2% SWD: 91.9% HOM: 91.9% Ethnicity Groups: AA: 92.9% AI: 92.1% AS: 95.8% FI: 96.6% HI: 93.6% PI: 93.4% MR: 94.1% WH: 93.8%	 ALL STUDENTS: 96.0% Program Groups: EL: 96.0% LTEL: 96.0% SED: 96.0% FY: 96.0% SWD: 94.9% HOM: 94.9% Ethnicity Groups: AA: 96.0% AI: 96.0% AS: 96.0% FI: Maintain at 96% or higher HI: 96.0% PI: 96.0% MR: 96.0% WH: 96.0%	 ALL STUDENTS: +0.6% Program Groups: EL: +1.9% LTEL: +1.0% SED: +0.9% FY: +1.2% SWD: +1.9% HOM: +1.9% Ethnicity Groups: AA: +0.9% AI: +2.1% AS: +0.8% FI: +1.6% HI: +1.6% PI: +3.4% MR: +2.1% WH: +1.8%
M2.2	Chronic Absenteeism Rate (K-8) - DISTRICT % chronically absent	2022-2023 ALL STUDENTS: 30.2%	2023-2024 ALL STUDENTS: 22.5%	2024-2025 ALL STUDENTS: 23.8%	 ALL STUDENTS: 20.0%	 ALL STUDENTS: - 6.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	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%	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%	Program Groups: EL: 20.2% LTEL: 22.7% SED: 24.8% FY: 17.9% SWD: 31.1% HOM: 30.9% Ethnicity Groups: AA: 28.9% AI: 36.7% AS: 12.4% FI: 9.7% HI: 24.0% PI: 33.3% MR: 24.1% WH: 21.4%	Program Groups: EL: 17.2% LTEL: 19.7% SED: 20.0% FY: 14.9% SWD: 26.1% HOM: 25.9% Ethnicity Groups: AA: 23.9% AI: 31.7% AS: 10% FI: maintain below 10% HI: 20.0% PI: 28.3% MR: 20.0% WH: 18.4%	Program Groups: EL: -7.0% LTEL: -5.8% SED: -7.7% FY: -9.1% SWD: -7.8% HOM: -7.3% Ethnicity Groups: AA: -5.3% AI: -16.9% AS: -1.3% FI: -4.3% HI: -6.6% PI: -13.9% MR: -7.4% WH: -4.2%
M2.3	Chronic Absenteeism Rate (K-8) - ELEMENTARY SCHOOLS % chronically absent (Data Source: CA School Dashboard)	2022-2023 Almond: ALL: 34.2% SED: 34.1% HI: 34.6% Binks: SWD: 34.4% SED: 28.6% WH: 26.8% Citrus: ALL: 37.7% EL: 33.2% SED: 39.1% HI: 37.6%	2023-2024 Almond: ALL: 19.7% SED: 19.2% HI: 19.6% Binks: SWD: 21.7% SED: 16.4% WH: 7.3% Citrus: ALL: 21.3% EL: 18.1% SED: 21.1% HI: 21.6%	2024–2025 Almond: ALL: 20.9% SED: 21.9% HI: 21.4% Binks: SWD: 20.7% SED: 20.8% WH: 8.7% Citrus: ALL: 22.7% EL: 20.3% SED: 23.6% HI: 22.5%	Almond: ALL: 17.9% SED: 18.9% HI: 18.4% Binks: SWD: 17.7% SED: 17.8% WH: maintain below 10% Citrus: ALL: 19.7% EL: 17.3% SED: 20.6%	Almond: ALL: -13.3% SED: -12.2% HI: -13.2% Binks: SWD: -13.7% SED: -7.8% WH: -18.1% Citrus: ALL: -15.0% EL: -12.9% SED: -15.5% HI: -15.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cypress: EL: 37.5% SWD: 50.4% Date: ALL: 34.9% EL: 27.6% SED: 36.1% HI: 35.7% Grant: SED: 30.6% AA: 27.3% HI: 32.8% Hemlock: ALL: 29.3% SWD: 32.7% SED: 35.3% AA: 29.2% HI: 30.4% WH: 36.7% Juniper: ALL: 28.9% EL: 21.4% SWD: 33.8% SED: 30.5% AA: 40.0% HI: 26.4% Live Oak: ALL: 37.2% EL: 30.2% SWD: 50.0%	Cypress: EL: 27.0% SWD: 30.5% Date: ALL: 25.8% EL: 22.3% SED: 27.0% HI: 25.6% Grant: SED: 17.9% AA: 13.7% HI: 19.5% Hemlock: ALL: 18.8% SWD: 24.2% SED: 20.9% AA: 24.4% HI: 18.4% WH: 27.0% Juniper: ALL: 27.7% EL: 17.0% SWD: 25.0% SED: 27.5% AA: 39.2% HI: 27.0% Live Oak: ALL: 23.9% EL: 18.5% SWD: 37.3%	Cypress: EL: 22.6% SWD: 35.8% Date: ALL: 27.9% EL: 22.0% SED: 27.7% HI: 27.6% Grant: SED: 23.4% AA: 24.4% HI: 20.8% Hemlock: ALL: 20.3% SWD: 24.5% SED: 21.1% AA: 27.5% HI: 22.4% WH: 10.5% Juniper: ALL: 30.3% EL: 25.0% SWD: 32.9% SED: 30.7% AA: 35.6% HI: 29.1% Live Oak: ALL: 30.0% EL: 26.2% SWD: 38.8%	HI: 19.5% Cypress: EL: 19.6% SWD: 32.8% Date: ALL: 24.4% EL: 19.0% SED: 24.7% HI: 24.6% Grant: SED: 20.4% AA: 21.4% HI: 17.8% Hemlock: ALL: 17.3% SWD: 21.5% SED: 18.1% AA: 24.5% HI: 19.4% WH: 10.0% Juniper: ALL: 27.3% EL: 21.4% SWD: 29.9% SED: 27.7% AA: 32.6% HI: 26.1% Live Oak: ALL: 27.0% EL: 23.2%	Cypress: EL: -14.9% SWD: -14.6% Date: ALL: -7.0% EL: -5.6% SED: -8.4% HI: -8.1% Grant: SED: -7.2% AA: -2.9% HI: -12.0% Hemlock: ALL: -9.0% SWD: -8.2% SED: -14.2% AA: -1.7% HI: -8.0% WH: -26.2% Juniper: ALL: +1.4% EL: +3.6% SWD: -0.9% SED: +0.2% AA: -4.4% HI: +2.7% Live Oak: ALL: -7.2% EL: -4.0% SWD: -11.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 37.7% HI: 37.7% Maple: ALL: 31.6% EL: 25.2% SWD: 36.3% SED: 33.3% HI: 31.4% North Tamarind: ALL: 34.8% EL: 29.4% O'Day Short: ALL: 42.4% EL: 37.9% SWD: 54.4% SED: 43.4% HI: 41.9% Oleander: ALL: 25.9% SWD: 30.1% SED: 27.2% AA: 52.3% HI: 23.5% Palmetto: ALL: 33.6% EL: 29.1% SWD: 42.5% SED: 34.0% HI: 33.4% Poplar:	SED: 24.0% HI: 23.5% Maple: ALL: 28.8% EL: 25.5% SWD: 31.5% SED: 30.0% HI: 28.2% North Tamarind: ALL: 29.1% EL: 22.7% O'Day Short: ALL: 30.2% EL: 24.2% SWD: 38.7% SED: 29.9% HI: 29.6% Oleander: ALL: 23.1% SWD: 21.6% SED: 23.8% AA: 38.5% HI: 21.8% Palmetto: ALL: 29.3% EL: 24.8% SWD: 34.6% SED: 31.0% HI: 28.5% Poplar:	SED: 30.1% HI: 30.0% Maple: ALL: 31.6% EL: 27.4% SWD: 44.2% SED: 31.7% HI: 31.4% North Tamarind: ALL: 28.8% EL: 24.2% O'Day Short: ALL: 30.9% EL: 25.9% SWD: 42.7% SED: 31.6% HI: 29.8% Oleander: ALL: 30.4% SWD: 35.8% SED: 31.2% AA: 62.5% HI: 28.0% Palmetto: ALL: 26.0% EL: 19.5% SWD: 37.5% SED: 26.8% HI: 25.8% Poplar:	SWD: 35.8% SED: 27.1% HI: 27.0% Maple: ALL: 28.6% EL: 24.4% SWD: 36.3% SED: 28.7% HI: 28.1% North Tamarind: ALL: 25.8% EL: 21.2% O'Day Short: ALL: 27.9% EL: 22.9% SWD: 39.7% SED: 28.6% HI: 26.8% Oleander: ALL: 25.9% SWD: 30.1% SED: 27.2% AA: 52.3% HI: 23.5% Palmetto: ALL: 23.0% EL: 16.5% SWD: 34.5% SED: 23.8% HI: 22.8%	SED: -7.6% HI: -7.7% Maple: ALL: 0.0% EL: +2.2% SWD: +7.9% SED: -1.6% HI: 0.0% North Tamarind: ALL: -6.0% EL: -5.2% O'Day Short: ALL: -11.5% EL: -12.0% SWD: -11.7% SED: -11.8% HI: -12.1% Oleander: ALL: +4.5% SWD: +5.7% SED: +4.0% AA: +10.2% HI: +4.5% Palmetto: ALL: -7.6% EL: -9.6% SWD: -5.0% SED: -7.2% HI: -7.6% Poplar:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: 36.6% EL: 34.9% SWD: 47.3% SED: 37.9% HI: 36.2% Porter: ALL: 37.2% SWD: 36.1% SED: 38.8% AA: 56.0% HI: 37.3% Primrose: ALL: 42.2% EL: 33.1% HI: 41.9% Shadow Hills: SWD: 36.5% Sierra Lakes: ALL: 22.9% EL: 15.5% SWD: 31.7% SED: 31.1% AA: 24.1% HI: 27.4% MR: 36.4% WH: 17.3% South Tamarind: ALL: 38.5% EL: 28.4% SWD: 35.1% SED: 39.7%	ALL: 30.0% EL: 31.0% SWD: 45.5% SED: 30.6% HI: 29.8% Porter: ALL: 28.1% SWD: 34.0% SED: 28.2% AA: 22.2% HI: 29.2% Primrose: ALL: 34.0% EL: 32.7% HI: 34.2% Shadow Hills: SWD: 29.2% Sierra Lakes: ALL: 19.8% EL: 13.8% SWD: 28.2% SED: 22.9% AA: 16.4% HI: 23.1% MR: 22.0% WH: 22.5% South Tamarind: ALL: 31.2% EL: 24.2% SWD: 37.6% SED: 33.1%	ALL: 27.1% EL: 22.6% SWD: 37.3% SED: 28.0% HI: 26.4% Porter: ALL: 32.3% SWD: 42.7% SED: 32.7% AA: 54.5% HI: 31.9% Primrose: ALL: 36.7% EL: 33.0% HI: 37.3% Shadow Hills: SWD: 33.7% Sierra Lakes: ALL: 21.7% EL: 20.9% SWD: 29.5% SED: 24.3% AA: 23.1% HI: 25.6% MR: 25.6% WH: 15.9% South Tamarind: ALL: 33.7% EL: 30.8% SWD: 41.5% SED: 34.0%	Poplar: ALL: 24.1% EL: 19.6% SWD: 34.3% SED: 25.0% HI: 23.4% Porter: ALL: 29.3% SWD: 36.1% SED: 29.7% AA: 51.5% HI: 28.9% Primrose: ALL: 33.7% EL: 30.0% HI: 34.3% Shadow Hills: SWD: 30.7% Sierra Lakes: ALL: 19.9% EL: 15.5% SWD: 26.5% SED: 21.3% AA: 20.1% HI: 22.6% MR: 22.6% WH: 12.9% South Tamarind: ALL: 30.7% EL: 27.8% SWD: 35.1%	ALL: -9.5% EL: -12.3% SWD: -10.0% SED: -9.9% HI: -9.8% Porter: ALL: -4.9% SWD: +6.6% SED: -6.1% AA: -1.5% HI: -5.4% Primrose: ALL: -5.5% EL: -0.1% HI: -4.6% Shadow Hills: SWD: -2.8% Sierra Lakes: ALL: -1.2% EL: +5.4% SWD: -2.2% SED: -6.8% AA: -1.0% HI: -1.8% MR: -10.8% WH: -1.4% South Tamarind: ALL: -4.8% EL: +2.4% SWD: +6.4% SED: -5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 39.0% Tokay: ALL: 33.6% SWD: 24.3% SED: 34.1% HI: 34.6% West Randall: ALL: 30.7% EL: 25.8% SED: 31.7% HI: 31.3%	HI: 31.1% Tokay: ALL: 23.3% SWD: 21.6% SED: 23.1% HI: 21.5% West Randall: ALL: 25.5% EL: 19.4% SED: 24.3% HI: 25.3%	HI: 34.2% Tokay: ALL: 24.5% SWD: 30.6% SED: 24.6% HI: 23.8% West Randall: ALL: 25.3% EL: 24.6% SED: 25.7% HI: 25.3%	SED: 31.0% HI: 31.2% Tokay: ALL: 21.5% SWD: 24.3% SED: 21.6% HI: 20.8% West Randall: ALL: 22.3% EL: 21.6% SED: 22.7% HI: 22.3%	HI: -4.8% Tokay: ALL: -9.1% SWD: +6.3% SED: -9.5% HI: -10.8% West Randall: ALL: -5.4% EL: -1.2% SED: -6.0% HI: -6.0%
