LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fowler Unified
CDS Code: 10621580000000
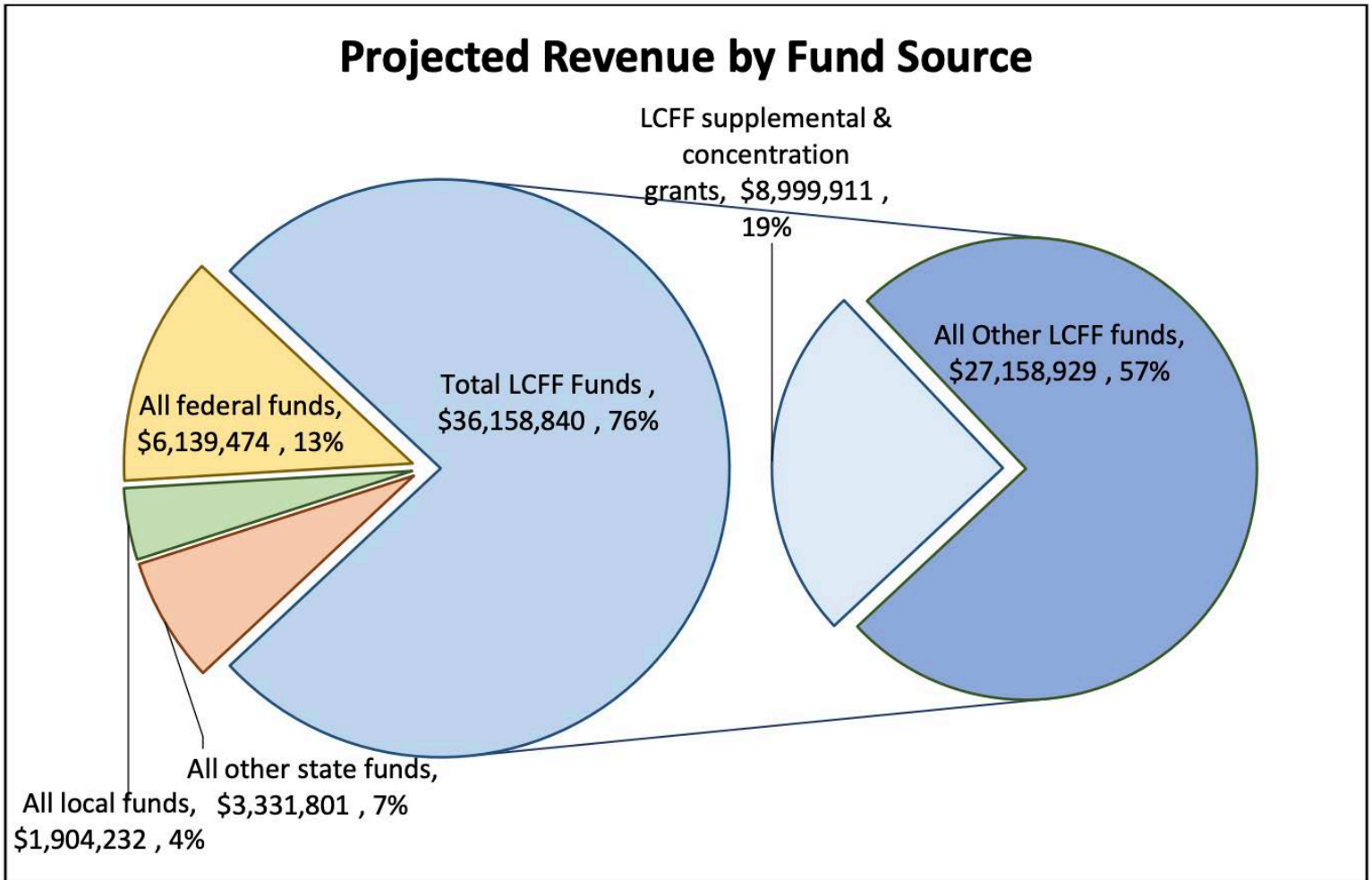School Year: 2023-24
LEA contact information:
Tamara Sebilian
Assistant Superintendent of Educational Services
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5598346080