M2.4	Chronic Absenteeism Rate (K-8) - MIDDLE SCHOOLS % chronically absent (Data Source: CA School Dashboard)	2022-2023 Alder MS: ALL: 32.6% SED: 34.7% AA: 39.6% HI: 33.2% WH: 27.9% Almeria MS: ALL: 34.4% EL: 30.2% SWD: 52.9% SED: 38.9% AA: 45.2% HI: 34.0% Fontana MS: ALL: 32.1% SWD: 45.9% SED: 33.3% AA: 53.5%	2023-2024 Alder MS: ALL: 24.0% SED: 24.6% AA: 25.5% HI: 23.5% WH: 30.6% Almeria MS: ALL: 23.8% EL: 26.3% SWD: 37.7% SED: 26.2% AA: 29.7% HI: 23.4% Fontana MS: ALL: 19.9% SWD: 24.1% SED: 20.6% AA: 33.3%	2024-2025 Alder MS: ALL: 28.1% SED: 28.4% AA: 44.4% HI: 27.5% WH: 21.9% Almeria MS: ALL: 26.8% EL: 27.4% SWD: 38.5% SED: 27.3% AA: 30.4% HI: 27.0% Fontana MS: ALL: 20.2% SWD: 20.1% SED: 20.6% AA: 37.5%	Alder MS: ALL: 25.1% SED: 25.4% AA: 39.6% HI: 24.5% WH: 18.9% Almeria MS: ALL: 23.8% EL: 24.4% SWD: 35.5% SED: 24.3% AA: 27.4% HI: 24.0% Fontana MS: ALL: 17.2% SWD: 17.1% SED: 17.6% AA: 34.5%	Alder MS: ALL: -4.5% SED: -6.3% AA: +4.8% HI: -5.7% WH: -6.0% Almeria MS: ALL: -7.6% EL: -2.8% SWD: -14.4% SED: -11.6% AA: -14.8% HI: -7.0% Fontana MS: ALL: -11.9% SWD: -25.8% SED: -12.7% AA: -16.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		WH: 35.0% Sequoia MS: ALL: 23.4% EL: 22.6% LTEL: 22.5% SWD: 30.1% SED: 23.8% HI: 22.9% Southridge: ALL: 20.8% EL: 22.9% LTEL: 27.0% SWD: 33.1% SED: 22.9% AA: 22.8% HI: 21.1% WH: 20.5% Truman: ALL: 34.1% EL: 35.9% LTEL: 35.1% SWD: 42.3% SED: 36.4% AA: 50.0% HI: 33.6% WH: 39.4% Ruble MS: SWD: 30.1% SED: 24.7% MR: 17.9%	WH: 24.3% Sequoia MS: ALL: 17.3% EL: 19.2% LTEL: 19.3% SWD: 22.6% SED: 17.9% HI: 17.1% Southridge: ALL: 19.2% EL: 21.2% LTEL: 23.5% SWD: 27.1% SED: 20.4% AA: 19.1% HI: 19.4% WH: 23.7% Truman: ALL: 29.4% EL: 29.2% LTEL: 31.1% SWD: 39.0% SED: 30.1% AA: 40.6% HI: 29.2% WH: 35.35% Ruble MS: SWD: 22.9% SED: 18.3% MR: 18.8%	WH: 35.3% Sequoia MS: ALL: 22.1% EL: 23.6% LTEL: 24.9% SWD: 25.5% SED: 22.2% HI: 22.5% Southridge: ALL: 22.8% EL: 23.6% LTEL: 26.5% SWD: 40.0% SED: 25.2% AA: 21.4% HI: 23.4% WH: 16.7% Truman: ALL: 26.5% EL: 27.5% LTEL: 29.3% SWD: 27.7% SED: 27.1% AA: 16.7% HI: 26.6% WH: 32.4% Ruble MS: SWD: 23.8% SED: 20.3% MR: 25.7%	WH: 32.3% Sequoia MS: ALL: 19.1% EL: 20.6% LTEL: 21.9% SWD: 22.5% SED: 19.2% HI: 19.5% Southridge: ALL: 19.8% EL: 20.6% LTEL: 23.5% SWD: 37.0% SED: 22.2% AA: 18.4% HI: 20.4% WH: 13.7% Truman: ALL: 23.5% EL: 24.5% LTEL: 26.3% SWD: 24.7% SED: 24.1% AA: 13.7% HI: 23.6% WH: 29.4% Ruble MS: SWD: 20.8% SED: 17.3% MR: 17.9%	WH: +0.3% Sequoia MS: ALL: -1.3% EL: +1.0% LTEL: +2.4% SWD: -4.6% SED: -1.6% HI: -0.4% Southridge: ALL: +2.0% EL: +0.7% LTEL: -0.5% SWD: +6.9% SED: +2.3% AA: -1.4% HI: +2.3% WH: -3.8% Truman: ALL: -7.6% EL: -8.4% LTEL: -5.8% SWD: -14.6% SED: -9.3% AA: -33.3% HI: -7.0% WH: -7.0% Ruble MS: SWD: -6.3% SED: -4.4% MR: 7.8%
M2.5	Suspension Rate (K-12) -	2022-2023	2023-2024	2024-2025		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	DISTRICT % Suspended (Data Source: CA School Dashboard)	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% PI: 8.0% MR: 6.3% WH: 4.2%	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% HI: 2.2% PI: 1.2% MR: 3.4% WH: 2.9%	ALL STUDENTS: 2.3% Program Groups: EL: 2.4% LTEL: 4.7% SED: 2.4% FY: 10.0% SWD: 3.1% HOM: 4.1% Ethnicity Groups: AA: 5.9% AI: 4.8% AS: 1.3% FI: 0.5% HI: 2.1% PI: 5.2% MR: 3.7% WH: 2.8%	ALL STUDENTS: maintain below 2.5% Program Groups: EL: maintain below 2.5% LTEL: 4.2% SED: maintain below 2.5% FY: 9.5% SWD: 2.6% HOM: 3.6% Ethnicity Groups: AA: 5.4% AI: 4.3% AS: maintain below 2.5% FI: maintain below 2.5% HI: maintain below 2.5% PI: 4.7% MR: 3.2% WH: 2.5%	ALL STUDENTS: - 1.5% Program Groups: EL: -1.2% LTEL: -2.5% SED: -1.6% FY: -3.0% SWD: -2.7% HOM: -0.8% Ethnicity Groups: AA: -2.9% AI: -1.7% AS: -0.1% FI: -0.5% HI: -1.4% PI: -2.8% MR: -2.6% WH: -1.4%
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%	2023-2024 Almond: ALL: 1.9% HI: 1.9% SWD: 3.1% Hemlock: SWD: 2.9% WH: 2.7%	2024-2025 Almond: ALL: 1.3% HI: 1.5% SWD: 1.9% Hemlock: SWD: 3.8% WH: 5.1%	Almond: ALL: 1.0% HI: 1.0% SWD: 1.4% Hemlock: SWD: 3.3% WH: 4.6%	Almond: ALL: -2.2% HI: -1.9% SWD: -4.8% Hemlock: SWD: -3.7% WH: -1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Palmetto: ALL: 1.4% EL: 1.3% SWD: 0.0% SED: 1.4% HI: 1.0% Poplar: ALL: 1.1% EL: 0.9% SWD: 3.2% SED: 1.2% HI: 0.9% Porter: SWD: 6.7% Primrose: AA: 7.1% Shadow Hills: SED: 3.3% SWD: 6.3% Sierra Lakes: AA: 1.8%	Palmetto: ALL: 0.9% EL: 1.4% SWD: 0.0% SED: 0.7% HI: 0.9% Poplar: ALL: 3.0% EL: 2.6% SWD: 0.9% SED: 3.2% HI: 2.8 % Porter: SWD: 4.1% Primrose: AA: 0.0% Shadow Hills: SED: 1.3% SWD: 3.1% Sierra Lakes: AA: 6.2%	Palmetto: ALL: 0.6% EL: 1.0% SWD: 2.1% SED: 0.7% HI: 0.5% Poplar: ALL: 1.5% EL: 2.4% SWD: 2.6% SED: 1.8% HI: 1.2% Porter: SWD: 5.6% Primrose: AA: 0.0% Shadow Hills: SED: 0.9% SWD: 1.1% Sierra Lakes: AA: 6.6%	Palmetto: ALL: maintain below 1.0% EL: 1.0% SWD: 0.0% SED: maintain below 1.0% HI: maintain below 1.0% Poplar: ALL: 1.0% EL: 0.9% SWD: 2.1% SED: 1.2% HI: 0.9% Porter: SWD: 5.1% Primrose: AA: maintain below 1.0% Shadow Hills: SED: maintain below 1.0% SWD: 1.0% Sierra Lakes: AA: 1.8%	Palmetto: ALL: -0.8% EL: -0.3% SWD: +2.1% SED: -0.7% HI: -0.5% Poplar: ALL: +0.4% EL: +1.5% SWD: -0.6% SED: +0.6% HI: +0.3% Porter: SWD: -1.1% Primrose: AA: -7.1% Shadow Hills: SED: -2.4% SWD: -5.2% Sierra Lakes: AA: +4.8%
M2.7	Suspension Rate (K-12) - MIDDLE SCHOOLS % Suspended	2022-2023 Almeria MS: ALL: 17.1%	2023-2024 Almeria MS: ALL: 2.0%	2024-2025 Almeria MS: ALL: 1.3%		Almeria MS: ALL: -15.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	EL: 14.4% SWD: 23.9% SED: 19.3% AA: 27.7% HI: 16.8% Fontana MS: AA: 37.5% SWD: 11.8% Truman MS: ALL: 1.2% EL: 0.3% LTEL: 0.0% HOM: 0.0% SWD: 2.4% SED: 1.2% AA: 8.8% HI: 0.9% WH: 2.7% Southridge: AA: 20.7%	EL: 2.9% SWD: 3.7% SED: 2.3% AA: 4.4% HI: 2.0% Fontana MS: AA: 7.8% SWD: 2.1% Truman MS: ALL: 3.4% EL: 2.1% LTEL: 2.7% HOM: 9.1% SWD: 4.1% SED: 3.7% AA: 25.7% HI: 2.6% WH: 0.0% Southridge: AA: 5.8%	EL: 1.0% SWD: 3.7% SED: 1.4% AA: 0.0% HI: 1.3% Fontana MS: AA: 14.6% SWD: 2.9% Truman MS: ALL: 3.3% EL: 5.3% LTEL: 6.7% HOM: 5.9% SWD: 3.4% SED: 3.7% AA: 7.4% HI: 3.4% WH: 2.8% Southridge: AA: 12.3%	ALL: maintain below 2.0% EL: maintain below 2.0% SWD: 3.2% SED: maintain below 2.0% AA: maintain below 2.0% HI: maintain below 2.0% Fontana MS: AA: 14.1% SWD: 2.4% Truman MS: ALL: 1.2% EL: 0.3% LTEL: 0.0% HOM: 0.0% SWD: 2.4% SED: 1.2% AA: 6.9% HI: 0.9% WH: 2.3% Southridge: AA: 11.8%	EL: -13.4% SWD: -20.2% SED: -17.9% AA: -27.7% HI: -15.5% Fontana MS: AA: -22.9% SWD: -8.9% Truman MS: ALL: +2.1% EL: +5.0% LTEL: +6.7% HOM: +5.9% SWD +1.0% SED: +2.5% AA: -1.4% HI +2.5% WH: +0.1% Southridge: AA: -8.4%
M2.8	Suspension Rate (K-12) - HIGH SCHOOLS % Suspended	2022-2023 A. B. Miller: FY: 22.7% Fontana HS: AA: 6.7%	2023-2024 A. B. Miller: FY: 9.4% Fontana HS: AA: 11.9%	2024-2025 A. B. Miller: FY: 9.1% Fontana HS: AA: 7.9%	A. B. Miller: FY: 8.6% Fontana HS: AA: 6.7%	A. B. Miller: FY: -13.6% Fontana HS: AA: +1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	Kaiser: HOM: 6.9% Jurupa Hills: AA: 14.7% HOM: 11.4% SWD: 13.6% Summit: EL: 8.1% LTEL: 10.7% HOM: 4.4%	Kaiser: HOM: 3.2% Jurupa Hills: AA: 14.1% HOM: 3.2% SWD: 8.3% Summit: EL: 4.2% LTEL: 4.4% HOM: 16.2%	Kaiser: HOM: 13.7% Jurupa Hills: AA: 8.1% HOM: 9.8% SWD: 3.5% Summit: EL: 8.1% LTEL: 8.2% HOM: 6.0%	Kaiser: HOM: 6.9% Jurupa Hills: AA: 7.6% HOM: 9.3% SWD: 3.0% Summit: EL: 7.6% LTEL: 7.7% HOM: 4.4%	Kaiser: HOM: +6.8% Jurupa Hills: AA: -6.6% HOM: -1.6% SWD: -10.1% Summit: EL: 0.0% LTEL: -2.5% HOM: +1.6%
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%	2024-2025 ALL STUDENTS: 0.0% Program Groups: EL: 0.0% LTEL: 0.0% SED: 0.1% FY: 0.0% SWD: 0.0% HOM: 0.2% Ethnicity Groups: AA: 0.1% AI: 0.0% AS: 0.0% FI: 0.0% HI: 0.0% PI: 0.0% MR: 0.0% WH: 0.1%	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: 0.0% Program Groups: EL: 0.0% LTEL: 0.0% SED: +0.1% FY: 0.0% SWD: -0.1% HOM: +0.1% Ethnicity Groups: AA: 0.0% AI: 0.0% AS: 0.0% FI: 0.0% HI: 0.0% PI: 0.0% MR: 0.0% WH: +0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% AS: 2.2% FI: 0.0% HI: 1.4% PI: 0.0% MR: 1.4% WH: 0.9%	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% AI: 8.3% AS: 2.8% FI: 0.0% HI: 0.7% PI: 0.0% MR: 0.7% WH: 1.1%	2024-2025 ALL STUDENTS: 0.5% Program Groups: EL: 1.2% LTEL: 0.7% SED: 0.6% FY: 2.9% SWD: 0.1% HOM: 3.0% Ethnicity Groups: AA: 0.7% AI: 0.0% AS: 1.7% FI: 0.0% HI: 0.5% PI: 0.0% MR: 1.5% WH: 0.4%	ALL STUDENTS: 0.3% Program Groups: EL: 0.9% LTEL: 0.4% SED: 0.3% FY: 2.6% SWD: 0.0% HOM: 2.7% Ethnicity Groups: AA: 0.4% AI: Maintain at 0.0% AS: 1.4% FI: Maintain at 0.0% HI: 0.3% PI: Maintain at 0.0% MR: 1.2% WH: 0.2%	ALL STUDENTS: -0.9% Program Groups: EL: -1.4% LTEL: -0.7% SED: -0.9% FY: -0.6% SWD: +0.1% HOM: -1.9% Ethnicity Groups: AA: -1.4% AI: 0.0% AS: -0.5% FI: 0.0% HI: -0.9% PI: 0.0% MR: +0.1% WH: -0.5%
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%	2023-2024 ALL STUDENTS: 0.1% Program Groups: EL: 0.1% LTEL: 0.2% SED: 0.1% FY: 0.0% SWD: 0.1%	2024-2025 ALL STUDENTS: 0.1% Program Groups: EL: 0.1% LTEL: 0.1% SED: 0.1% FY: 0.0% SWD: 0.2%	ALL STUDENTS: 0.0% Program Groups: EL: 0.0% LTEL: 0.0% SED: 0.0% FY: Maintain at 0.0%	ALL STUDENTS: 0.0% Program Groups: EL: 0.0% LTEL: 0.0% SED: 0.0% FY: -2.0% SWD: +0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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%	HOM: 0.0% Ethnicity Groups: AA: 0.5% AI: 0.0% AS: 0.0% FI: 0.0% HI: 0.1% PI: 0.0% MR: 0.0% WH: 0.0%	SWD: 0.0% HOM: Maintain at 0.0% Ethnicity Groups: AA: 0.2% AI: Maintain at 0.0% AS: Maintain at 0.0% FI: Maintain at 0.0% HI: 0.0% PI: Maintain at 0.0% MR: Maintain at 0.0% WH: Maintain at 0%	HOM: -0.7% Ethnicity Groups: AA: 0.0% AI: 0.0% AS: 0.0% FI: 0.0% HI: +0.1% PI: 0.0% MR: 0.0% WH: 0.0%
M2.12	School Climate - STUDENTS % Favorably Responded Rate (Data Source: FUSD Annual Student Climate Survey - School Climate Topic)	2023-2024 Grades 3-6: 60% Grades 7-12: 40%	2024-2025 Grades 3-6: 54% Grades 7-12: 44%	2025-2026 Grades 3-6: 85% Grades 7-12: 83%	Grades 3-6: 86% Grades 7-12: 84%	Grades 3-6: +25% Grades 7-12: +43%
M2.13	School Climate - FAMILIES % Favorably Responded Rate (Data Source: FUSD Annual Family Climate	2023-2024 70%	2024-2025 80%	2025-2026 87%	88%	+17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Survey - School Climate Topic)					
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%	2025-2026 School Site Staff: 86% District Office Staff: NA	School Site Staff: 87% District Office Staff: NA	School Site Staff: +12% District Office Staff: NA

Goal Analysis [2025-26]

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

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

Action 2.1 was fully implemented as planned. Strong progress was made in developing the district's Mental Health Framework, with draft components piloted and ten mental health trainees hired to support 20 school sites. Structures for the tiered referral and support system were established and remain on track. Thirty percent of middle schools successfully launched COST, strengthening coordinated student support. Suicide prevention and awareness efforts expanded through the "You Matter" campaign, and all counselors received training on the suicide prevention protocol. Schools implemented the BRAVE and SOS curricula alongside wellness fairs to promote student well-being. The district's partnership with Cedar House advanced efforts to expand mental health services for students and families. The revised SEL and Climate and Culture Survey was fully implemented to align with district priorities around belonging and inclusion. Second Step was implemented at 100% of school sites, and additional restorative practices and behavior intervention training was provided for site leaders. Two secondary schools applied for RAMP distinction, reflecting progress toward comprehensive, data-driven counseling programs that support belonging for English Learners, African American, Foster, and Homeless youth. Strengths include the piloting of the Mental Health Framework, hiring of trainees, establishment of referral structures, expansion of suicide prevention efforts, implementation of wellness curricula, strengthened partnerships, and alignment of SEL survey priorities. Challenges include ensuring consistency, integrating data systems, and scaling implementation across all schools. Despite these challenges, all planned implementation components for this action were fully implemented.

Action 2.2 was implemented with modifications. The online learning program continued to provide flexible educational options for students participating in the general education program; however, implementation was affected by lower than anticipated enrollment and staffing consolidation. These factors reduced the level of staffing and program utilization originally anticipated for the year. A strength was the district's continued ability to maintain alternative learning options while adjusting staffing and services to actual student enrollment. APEX

licenses were purchased for secondary students to provide access to online coursework. The Beach Cities contract for online learning for student with disabilities was established and supports 47 students receiving SDC services.

Action 2.3 was implemented as planned. Four full-time Teachers on Assignment were hired, assigned to school sites, and received staff development to support their work. Additionally, the Steering Committee is fully operational, with meetings successfully held as scheduled. A continuing challenge is establishing efficient processes for collecting data to inform the Annual Needs Assessment.

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 2.2 had a material difference due to lower than anticipated enrollment, which reduced staffing needs and subsequently decreased personnel costs.

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

Action 2.1 and 2.3 had mixed effectiveness in enhancing student engagement and providing a safe, positive learning environment. The attendance rate varied across student groups; All Students decreased by 0.4%, English Learners maintained at 93.9%, Socioeconomically Disadvantaged students decreased by 0.9%, and Foster Youth increased by 0.5%. Chronic Absenteeism showed similar results, with All Students increasing by 1.3%, English Learners 0.1%, and Socioeconomically Disadvantaged 1.2%; meanwhile Foster Youth decreased by 4.9%. Among schools where student groups were identified in the Red for chronic absenteeism, results were mixed. At Juniper, chronic absenteeism increased from baseline for All Students by 1.4 percentage points, English Learners by 3.6 percentage points, and Socioeconomically Disadvantaged students by 0.2 percentage point. In contrast, Palmetto showed improvement, with the All Students chronic absenteeism rate decreasing from 29.3% to 26.0%, English Learners decreasing from 24.8% to 19.5%, and Socioeconomically Disadvantaged students decreasing from 31.0% to 26.8%. Cypress English Learners also improved, decreasing by 14.9 percentage points from baseline. These results indicate that chronic absenteeism did not improve consistently across the schools and student groups previously identified in the Red. In terms of suspension, All Students, English Learners, and Socioeconomically Disadvantaged all maintained below 2.5%, which is considered Low. However, Foster Youth increased by 3.3%. Amongst schools who had been identified Red for suspension, All Students and Socioeconomically Disadvantaged decreased at all sites. While English Learners decreased at most sites, it should be noted they increased at a couple of secondary schools. The expulsion rate maintained at or near 0.0% for all student groups. The high school drop out rate decreased across all student groups, with All Students declining by 0.3%, English Learners 0.5%, Socioeconomically Disadvantaged 0.2%, and Foster Youth 1.6%. The middle school drop out rate maintained at or near 0.0%. Finally, positive perceptions of school climate increased amongst all groups, with Grades 3-6 growing by 31%, Grades 7-12 39%, Families 7%, and staff 12%. The data indicates that these actions were effective for improving discipline, student engagement, and perceptions of school climate for most student groups, they were less so in improving attendance. Additionally, Foster Youth continue to need additional targeted support.

Action 2.2 was not effective in enhancing alternative learning programs to boost attendance and prevent dropout rates. While dropout rates decreased slightly across student groups (All Students decreased by 0.5%, English Learners by 0.5%, Socioeconomically Disadvantaged by 0.2%, and Foster Youth by 1.6%), attendance and chronic absence rates decreased. Attendance decreased by 0.4% for All Students and 0.9% for socioeconomically disadvantaged, maintained for English Learners, and increased by 0.5% for Foster Youth. Chronic absence

rates, which were already considered Very High, grew by 1.3% for All Students, 0.1% for English Learners, and 1.2% for Socioeconomically Disadvantaged. However, they decreased for Foster Youth by 4.9%. Among schools previously identified in the Red for chronic absenteeism, results were mixed rather than consistently increasing across most sites. At Juniper, chronic absenteeism increased from baseline for All Students by 1.4 percentage points, English Learners by 3.6 percentage points, and Socioeconomically Disadvantaged students by 0.2 percentage point. In contrast, Palmetto improved across all three groups, with All Students decreasing from 29.3% to 26.0%, English Learners decreasing from 24.8% to 19.5%, and Socioeconomically Disadvantaged students decreasing from 31.0% to 26.8%. English Learners at Cypress also improved, decreasing by 14.9 percentage points from baseline. These results indicate that chronic absenteeism outcomes were inconsistent across schools and student groups previously identified in the Red, with some sites showing improvement while others continued to experience increases.