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 2023-24 School Year

Projected Revenue by Fund Source

LCFF supplemental & concentration grants, $8,999,911, 19%
All Other LCFF funds, $27,158,929, 57%
All federal funds, $6,139,474, 13%
Total LCFF Funds, $36,158,840, 76%
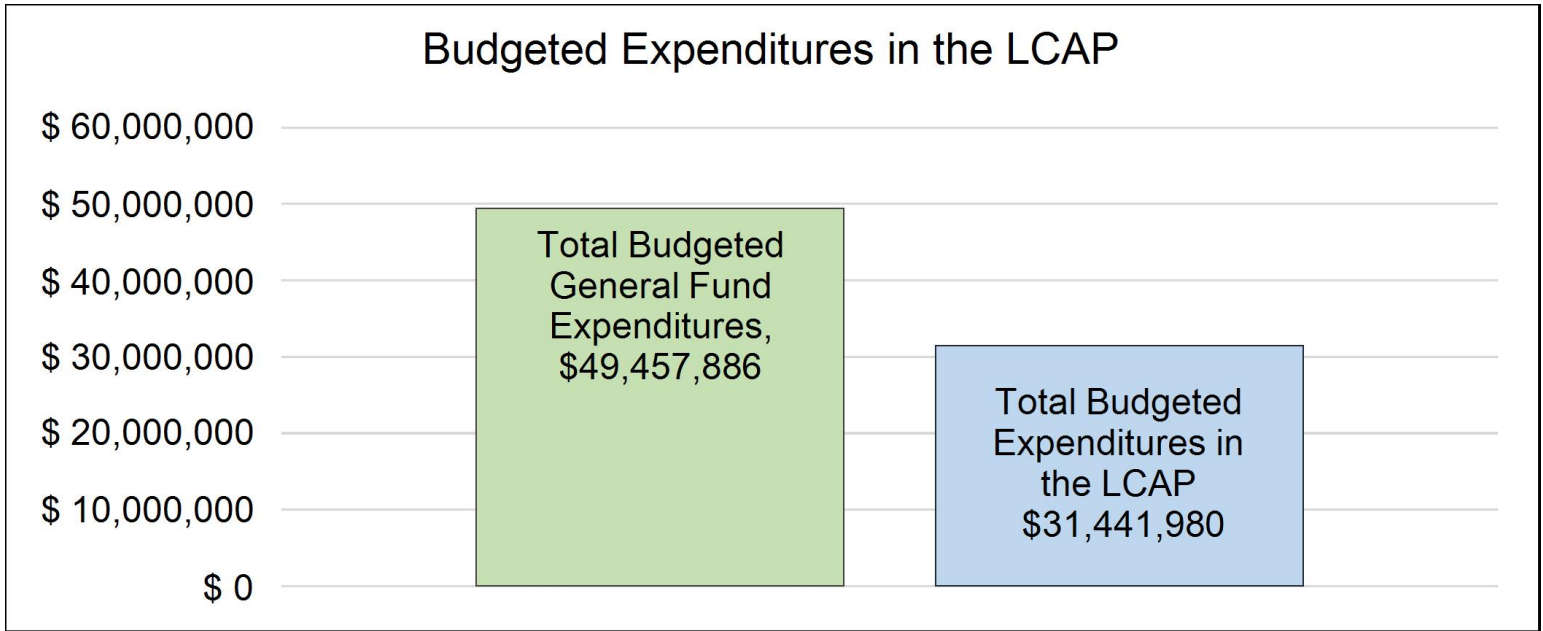All other state funds, $3,331,801, 7%
All local funds, $1,904,232, 4%

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

The text description for the above chart is as follows: The total revenue projected for Fowler Unified is $47,534,347, of which $36,158,840 is Local Control Funding Formula (LCFF), $3,331,801 is other state funds, $1,904,232 is local funds, and $6,139,474 is federal funds. Of the $36,158,840 in LCFF Funds, $8,999,911 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $49,457,886