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.

For 2026–27, Goal 2 metrics will be updated to reflect changes in performance. When student groups nearly met or exceeded the prior target, the target will be increased to support continued growth. After looking at trend growth patterns among all students, it was determined that for some student groups achieving the original targets would require unrealistic rates of growth compared to their current level of performance. Therefore, the district is adjusting related targets to reflect attainable, yet meaningful, growth expectations that meet or exceed baseline. Additionally, the district will add metrics that more directly align to the intended outcomes of select actions, allowing for improved monitoring and evaluation of their effectiveness in supporting student achievement. Also, Citrus Continuation High School closed at the end of the 2024-25 school year thus all associated metrics for that school will be removed. Finally, in metrics that include the school previously named Randall Pepper, they will be updated to reflect the school's new name, O'Day Short.

To address the challenges of improving student attendance, reducing chronic absenteeism, reducing suspensions, and reducing drop-out rates for all student groups to meet the Goal 2 targets, the district will enhance implementation of the actions in Goal 2 by strengthening systems for monitoring and evaluating implementation fidelity. This will help ensure that actions are carried out consistently and in alignment with the evidence-based practices on which they are based, while also making adjustments as needed to provide targeted support to address areas of declining performance and to improve outcomes for the student groups with identified disparities.

M2.1, M2.2, M2.5

The targets will be adjusted for some student groups because meeting the previously established targets would require an unrealistic rate of improvement; the revised targets maintain high expectations and are designed to accelerate progress while narrowing the gap between these student groups and the All Students group. For student groups who met or nearly met the target based on Year 2 Outcomes, the target will be raised to encourage continuous improvement.

M2.3 - M2.7, M2.10, M2.11

For some metrics, several schools and student groups will be added because the Year 2 Outcome was at the Very High level on the CA Dashboard; the baseline, outcome data, and targets will be included. To better evaluate the effectiveness of the actions involving community schools (Palmetto, Poplar, and Truman), we will add the baseline, outcome data, and targets for student groups at each of these community schools in FUSD. The targets will be adjusted for some student groups because meeting the previously established targets would require an

unrealistic rate of improvement; the revised targets maintain high expectations and are designed to accelerate progress while narrowing the gap between these student groups and the All Students group.

M2.8 -

For A.B. Miller, the acronym FOS will be corrected to FY for Foster Youth. Some schools and student groups will be added because the Year 2 Outcome was at the Very Highest performance level on the CA Dashboard; the baseline, outcome data, and targets will be included. The targets will be adjusted for some student groups because meeting the previously established targets would require an unrealistic rate of improvement; the revised targets maintain high expectations and are designed to accelerate progress while narrowing the gap between these student groups and the All Students group.

M2.12 - M2.13

The targets will be raised because the Year 2 Outcome exceeded the prior target.

M2.14 -

The District Office Staff Year 2 Outcome, Target, and Current Difference from Baseline will be NA because the survey administered no longer includes district office staff respondents.

Action 2.3 -

This action will continue, with adjustments to implementation for supporting Foster Youth and improved attendance for all student groups. To better evaluate the effectiveness of this action the following metrics will be added: M2.13, M2.14, and M2A.4.

In the summer and fall of 2026, State and Federal Programs and Assessment and Accountability will support LCAP Action Owners with responding to ongoing action evaluations of effectiveness to refine 2026-27 implementation and make targeted adjustments for student groups not yet experiencing the intended impact.

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	\$17,273,568.00	Yes

Action #	Title	Description	Total Funds	Contributing
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).	\$5,664,926.00	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 - M2.14, and M2A.4).	\$1,073,293.00	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:	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%	2024-2025 ALL STUDENTS: 93.6% Program Groups: EL: 93.9% LTEL: 92.4% SED: 92.9% FY: 94.2% SWD: 91.9% HOM: 91.9%	 ALL STUDENTS: 96.0% Program Groups: EL: 96.0% LTEL: 96.0% SED: 96.0% FY: 96.0% SWD: 94.9% HOM: 94.9%	 ALL STUDENTS: +0.6% Program Groups: EL: +1.9% LTEL: +1.0% SED: +0.9% FY: +1.2% SWD: +1.9% HOM: +1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 92% AI: 90% AS: 95% FI: 95% HI: 92% PI: 90% MR: 92% WH: 92%	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%	Ethnicity Groups: AA: 92.9% AI: 92.1% AS: 95.8% FI: 96.6% HI: 93.6% PI: 93.4% MR: 94.1% WH: 93.8%	Ethnicity Groups: AA: 96.0% AI: 96.0% AS: 96.0% FI: Maintain at 96% or higher HI: 96.0% PI: 96.0% MR: 96.0% WH: 96.0%	Ethnicity Groups: AA: +0.9% AI: +2.1% AS: +0.8% FI: +1.6% HI: +1.6% PI: +3.4% 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%	2024-2025 ALL STUDENTS: 23.8% Program Groups: EL: 20.2% LTEL: 22.7% SED: 24.8% FY: 17.9% SWD: 31.1% HOM: 30.9% Ethnicity Groups: AA: 28.9% AI: 36.7% AS: 12.4% FI: 9.7% HI: 24.0% PI: 33.3% MR: 24.1% WH: 21.4%	 ALL STUDENTS: 20.0% Program Groups: EL: 17.2% LTEL: 19.7% SED: 20.0% FY: 14.9% SWD: 26.1% HOM: 25.9% Ethnicity Groups: AA: 23.9% AI: 31.7% AS: 10% FI: maintain below 10% HI: 20.0% PI: 28.3% MR: 20.0% WH: 18.4%	 ALL STUDENTS: -6.4% Program Groups: EL: -7.0% LTEL: -5.8% SED: -7.7% FY: -9.1% SWD: -7.8% HOM: -7.3% Ethnicity Groups: AA: -5.3% AI: -16.9% AS: -1.3% FI: -4.3% HI: -6.6% PI: -13.9% MR: -7.4% WH: -4.2%
M2A.3	Suspension Rate (K-12) % suspended	2022-2023 ALL STUDENTS: 3.8%	2023-2024	2024-2025		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	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% PI: 8.0% MR: 6.3% WH: 4.2%	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% HI: 2.2% PI: 1.2% MR: 3.4% WH: 2.9%	ALL STUDENTS: 2.3% Program Groups: EL: 2.4% LTEL: 4.7% SED: 2.4% FY: 10.0% SWD: 3.1% HOM: 4.1% Ethnicity Groups: AA: 5.9% AI: 4.8% AS: 1.3% FI: 0.5% HI: 2.1% PI: 5.2% MR: 3.7% WH: 2.8%	ALL STUDENTS: maintain below 2.5% Program Groups: EL: maintain below 2.5% LTEL: 4.2% SED: maintain below 2.5% FY: 9.5% SWD: 2.6% HOM: 3.6% Ethnicity Groups: AA: 5.4% AI: 4.3% AS: maintain below 2.5% FI: maintain below 2.5% HI: maintain below 2.5% PI: 4.7% MR: 3.2% WH: 2.5%	ALL STUDENTS: -1.5% Program Groups: EL: -1.2% LTEL: -2.5% SED: -1.6% FY: -3.0% SWD: -2.7% HOM: -0.8% Ethnicity Groups: AA: -2.9% AI: -1.7% AS: -0.1% FI: -0.5% HI: -1.4% PI: -2.8% MR: -2.6% WH: -1.4%
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	2024-2025 Grades 3-5 Teacher-Student Relationships: 78% Sense of Belonging: 71% Grades 6-12	2025-2026 Grades 3-5 Teacher-Student Relationships: 86% Sense of Belonging: 83% Grades 6-12	Grades 3-5 Teacher-Student Relationships: 87% Sense of Belonging: 84% Grades 6-12	Grades 3-5 Teacher-Student Relationships: +10.0% Sense of Belonging: +12.0% Grades 6-12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Teacher-Student Relationships: 48% Sense of Belonging: 44%	Teacher-Student Relationships: 49% Sense of Belonging: 44%	Teacher-Student Relationships: 69% Sense of Belonging: 56%	Teacher-Student Relationships: 70% Sense of Belonging: 57%	Teacher-Student Relationships: +21.0% Sense of Belonging: +12.0%

Goal Analysis [2025-26]

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

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

Action 2A.1 was implemented as planned, with one modification. 40 school sites selected a Site Education Equity Leader (SEEL) and Social Justice professional development workshops were designed and offered to educators. Facilitated workshops on Culturally Responsive Design and Addressing Racial Slurs and Hate Speech on Campus were provided to three elementary schools and one middle school. Footsteps to Excellence met and discussed equity projects, and a Memorandum of Understanding for 2025-2026 Footsteps to Freedom Tour was approved. To expand access, the planned implementation of the tour was modified to offer two tour opportunities rather than one.

Action 2A.2 was fully implemented as planned. ELEVO is active at all 30 elementary schools and 7 middle schools. A strength is the absence of disciplinary incidents during lunch and recess across all elementary and middle school sites. FUSD partnered with ELEVO to provide social-emotional learning and student engagement supports at elementary and middle schools. Two ELEVO coaches were assigned to participating sites to facilitate structured activities during recess and lunch that promoted teamwork, positive peer interactions, sportsmanship, and physical activity. A challenge is that while ELEVO is present on our campuses to provide specific programming and support for student connection and engagement, they are sometimes asked to take on responsibilities beyond the intended role. As a result, we worked closely with ELEVO and site administration teams to clarify the purpose and scope.

Action 2A.3 was implemented as planned with one modification. Attendance Clerks received training on attendance procedures through two quarterly meetings, and all Deans were trained on attendance protocols and SART procedures. Site-level consultations were conducted at 7 elementary schools and two middle schools. The Give Back Academy mentorship program was launched across all middle and high schools, providing targeted support for students at risk of chronic absenteeism. A system for distributing monthly chronic absenteeism reports to all school sites was also established, enabling data-driven decision-making at the site level. Collaboration with Assessment and Accountability supported the development of tools for monitoring recovered learning and attendance, and procedures were established to ensure fiscal accountability for the pilot. The ELOP attendance recovery pilot was implemented and presented to the Board of Education in November. A modification to the original plan included the addition of attendance trackers for all schools participating in attendance consultations, enabling sites to monitor student attendance rates and respond in a tiered fashion to provide early intervention and support. Strengths included the certification of all Deans as attendance supervisors and strong engagement in professional development, with over 80% of school sites

represented at the most recent quarterly attendance training, demonstrating strong buy-in and a commitment to improving student attendance through systematic support and intervention. A continuing challenge is increasing the level of staff participation.

Action 2A.4 was fully implemented as planned. After the first month of school, requested transportation services were fulfilled, with no students placed on waiting lists.

Action 2A.5 was fully implemented with modification. A substantive difference in implementation was the expansion of the Superintendent's Student Advisory Committee, which originally consisted solely of high school students, to now include middle school students as well. While high school students could speak to middle school experiences, the District recognized the value of providing younger students with direct opportunities to participate in leadership and decision-making. A challenge during implementation was scheduling conflicts, as many students participate in extracurricular activities such as sports, clubs, and employment alongside their academic responsibilities. Transportation also posed a barrier at times to consistent student participation.

Action 2A.6 was implemented as planned. The Home Campus software was purchased and actively used to support student safety, ensure compliance with CIF and FUSD regulations, and strengthen communication between schools and families. The Women in Sports Conference was successfully held, with participants reporting high satisfaction and positive engagement outcomes. Middle School Athletic programs closed equity gaps in participation across schools and among special populations, particularly Foster Youth, by supporting registration, uniform, and equipment costs. Surveys were administered at the end of each season to evaluate how participation supports students' sense of belonging, self-efficacy, attendance, discipline, and GPA.

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.1 had a material difference due to offering two Footsteps to Freedom tour opportunities resulting in increased travel and conference related expenditures that exceeded the original budget.

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

Actions 2A.1, 2A.2, 2A.3, 2A.4, 2A.5, and 2A.6 had mixed effectiveness in reducing chronic absenteeism and suspension rates. Attendance decreased across most student groups; All Students decreased by 0.4% and Socioeconomically Disadvantaged by 0.9%. However, English Learners maintained (albeit at 93.9%) and Foster Youth grew by 0.5%. Chronic absence increased across most student groups, with All Students growing by 1.3%, English Learners by 0.1%, and Socioeconomically Disadvantaged students by 1.2%. However, Foster Youth decreased by 4.9%. On the other hand, suspension rates decreased for All Students by 0.1%, but increased for English Learners by 0.2%, Socioeconomically Disadvantaged by 0.6%, and Foster Youth by 3.3%. Measures of School Connectedness increased across the board, with both elementary and secondary students reporting significant gains in positive Teacher-Student Relationships and Sense of Belonging. Overall, Goal 2A actions were partially effective. The actions strengthened opportunities for student engagement, leadership, extracurricular participation, and school connectedness; however, the intended improvements in chronic absenteeism and suspension were not achieved consistently for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. The district will continue the components associated with improved engagement and connectedness while strengthening attendance and behavioral interventions for student groups that did not experience the intended outcomes.

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

For 2026–27, Goal 2A metrics will be updated to reflect changes in performance. When student groups nearly met or exceeded the prior target, the target will be increased to support continued growth. After looking at trend growth patterns among all students, it was determined that for some student groups achieving the original targets would require unrealistic rates of growth compared to their current level of performance. Therefore, the district is adjusting related targets to reflect attainable, yet meaningful, growth expectations that meet or exceed baseline. Additionally, the district will add metrics that more directly align to the intended outcomes of select actions, allowing for improved monitoring and evaluation of their effectiveness in supporting student achievement.

To address the challenges of improving student attendance, reducing chronic absenteeism, reducing suspensions, and reducing drop-out rates for all student groups to meet the Goal 2A targets, the district will enhance implementation of the actions in Goal 2A by strengthening systems for monitoring and evaluating implementation fidelity. This will help ensure that actions are carried out consistently and in alignment with the evidence-based practices on which they are based, while also making adjustments as needed to provide targeted support to address areas of declining performance and to improve outcomes for the student groups with identified disparities.

M2A.1 - M2A.4

The targets will be adjusted for some student groups because the prior target would require an unrealistic rate of improvement to meet; the new targets will reflect high expectations for meaningful growth from Baseline to reduce disparities. When student groups met or exceeded the prior target, the target will be adjusted to promote continued improvement.

Additionally, the district believes the metrics associated with Goal 2A actions were not comprehensive enough to provide insight on the full scope of the intended impact of these actions, therefore additional metrics will be incorporated in the upcoming school year. For all actions in Goal 2A, adjustments will be made to implementation to ensure the needs of student groups with disparities are addressed in support of continuous improvement toward the targets.

Action 2A.1 - 2A.6 will have metrics M2B.1 and M2.12 added.

Action 2A.4 - will also have metric M2A.4 added.

In the summer and fall of 2026, State and Federal Programs and Assessment and Accountability will support LCAP Action Owners with responding to ongoing action evaluations of effectiveness to refine 2026-27 implementation and make targeted adjustments for student groups not yet experiencing the intended impact.

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, M2B.1, M2.12).	\$19,000.00	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, M2B.1, M2.12).	\$1,100,000.00	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, M2A.4, M2B.1, M2.12).	\$995,500.00	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, M2A.2, M2A.4, M2B.1, and M2.12).	\$12,958,969.00	Yes
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, M2B.1, M2.12).	\$1,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
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, M2B.1, M2.12).	\$277,383.00	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 school), FY (2 schools), HOM (1 school), SED (2 schools), SWD (7 schools), AA (6 schools), HI (2 schools), WH (1 school)

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%	2025-2026 Grades 3-6: 85% Grades 7-12: 86%	Grades 3-6: 86% Grades 7-12: 87%	Grades 3-6: +25% Grades 7-12: +30%
M2B.2	School Safety Perceptions - FAMILIES % Favorable Responses (Data Source: FUSD Annual Family Climate Survey; Survey Platform)	2023-2024 67%	2024-2025 57%	2025-2026 92%	93%	+25%
M2B.3	Facility Condition % of schools in "good" or "exemplary" repair (Data Source: Facility Inspection Tool Report)	2023-2024 95%	2024-2025 96%	2025-2026 100%	100%	+5%
M2B.4	Chronic Absenteeism Rate (K-8) - DISTRICT	2022-2023	2023-2024	2024-2025		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% chronically absent (Data Source: CA School Dashboard)	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%	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: 23.8% Program Groups: EL: 20.2% LTEL: 22.7% SED: 31.1% FY: 17.9% SWD: 30.9% HOM: 24.8% Ethnicity Groups: AA: 28.9% AI: 36.7% AS: 12.4% FI: 9.7% HI: 24.0% PI: 33.3% MR: 24.1% WH: 21.4%	ALL STUDENTS: 20.0% Program Groups: EL: 17.2% LTEL: 19.7% SED: 20.0% FY: 14.9% SWD: 26.1% HOM: 25.9% Ethnicity Groups: AA: 23.9% AI: 31.7% AS: 10% FI: maintain below 10% HI: 20.0% PI: 28.3% MR: 20.0% WH: 18.4%	ALL STUDENTS: -6.4% Program Groups: EL: -7.0% LTEL: -5.8% SED: -1.4% FY: -9.1% SWD: -8.0% HOM: -13.4% Ethnicity Groups: AA: -5.3% AI: -16.9% AS: -1.3% FI: -4.3% HI: -6.6% PI: -13.9% MR: -7.4% WH: -4.2%
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%	2024-2025 ALL STUDENTS: 2.3% Program Groups: EL: 2.4% LTEL: 4.7% SED: 2.4% FY: 10.0% SWD: 3.1% HOM: 4.1% Ethnicity Groups:	ALL STUDENTS: maintain below 2.5% Program Groups: EL: maintain below 2.5% LTEL: 4.2% SED: maintain below 2.5% FY: 9.5% SWD: 2.6% HOM: 3.6%	ALL STUDENTS: -1.5% Program Groups: EL: -1.2% LTEL: -2.5% SED: -1.6% FY: -3.0% SWD: -2.7% HOM: -0.8% Ethnicity Groups: AA: -2.9%

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%	AA: 5.9% AI: 4.8% AS: 1.3% FI: 0.5% HI: 2.1% PI: 5.2% MR: 3.7% WH: 2.8%	Ethnicity Groups: AA: 5.4% AI: 4.3% AS: maintain below 2.5% FI: maintain below 2.5% HI: maintain below 2.5% PI: 4.7% MR: 3.2% WH: 2.5%	AI: -1.7% AS: -0.1% FI: -0.5% HI: -1.4% PI: -2.8% MR: -2.6% WH: -1.4%
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%	2025-2026 Grades 3-5 Teacher-Student Relationships: 86% Sense of Belonging: 83% Grades 6-12 Teacher-Student Relationships: 69% Sense of Belonging: 56%	Grades 3-5 Teacher-Student Relationships: 87% Sense of Belonging: 84% Grades 6-12 Teacher-Student Relationships: 70% Sense of Belonging: 57%	Grades 3-5 Teacher-Student Relationships: +10.0% Sense of Belonging: +12.0% Grades 6-12 Teacher-Student Relationships: +21.0% Sense of Belonging: +12.0%

Goal Analysis [2025-26]

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

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

Action 2B.1 was partially implemented as planned. A deep cleaning crew was created to support the additional cleaning protocols. Challenges include the continuation of multiple vacancies within the custodial ranks, despite hiring. Staffing shortages impacted the deep

cleaning crews' ability to respond to 100% of the calls for the deep cleaning crew. The crews were able to handle approximately 75% of the calls for service. The remaining 25% had to be handled by the regular site custodians. Custodians will be given a one range pay increase to help recruit and maintain sufficient custodial staff.

Action 2B.2 was implemented as planned. Hiring custodial staff occurred and cleaning protocols were implemented. A challenge has been maintaining established cleaning protocols due to multiple, ongoing vacancies within the custodial ranks. Staffing shortages did not have an impact on custodial staff ensuring that all schools remain clean, safe and well-maintained, as measured by the percentage of sites in good repair. The number of sites in good repair increased by 1%. Custodians will be given a one range pay increase to help recruit and maintain sufficient custodial staff.

Action 2B.3 was fully implemented as planned. The FLIP and Jr. FLIP programs successfully served students in elementary and secondary schools. Students were evaluated at the beginning, midway point, and end of the program. All seven planned field trips were conducted for both programs. The Parent Project component achieved strong engagement with the majority of parents completing the program. The Parent Youth Court was successfully launched.

Strengths include student participation, with teachers reporting significant improvements in student behavior, attendance, and academic progress. Notably, students who began the program with multiple failing grades now have no failing grades. Parents have also reported positive changes at home, including improved confidence, behavior, helpfulness, and responsiveness in their children.

Action 2B.4 was implemented with modification. Safety presentations and drills were conducted to ensure student and staff security, and the department maintained regular contact and joint planning with local law enforcement partners. The district filled two police officer vacancies with candidates with educational backgrounds and experience in school-based policing. One modification in implementation was the shift in the drug awareness component from a focus on Fentanyl to the dangers of vaping, based on increased incidents of students using vape pens on campus. Challenges include scheduling and time for comprehensive 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.

Action 2B.1 had a material difference due to position vacancies.

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

Action 2B.1 had mixed effectiveness; it was effective in maintaining facility condition and improving perceptions of safety, but not effective in reducing absenteeism for most student groups. Although the number of campuses in good or exemplary condition increased to 100%, chronic absence rates increased for most student groups. All Students increased by 1.3%, English Learners by 0.1%, and Socioeconomically Disadvantaged students by 1.2%. However, Foster Youth decreased by 4.9%. Attendance rates showed similar trends. All Students decreased by 0.4% and Socioeconomically Disadvantaged by 0.9%. However, English Learners maintained (albeit at 93.9%) and Foster Youth grew by 0.5%. While student perceptions of School Safety increased amongst all grade spans, when compared to the rest of the data, this action was not effective in increasing engagement and safety.

Action 2B.2 was effective in providing clean and well-maintained facilities, with 100% of campuses in good or exemplary repair. The data indicates this action was effective and it will continue next year.

Action 2B.3 had mixed effectiveness in improving the behavior of students. All Students increased their chronic absence rate by 1.3% but decreased their suspension rate by 0.1%. English Learners increased their chronic absence rate by 0.1% and suspension rate by 0.2%. Socioeconomically Disadvantaged increased their chronic absence rates by 1.2% and suspension by 0.6%. Foster Youth decreased their chronic absence rates by 4.9% but increased their suspension rates by 3.3%. However, the number of students reporting positive Teacher-Student Relationships and a Sense of Belonging increased significantly. The data indicates this action had mixed effectiveness; Connectedness improved, but attendance and behavioral outcomes did not improve consistently, particularly for EL, SED, and FY.

Action 2B.4 was effective in promoting safe, supportive learning environments. The number of elementary students viewing their schools as safe grew by 15.0%, and the number of secondary students grew by 17.0%. The number of staff viewing their schools as safe increased by 35.0%. The data indicates this action was effective and it will continue next year.

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.

For 2026–27, Goal 2B metrics will be updated to reflect current performance trends. Targets will be increased for student groups that nearly met or exceeded prior expectations to support continued growth. At the same time, an analysis of districtwide trend data indicated that some student groups would need to achieve unrealistically high rates of growth to meet the original targets. Therefore, the district is adjusting these targets to establish ambitious yet attainable growth expectations that exceed baseline performance. Additionally, new metrics will be added to better align with the intended outcomes of select actions, strengthening the district's ability to monitor implementation and evaluate effectiveness.

To improve attendance, reduce chronic absenteeism, and decrease suspension rates across all student groups, the district will strengthen implementation of Goal 2B actions through enhanced monitoring of implementation fidelity. This process will help ensure that evidence-based practices are implemented consistently and as intended, while providing opportunities to make data-informed adjustments and provide targeted supports in areas of declining performance and for student groups experiencing persistent disparities.

M2B.1 - M2B.2

The targets will be raised because the Year 2 Outcome exceeded the prior target.

M2B.4 - M2B.5

The target will be adjusted to increase expectations for some student groups because the Year 2 Outcome met or nearly met the prior target to support continued growth. The targets will be adjusted to be more attainable for some student groups because the current target would require an unrealistic rate of decline to meet, however expectations will be set at or above baseline to promote reasonable improvement to reduce disparities.

M2B.6 -

The targets will be raised for the grade level spans in FUSD because the Year 2 Outcome exceeded the prior target.

Action 2B.1 - To better evaluate the effectiveness and intended outcomes of this action, the following metrics will be added: M2B.1, M2B.2 and M2.12 - M2.14.

Action 2B.2 - To better evaluate the effectiveness and intended outcomes of this action, the following metrics will be added: M2.12 - M2.14.

Action 2B.3 - To respond to educational partners' feedback showing 81% agree or strongly agree the district should expand safety services beyond the Fontana Leadership Intervention Program (FLIP) to provide additional supports that address increased suspension rates, this action will be revised to reflect an expansion of districtwide safety and behavioral supports aligned with educational partners' prioritization of enhanced safety. To better evaluate the effectiveness of this action, the following metrics will be added: M2B.1, M2B.2, M2.12 - M2.14.

Action 2B.4 - Because drug awareness education is not limited to Fentanyl, this particular focus was removed from the action description. To better evaluate the effectiveness of this action, the following metrics will be added: M2B.4 - M2B.6, M2.12 - M2.14.

In the summer and fall of 2026, State and Federal Programs and Assessment and Accountability will support LCAP Action Owners for actions 2B.1 and 2B.3 with responding to ongoing action evaluations of effectiveness to refine 2026-27 implementation and make targeted adjustments for student groups not yet experiencing the intended impact.

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.1 - M2B.4, M2.12 - M2.14)	\$2,912,470.00	Yes
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, M2.12-M2.14).	\$18,548,926.00	No

Action #	Title	Description	Total Funds	Contributing
2B.3	Expanded Student Leadership and Support Services	FUSD is expanding student leadership and support services to reduce suspension and absenteeism rates by providing proactive, targeted supports that strengthen and build positive student behavioral, problem-solving, and decision-making skills development, principally directed toward FY and SED students as measured by (M2B.1, M2B.2, M2B.4 - M2B.6, M2.12 - M2.14).	\$293,561.00	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 will be expanded across the district. This action is designed to promote safe, supportive learning environments as measured by (M2B.1, M2B.2, M2B.4 - M2B.6, M2.12 - M2.14)	\$10,514,008.00	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.

Broad Goal 3 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 (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
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): 11 SSC: 4 SELPA CAC (SWD): 37 Early Ed PAC: NA AAPAC: 18 FUSD PAC: 22 LCAP Educational Partner Committee: 54	2025-2026 ELAC/DELAC (EL): 14 SSC: 9 SELPA CAC (SWD): 28 Early Ed PAC: 41 AAPAC: 16 FUSD PAC: 41 LCAP Educational Partner Committee: 45	 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): +3 SSC: 0 SELPA CAC (SWD): +7 Early Ed PAC: +7 AAPAC: +4 FUSD PAC: +13 LCAP Educational Partner Committee: -10
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	2025-2026 Building Relationships: 3.2 out of 5 Building Partnerships: 2.9 out of 5 Seeking Input: 3.2 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: +0.6 Seeking Input: +0.4
M3.3	FUSD Annual Family Climate Survey % of Families Responded	2023-2024 15%	2024-2025 20%	2025-2026 5%	 25%	 -10%

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%	2025-2026 Family-School Communication: 89% Informing Parents: 90% Family Engagement: 91%	Family-School Communication: 90% Informing Parents: 91% Family Engagement: 92%	Family-School Communication: +12% Informing Parents: +40% Family Engagement: +40%
M3.5	Parental Engagement with Communication Platform - % of parents interacting with the platform (Data Source: Parent Square Platform)	2024-2025 43%	2024-2025 43%	2025-2026 45%	46%	+2%

Goal Analysis [2025-26]

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

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

Action 3.1 was implemented as planned. Despite staffing changes at both the site and district levels within the Family and Community Engagement Department, the team completed all scheduled tasks and even added new events throughout the school year. New community events—including Kick Off to Summer, multiple back-to-school events, and the Trunk or Treat/Resource Fair provided valuable opportunities for family engagement and resource sharing. The District partnered with elected officials, faith-based organizations, and community partners to offer ongoing resources and additional support, such as food and gifts during the holidays. A key success was the increase in attendance at meetings and events, with families participating both in person and virtually, demonstrating that the flexible hybrid model is effectively reaching more families.

Action 3.2 was implemented as planned. Established relationships and trust continued to grow among advisory group members, and advisory groups were successfully maintained to provide meaningful input that informed district decision-making. A notable success was the District's commitment to expanding advisory groups to be even more inclusive, including exploring the creation of a multicultural parent advisory group to ensure all families have a voice in district decisions. While the District received valuable feedback from these groups, recruitment and consistent attendance remained persistent challenges that require continued attention.

Action 3.3 was partially implemented as planned. The District adapted to family needs by offering workshops in a hybrid format, providing both in-person and virtual options, as well as flexible morning and evening sessions. This approach successfully increased accessibility for working families and those facing transportation barriers. Another strength was the District's intentional focus on connection, community-building, and meaningful interactions, which helped sustain and deepen ongoing conversations with families. A challenge was that some planned workshops could not be delivered during first semester due to a staffing change, however, these sessions were all completed during the second semester.

Action 3.4 was implemented as planned. Districtwide communication expanded through the strategic use of ParentSquare, social media platforms, and continuously updated website content. These tools enabled the District to provide timely, consistent, and accessible information to families, ensuring messages reached households across multiple channels. Two significant successes were achieved. First, the District launched a redesigned district website, which was well received by families, students, staff, and the community for its modern layout, ease of navigation, informative content, and visual appeal. Second, the District achieved over 99% reachability on ParentSquare, its primary communication platform, ensuring that nearly every family has access to important communications.

Action 3.5 was implemented as planned. A key success was that recognizing students at community cultural events improved attendance and strengthened engagement. Fontana Unified expanded these cultural celebrations districtwide to promote unity, celebrate diversity, and create meaningful opportunities for students, families, staff, and community partners to connect while increasing awareness of available resources. As part of this effort, the district introduced awards inspired by historical figures representing the cultural group being honored, deepening cultural understanding and highlighting student leadership and excellence. These recognitions, along with the broader activities offered at each event, reinforce FUSD's commitment to inclusive practices and equitable outcomes for all students. Looking ahead to the 2026-27 school year, the district plans to add a multicultural event to highlight cultures that may be less represented but are equally valued and celebrated.

Action 3.6 was implemented as planned. There were no substantive differences between the planned and actual implementation of this action, although limited funding and scheduling constraints reduced participation in some professional development opportunities. Strong implementation was demonstrated through multiple trainings, including regular sessions on website management and online communication platforms, monthly training and individualized support for Community Aides and Outreach Liaisons, participation in the county hosted Family and Community Engagement Summit, and ongoing learning through the Regional Educational Leadership Academy and Family Engagement Network. These efforts strengthened support systems and built strong relationships and trust among the team. Challenges were noted in two areas: limited funding restricted access to high quality out of state conferences, and scheduling constraints reduced staff participation in professional development.

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 3.1 - 3.6.

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

Actions 3.1–3.6 were partially effective in increasing family and community engagement. Average participation increased for ELAC/DELAC from 11 at baseline to 14, Early Education PAC from 34 to 41, AAPAC from 12 to 16, FUSD PAC from 28 to 41, and SELPA CAC from 21 to 28. SSC participation returned to the baseline of 9, while participation in the LCAP Educational Partner Committee decreased from 55 at baseline to 45. Results from the Parent and Family Engagement Self-Reflection Tool also showed improvement from baseline. Building Relationships increased from 2.7 to 3.2 out of 5, Building Partnerships increased from 2.3 to 2.9, and Seeking Input increased from 2.8 to 3.2. However, compared to the prior year, Building Partnerships decreased by 0.3 and Seeking Input decreased by 0.4. Family Climate Survey results showed additional areas of improvement, with favorable responses increasing by 6% for Family-School Communication, 22% for Informing Parents, and 1% for Family Engagement. However, the family survey response rate decreased from 20% in 2024–25 to 5% in 2025–26, which limits the extent to which the survey results represent the broader parent population. Overall, these results indicate that the actions were partially effective in strengthening communication, access to information, and participation in several family engagement opportunities; however, progress was not consistent across all measures. Additionally, because the available family engagement metrics are not disaggregated for Foster Youth, English Learner, and Socioeconomically Disadvantaged families, the district is unable to determine whether the actions were equally effective for each of the unduplicated 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.

For 2026–27, some metrics will be adjusted to correct errors and to increase expectations when the prior targets were met or exceed. Additional metrics will be added to actions to align with the intended outcomes of these actions and to more accurately measure the effectiveness of each action.

The district will strengthen implementation of Goal 3 actions through enhanced monitoring of implementation fidelity. This process will help ensure that evidence-based practices are implemented consistently and as intended, while providing opportunities to make data-informed adjustments and implement strategies to enhance family engagement,

The following Goal 3 metrics will be updated for 2026-27 as explained below:

M3.1 - The Year 1 Outcome for ELAC/DELAC average participants will be corrected from 45, which was listed in error, to 11 which is the correct goal for average participation.

M3.4 - The targets will be increased for each category because the Year 2 Outcomes exceeded the prior targets.

Actions 3.1 and 3.4 - To better measure the intended outcomes and effectiveness of these actions, the following metrics will be added: M3.5 and M2A.4.

Action 3.2 - To better measure the intended outcomes and effectiveness of this action, the following metrics will be added: M3.3 - M3.5 and M2A.4.

Actions 3.3, 3.5, and 3.6 - To better measure the intended outcomes and effectiveness of these actions, the following metrics will be added: M3.3, M3.5 and M2A.4.

In the summer and fall of 2026, State and Federal Programs and Assessment and Accountability will support LCAP Action Owners with responding to ongoing action evaluations of effectiveness to refine 2026-27 implementation and make targeted adjustments for student groups not yet experiencing the intended impact.

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 - M3.5, and M2A.4).	\$5,078,678.00	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 - M3.5 and M2A.4).	\$79,000.00	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 - M3.5 and M2A.4).	\$16,573.00	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 - M3.5 and M2A.4).	\$1,250,993.00	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 - M3.5 and M2A.4).	\$21,000.00	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 - M3.5 and M2A.4).	\$55,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$139,639,573	\$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
38.205%	0.000%	\$0.00	38.205%

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	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	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
	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 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.	improved outcomes for EL, FY, and SED students, 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	

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	materials across genres and levels to support their learning needs and interests.	
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.	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.	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
	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	PD for elementary and secondary teachers will support the Core Instructional Program and District 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.	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,	M1.1 - M1.4, M1.8, M1.17, M2.2

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
	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 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:	scored in the Low or Very Low performance bands demonstrates that academic challenges are 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.	

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

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
		that integrates formative, interim, growth monitoring, and summative assessments aligns with best practices identified by the Center on Standards & Assessment Implementation (2017), 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	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.	M1.1-M1.11, M1.17, M2.2

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
	2022-23 CAASPP MATH: 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 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 to meet the A-G requirements through access to secondary summer school programs. 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	Given that Foster Youth, English Learners, and Low-income students are enrolled at all district	M1.1-M1.4, M1.8, M1.15, 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
	Need: Based on analysis of 2022-2023 Chronic Absenteeism Rates, there is a disparity 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 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.	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 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
	Scope: LEA-wide		
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.	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.	M1.3, M1.12, M1.15, M1.17, M2.2

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
	Scope: LEA-wide	FUSD will prioritize family engagement through STEAM events such as the annual Robotics 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	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		to sustain student interest and long-term academic engagement (Bouffard & Weiss, 2008).	
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	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,	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
	day to enhance educational experiences for students, especially ELs, foster youth, and low-income students. Scope: LEA-wide	information literacy, critical thinking, and digital communication through technology integration. 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.	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	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 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, 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:	school leadership. The Human Resources Leadership Department provides: • 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	

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	LEA-wide	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, 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.	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	M1A.1 - M1A.4

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	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 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	instruction. The plan provides targeted professional development and promotes culturally responsive teaching practices to strengthen students' reading and writing skills across all 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	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	M1A.1, M1A.2, M1A.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
	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, 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	Supports by providing professional development, coaching, additional resources and targeted research-based interventions to meet the diverse literacy needs of each student. This commitment 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	FUSD will address the diverse needs of students and educators by enhancing instructional skills and promoting best practices in numeracy and	M1B.1 - M1B.4

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	Need: Analysis of Math data indicates that EL, FY, and SED students need targeted and effective 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	math reasoning. This action is being implemented LEA-wide to ensure that all students receive the benefit of effective first instruction and best practices. 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	

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		have the tools they need to support students effectively. FUSD will continue to provide Secondary Math Support curriculum and materials that target providing extra resources to increase understanding of mathematical content for our unduplicated student groups--English Learners, Foster Youth, Low Income. 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	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	M1B.1, M1B.2, M1B.4

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	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. 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	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. 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.	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	M1C.1 - M1C.8

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	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 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	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 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/elaeldfrmwrksbeadoption.asp Center for Applied Linguistics Guiding Principles of	

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		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/	
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%.	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.	M1D.3, M1D.6, M1D.7, M1D.10, M1D.13, M2.1, M2.10

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	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 (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:	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. 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.	

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	Schoolwide		
1D.3	Action: AP & IB Programs Need: According to baseline data in metric M1D.8, there are disparities among student groups 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	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 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.	M1D.1-M1D.3, M1D.8, M1D.14

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		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. 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	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.	M1D.1 - M1D.14

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	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. 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	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 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	

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		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, 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 of these students' absences.	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	M2.1 - M2.14

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	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. 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	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 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	

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		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 (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).	

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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. 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.	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-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	M2.1-M2.4, M2.10

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	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: LEA-wide	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. 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., &	

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		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 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:	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 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	M2A.1 - M2A.4, M2B.1, M2B.12

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	Schoolwide	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).	
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	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:	M2A.1, M2A.2, M2A.4, M2B.1, M2.12

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	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 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	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 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.	

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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 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, especially for our unduplicated students.	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. 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.	M2A.1, M2A.2, M2A.4, M2B.1, and M2.12

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	Scope: LEA-wide		
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 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.	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 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.	M2A.1 - M2A.4, M2B.1, M2.12

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	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. Scope: Schoolwide	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).	
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	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	M2A.1 - M2A.4, M2B.1, M2.12

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	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: Schoolwide	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. 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	

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		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. 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	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 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: the 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.	M2A1, M2B.1 - M2B.4, M2.12 - M2.14

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	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. Scope: LEA-wide		
2B.3	Action: Expanded Student Leadership and Support Services 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	FUSD is expanding its districtwide systems and student-support services to strengthen and promote positive student behavior, social-emotional development, and problem-solving skills. While the program benefits all students who participate, it is principally directed toward Foster Youth (FY) and Socioeconomically Disadvantaged (SED) students who experience disproportionately high suspension and absenteeism rates. Given that unduplicated student groups are enrolled across all schools, LEA-wide implementation	M2B.1, M2B.2, M2B.4 - M2B.6, M2.12 - M2.14

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	exhibited disproportionately higher suspension rates, particularly Foster Youth (FY) at 13.0%. The data highlights a need for enhanced targeted interventions to address and reduce these disparities. Educational partners also expressed strong support for alternative disciplinary measures that emphasize restorative practices rather than punitive actions. Specifically, they stated that students should be held accountable while also being provided 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 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.	ensures equitable access to this structured support, regardless of site. The expanded services are intentionally designed to reduce these disparities by increasing access to proactive supports that help FY and SED students remain engaged, connected, and successful in school. SEL embedded physical activity and leadership development programs provide structured routines that build self-regulation, confidence, and positive peer interactions; factors that directly support improved attendance and reduced behavioral incidents for FY and SED students. The action also includes restorative alternatives to suspension, Fontana Leadership Intervention Program (FLIP), and targeted outreach that strengthen relationships between students and trusted adults. These supports help FY and SED students repair harm, stay connected to school, and maintain consistent attendance rather than being removed from the learning environment. Together, these strategies create the conditions that reduce the likelihood of repeated behavioral incidents and chronic absenteeism. Because unduplicated student groups are enrolled across all schools, LEA-wide implementation ensures equitable access to these supports regardless of site. Through this expanded service, FUSD is prioritizing a preventative, student centered approach aligned with educational partner feedback. These coordinated behavior supports	

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	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, school safety, 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	are designed to create positive shifts in student mindsets and behaviors, contributing to improved attendance, reduced disproportionality in suspensions, and stronger school connectedness for FY and SED students. This work is grounded in evidence-based practices and whole-child development frameworks, including de-escalation, leadership development, physical activity, and Social-Emotional Learning (SEL). Research indicates that structured physical activity contributes to reductions in behavior incidents and improved student connectedness. The integration of SEL components into physical activity further supports self-regulation, social skills, and school climate, areas that are particularly critical for Foster Youth, English Learners, and Socioeconomically Disadvantaged 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	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,	M3.1 - M3.5 and M2A.4

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	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 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:	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. 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.	

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	LEA-wide	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: 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	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 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	M3.1 - M3.5, M1.4, M1.8, M1.16, M1.17, and M2A.4

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	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 are 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. • 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	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 Epstein'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
	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 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	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 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	M3.2 - M3.5, M1.4, M1.8 and 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
	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 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	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 importance of involving families in curriculum-related activities and advocacy for their children's educational experience.	

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
	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		
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), 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	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 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.	M3.2 - M3.5, M1.4 and 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
	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 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,	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. 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.	

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
	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		
3.5	Action: Community Cultural Events 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.	FUSD is dedicated to fostering a welcoming and inclusive districtwide environment that celebrates the cultural, linguistic, and social diversity of its 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	M3.2 - M3.5 and 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
	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 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	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 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.	

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
	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	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 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	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 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	M3.2 - M3.5 and 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
	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 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	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
	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
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	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.	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
	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 parents from fully participating in advisory councils such as SSC. Scope: Limited to Unduplicated Student Group(s)	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 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	

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/elaeldfrmwrksbeadoped.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 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	FUSD will provide district-wide professional development and coaching to support school leaders and educators in establishing clear 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	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
	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. Scope: Limited to Unduplicated Student Group(s)	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, 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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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/elaeldfrmwrksbeadoption.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.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	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.	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
	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 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)	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 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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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 Disabilities - Announcements & Current Issues (CA Dept of Education) English Language Arts/English Language Development Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadoption.pdf 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 (37) 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-risk 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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	365,501,733	139,639,573	38.205%	0.000%	38.205%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$169,929,927.00	\$30,870,739.00	\$0.00	\$17,136,690.00	\$217,937,356.00	\$162,484,184.00	\$55,453,172.00

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	\$19,369,840.00	\$7,485,542.00	\$19,484,789.00	\$1,322,978.00		\$6,047,615.00	\$26,855,382.00	
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	\$9,274,988.00	\$1,580,000.00	\$10,448,199.00			\$406,789.00	\$10,854,988.00	
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	\$1,203,000.00	\$1,150,000.00	\$53,000.00			\$1,203,000.00	
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	\$7,511,650.00	\$86,000.00	\$7,425,650.00			\$7,511,650.00	
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	\$12,942,949.00	\$1,330,387.00	\$7,757,259.00	\$6,516,077.00			\$14,273,336.00	
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	\$1,794,345.00	\$75,000.00	\$1,869,345.00				\$1,869,345.00	
1	1.7	EL/SWD Academic Vocabulary Development	Students with Disabilities English Learners	No			All Schools	ongoing	\$0.00	\$100,000.00				\$100,000.00	\$100,000.00	
1	1.8	Technology & Digital Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,565,684.00	\$12,592,497.00	\$15,858,181.00			\$300,000.00	\$16,158,181.00	

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	1.9	Highly Qualified Staff and Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,778,994.00	\$207,000.00	\$1,701,027.00	\$124,967.00		\$160,000.00	\$1,985,994.00	
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	\$7,463,723.00	\$1,029,359.00	\$4,659,523.00	\$3,503,559.00		\$330,000.00	\$8,493,082.00	
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	\$7,092,564.00	\$258,000.00	\$3,052,232.00	\$91,762.00		\$4,206,570.00	\$7,350,564.00	
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	\$3,660,181.00	\$225,000.00	\$225,000.00	\$3,660,181.00			\$3,885,181.00	
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	\$7,212,040.00	\$141,000.00	\$3,154,706.00	\$91,762.00		\$4,106,572.00	\$7,353,040.00	
1C	1C.1	Inclusive Environments for Multilingual/English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$1,540,021.00	\$17,000.00	\$1,555,021.00			\$2,000.00	\$1,557,021.00	
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 School	ongoing	\$6,111,710.00	\$5,000.00	\$6,074,645.00	\$42,065.00			\$6,116,710.00	
1C	1C.3	EL/LTEL Professional Development & Coaching	English Learners	Yes	Limited to Undupli	English Learners	All Schools	ongoing	\$2,310,167.00	\$200,000.00	\$200,000.00	\$1,238,762.00		\$1,071,405.00	\$2,510,167.00	

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
					cated Student Group(s)											
1C	1C.4	Systems for Multilingual/English Learner Success	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$4,555,574.00	\$50,000.00	\$4,605,574.00				\$4,605,574.00	
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	\$8,010,294.00	\$3,746,376.00	\$8,640,294.00	\$2,741,210.00		\$375,166.00	\$11,756,670.00	
1D	1D.2	Dual Enrollment Opportunities	All	No			All Schools 11-12	ongoing	\$0.00	\$120,000.00		\$120,000.00			\$120,000.00	
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 School AP: High SchoolsA P: 9-12	ongoing	\$98,171.00	\$566,000.00	\$664,171.00				\$664,171.00	

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
1D	1D.4	College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,357,413.00	\$1,122,139.00	\$4,399,552.00	\$80,000.00			\$4,479,552.00	
1E	1E.1	Continuation HS: Learning Environment	All HI, EL, SED	No			All Schools Specific Schools: Birch & Citrus Continuation Schools	ongoing	\$0.00	\$33,000.00		\$33,000.00			\$33,000.00	
1E	1E.2	Continuation HS: Attendance Supports	All	No			All Schools Specific Schools: Birch & Citrus Continuation Schools	ongoing	\$0.00	\$33,000.00		\$33,000.00			\$33,000.00	
1E	1E.3	Continuation HS: SEL, Behavioral, and Mental Health MTSS	All	No			All Schools Specific Schools: Birch & Citrus Continuation Schools	ongoing	\$0.00	\$33,000.00		\$33,000.00			\$33,000.00	
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	\$16,038,407.00	\$1,235,161.00	\$15,872,324.00	\$1,401,244.00			\$17,273,568.00	
2	2.2	Alternative Learning Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,416,926.00	\$2,248,000.00	\$5,664,926.00				\$5,664,926.00	
2	2.3	Community Schools	All	No			Specific Schools: Palmetto, Poplar, Southridge, and Truman	ongoing	\$765,076.00	\$308,217.00		\$1,073,293.00			\$1,073,293.00	

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
2A	2A.1	Equity & Inclusion Professional Learning Experiences	All	No			All Schools	ongoing	\$0.00	\$19,000.00	\$19,000.00				\$19,000.00	
2A	2A.2	Sense of Belonging Structured Activities	Foster Youth	Yes	School wide	Foster Youth	TK-8	ongoing	\$0.00	\$1,100,000.00	\$1,100,000.00				\$1,100,000.00	
2A	2A.3	Attendance Support and Interventions	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	\$0.00	\$995,500.00	\$195,500.00	\$800,000.00			\$995,500.00	
2A	2A.4	Expanded Transportation Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$4,958,969.00	\$8,000,000.00	\$12,958,969.00				\$12,958,969.00	
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	\$1,900.00	\$1,900.00				\$1,900.00	
2A	2A.6	Athletics and Extracurricular Activities	Foster Youth	Yes	School wide	Foster Youth	All Schools 6-12	ongoing	\$243,383.00	\$34,000.00	\$277,383.00				\$277,383.00	
2B	2B.1	Expanded Custodial Staffing to Support Student Wellness	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$2,912,470.00	\$0.00	\$2,466,683.00	\$445,787.00			\$2,912,470.00	
2B	2B.2	Base Program Custodial Services	All	No			All Schools	ongoing	\$18,548,926.00	\$0.00	\$18,548,926.00				\$18,548,926.00	
2B	2B.3	Expanded Student Leadership and Support Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	\$185,461.00	\$108,100.00	\$278,561.00			\$15,000.00	\$293,561.00	
2B	2B.4	FUSD School Police Safety Services	All	No			All Schools	ongoing	\$9,596,237.00	\$917,771.00	\$10,514,008.00				\$10,514,008.00	
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	\$5,078,678.00	\$0.00	\$5,039,236.00	\$39,442.00			\$5,078,678.00	
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	\$79,000.00	\$79,000.00				\$79,000.00	
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	\$16,573.00	\$1,000.00			\$15,573.00	\$16,573.00	
3	3.4	Communication and Media Systems	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	\$600,993.00	\$650,000.00	\$1,250,993.00				\$1,250,993.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
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	\$21,000.00	\$21,000.00				\$21,000.00	
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	\$55,000.00	\$55,000.00				\$55,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
365,501,733	139,639,573	38.205%	0.000%	38.205%	\$140,847,993.00	0.000%	38.536 %	Total:	\$140,847,993.00
								LEA-wide Total:	\$117,729,005.00
								Limited Total:	\$6,360,595.00
								Schoolwide Total:	\$16,758,393.00

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	\$19,484,789.00	
1	1.2	Professional Development and Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,448,199.00	
1	1.3	Data and Assessment Systems and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,150,000.00	
1	1.4	Extended Learning Opportunities and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,000.00	
1	1.5	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,757,259.00	
1	1.6	STEAM and TK-12 Science	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,869,345.00	

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	1.8	Technology & Digital Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,858,181.00	
1	1.9	Highly Qualified Staff and Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,701,027.00	
1A	1A.1	Strategic TK-12 Literacy Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,659,523.00	
1A	1A.2	Targeted Academic Support in Literacy/ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,052,232.00	
1B	1B.1	Strategic TK-12 Math Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$225,000.00	
1B	1B.2	Targeted Academic Support in Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,154,706.00	
1C	1C.1	Inclusive Environments for Multilingual/English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,555,021.00	
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	\$6,074,645.00	
1C	1C.3	EL/LTEL Professional Development & Coaching	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$200,000.00	
1C	1C.4	Systems for Multilingual/English Learner Success	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$4,605,574.00	

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	\$8,640,294.00	
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	\$664,171.00	
1D	1D.4	College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,399,552.00	
2	2.1	Social-Emotional Learning, Behavioral, and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,872,324.00	
2	2.2	Alternative Learning Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,664,926.00	
2A	2A.2	Sense of Belonging Structured Activities	Yes	Schoolwide	Foster Youth	TK-8	\$1,100,000.00	
2A	2A.3	Attendance Support and Interventions	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$195,500.00	
2A	2A.4	Expanded Transportation Services	Yes	LEA-wide	English Learners Low Income	All Schools	\$12,958,969.00	
2A	2A.5	Student Leadership	Yes	Schoolwide	English Learners Foster Youth Low Income	6-12	\$1,900.00	
2A	2A.6	Athletics and Extracurricular Activities	Yes	Schoolwide	Foster Youth	All Schools 6-12	\$277,383.00	
2B	2B.1	Expanded Custodial Staffing to Support Student Wellness	Yes	LEA-wide	Low Income	All Schools	\$2,466,683.00	
2B	2B.3	Expanded Student Leadership and Support Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$278,561.00	

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 (%)
3	3.1	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,039,236.00	
3	3.2	Parent Advisory and Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$79,000.00	
3	3.3	Parent and Family Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.4	Communication and Media Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,250,993.00	
3	3.5	Community Cultural Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,000.00	
3	3.6	Staff Professional Development for Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$217,299,997.85	\$213,682,813.00

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	Academic Multitiered System of Supports	Yes	\$28,990,253.70	\$28,989,193
1	1.2	Professional Development and Coaching	Yes	\$10,194,968.00	\$10,913,638
1	1.3	Data and Assessment Systems and Supports	Yes	\$1,283,000.00	\$1,126,421
1	1.4	Extended Learning Opportunities and Programs	Yes	\$10,185,480.00	\$3,918,844
1	1.5	Visual and Performing Arts	Yes	\$12,794,579.00	\$13,747,628
1	1.6	STEAM and TK-12 Science	Yes	\$816,986.00	\$463,551
1	1.7	EL/SWD Academic Vocabulary Development	Yes	\$115,000.00	\$0
1	1.8	Technology & Digital Integration	Yes	\$16,882,847.00	\$16,315,142
1	1.9	Highly Qualified Staff and Leadership	Yes	\$2,174,395.30	\$2,075,647
1A	1A.1	Strategic TK-12 Literacy Plan	Yes	\$7,270,435.00	\$8,359,396

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	Targeted Academic Support in Literacy/ELA	Yes	\$6,037,301.00	\$6,860,642
1B	1B.1	Strategic TK-12 Math Plan	Yes	\$3,841,415.00	\$3,976,828
1B	1B.2	Targeted Academic Support in Math	Yes	\$6,534,208.00	\$7,221,803
1C	1C.1	Inclusive Environments for Multilingual/English Learners	Yes	\$1,458,243.87	\$1,493,968
1C	1C.2	Dual Language Immersion Opportunities	Yes	\$5,685,938.00	\$6,028,310
1C	1C.3	EL/LTEL Professional Development & Coaching	Yes	\$2,170,760.00	\$2,617,951
1C	1C.4	Systems for Multilingual/English Learner Success	Yes	\$5,571,289.00	\$3,578,503
1D	1D.1	Career Readiness and Career Technical Education (CTE) Pathways	Yes	\$11,685,192.00	\$12,355,447
1D	1D.2	Dual Enrollment Opportunities	No	\$450,000.00	\$200,909
1D	1D.3	AP & IB Programs	Yes	\$706,710.00	\$664,818
1D	1D.4	College Readiness	Yes	\$3,069,846.00	\$4,769,140
1E	1E.1	Continuation HS: Learning Environment	No	\$542,000.00	\$522,000
1E	1E.2	Continuation HS: Attendance Supports	No	\$200,000.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1E	1E.3	Continuation HS: SEL, Behavioral, and Mental Health MTSS	No	\$200,000.00	\$0
2	2.1	Social-Emotional Learning, Behavioral, and Mental Health	Yes	\$16,610,006.00	\$16,108,095
2	2.2	Alternative Learning Programs	Yes	\$7,298,398.00	\$5,545,949
2	2.3	Community Schools	No	\$224,947.00	\$262,618
2A	2A.1	Equity & Inclusion Professional Learning Experiences	No	\$355,000.00	\$1,259,364
2A	2A.2	Sense of Belonging Structured Activities	Yes	\$3,163,234.00	\$3,163,234
2A	2A.3	Attendance Support and Interventions	Yes	\$817,000.00	\$840,461
2A	2A.4	Expanded Transportation Services	Yes	\$12,334,056.00	\$12,956,100
2A	2A.5	Student Leadership	Yes	\$10,000.00	\$1,850
2A	2A.6	Athletics and Extracurricular Activities	Yes	\$239,255.00	\$274,178
2B	2B.1	Expanded Custodial Staffing to Support Student Wellness	Yes	\$3,388,193.00	\$2,775,938
2B	2B.2	Base Program Custodial Services	No	\$18,166,838.00	\$17,954,266
2B	2B.3	Fontana Leadership Intervention Program	Yes	\$218,041.98	\$243,134

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.4	FUSD School Police Safety Services	No	\$9,572,211.00	\$9,939,398
3	3.1	Family and Community Engagement	Yes	\$4,553,306.00	\$4,704,522
3	3.2	Parent Advisory and Community Partnerships	Yes	\$100,000.00	\$60,114
3	3.3	Parent and Family Workshops	Yes	\$20,332.00	\$18,332
3	3.4	Communication and Media Systems	Yes	\$1,263,333.00	\$1,274,597
3	3.5	Community Cultural Events	Yes	\$30,000.00	\$42,966
3	3.6	Staff Professional Development for Family and Community Engagement	Yes	\$75,000.00	\$57,918

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$135,944,653	\$140,039,415.85	\$141,045,156.00	(\$1,005,740.15)	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	Academic Multitiered System of Supports	Yes	\$21,361,292.70	\$23,686,883		
1	1.2	Professional Development and Coaching	Yes	\$9,762,500.00	\$10,398,765		
1	1.3	Data and Assessment Systems and Supports	Yes	\$1,200,000.00	\$1,044,698		
1	1.4	Extended Learning Opportunities and Programs	Yes	\$220,000.00	\$134,100		
1	1.5	Visual and Performing Arts	Yes	\$6,831,841.00	\$8,103,534		
1	1.6	STEAM and TK-12 Science	Yes	\$816,986.00	\$463,551		
1	1.7	EL/SWD Academic Vocabulary Development	Yes	\$115,000.00	\$0		
1	1.8	Technology & Digital Integration	Yes	\$16,507,247.00	\$14,475,570		
1	1.9	Highly Qualified Staff and Leadership	Yes	\$1,874,548.30	\$1,790,406		
1A	1A.1	Strategic TK-12 Literacy Plan	Yes	\$3,461,072.00	\$4,542,203		
1A	1A.2	Targeted Academic Support in Literacy/ELA	Yes	\$2,248,727.00	\$2,648,693		
1B	1B.1	Strategic TK-12 Math Plan	Yes	\$300,000.00	\$184,648		

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)
1B	1B.2	Targeted Academic Support in Math	Yes	\$2,845,634.00	\$2,930,752		
1C	1C.1	Inclusive Environments for Multilingual/English Learners	Yes	\$1,448,243.87	\$1,493,968		
1C	1C.2	Dual Language Immersion Opportunities	Yes	\$5,649,047.00	\$5,987,451		
1C	1C.3	EL/LTEL Professional Development & Coaching	Yes	\$237,000.00	\$294,723		
1C	1C.4	Systems for Multilingual/English Learner Success	Yes	\$5,571,289.00	\$3,578,503		
1D	1D.1	Career Readiness and Career Technical Education (CTE) Pathways	Yes	\$8,459,481.00	\$8,715,149		
1D	1D.3	AP & IB Programs	Yes	\$706,710.00	\$664,818		
1D	1D.4	College Readiness	Yes	\$2,158,378.00	\$4,453,273		
2	2.1	Social-Emotional Learning, Behavioral, and Mental Health	Yes	\$15,389,631.00	\$14,719,405		
2	2.2	Alternative Learning Programs	Yes	\$7,298,398.00	\$5,545,949		
2A	2A.2	Sense of Belonging Structured Activities	Yes	\$3,163,234.00	\$3,163,234		
2A	2A.3	Attendance Support and Interventions	Yes	\$817,000.00	\$167,182		
2A	2A.4	Expanded Transportation Services	Yes	\$12,334,056.00	\$12,956,100		
2A	2A.5	Student Leadership	Yes	\$10,000.00	\$1,850		
2A	2A.6	Athletics and Extracurricular Activities	Yes	\$239,255.00	\$274,178		
2B	2B.1	Expanded Custodial Staffing to Support Student Wellness	Yes	\$2,822,719.00	\$2,292,384		
2B	2B.3	Fontana Leadership Intervention Program	Yes	\$203,041.98	\$228,134		

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)
3	3.1	Family and Community Engagement	Yes	\$4,513,751.00	\$4,666,457		
3	3.2	Parent Advisory and Community Partnerships	Yes	\$100,000.00	\$60,114		
3	3.3	Parent and Family Workshops	Yes	\$5,000.00	\$3,000		
3	3.4	Communication and Media Systems	Yes	\$1,263,333.00	\$1,274,597		
3	3.5	Community Cultural Events	Yes	\$30,000.00	\$42,966		
3	3.6	Staff Professional Development for Family and Community Engagement	Yes	\$75,000.00	\$57,918		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$362,000,223	\$135,944,653	0%	37.554%	\$141,045,156.00	0.000%	38.963%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its

practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

- Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services

requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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