Total Budgeted Expenditures in the LCAP $31,441,980

This chart provides a quick summary of how much Fowler Unified plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fowler Unified plans to spend $49,457,886 for the 2023-24 school year. Of that amount, $31,441,980 is tied to actions/services in the LCAP and $18,015,906 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
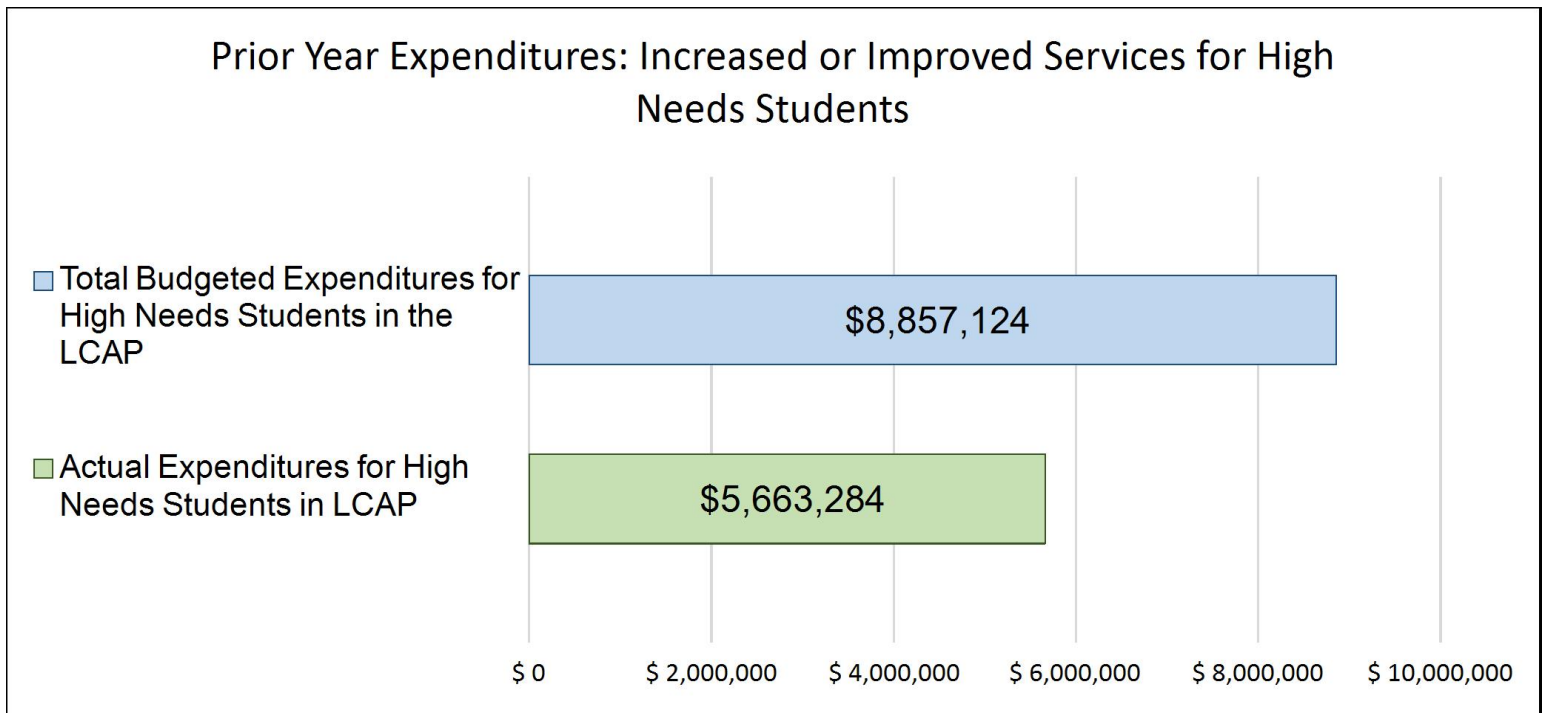
General fund expenditures not included in the Local Control and Accountability Plan (LCAP) includes general operating expenses that are basic services provided by the district such as costs of base programs, general cost for overhead, costs and contributions to programs not associated with LCAP goals and actions and contributions to other operating funds of the district such as Preschool and Cafeteria.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Fowler Unified is projecting it will receive $8,999,911 based on the enrollment of foster youth, English learner, and low-income students. Fowler Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Fowler Unified plans to spend $13,752,750 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 2022-23

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

- Total Budgeted Expenditures for High Needs Students in the LCAP: **$8,857,124**
- Actual Expenditures for High Needs Students in LCAP: **$5,663,284**

(Chart x-axis: $0, $2,000,000, $4,000,000, $6,000,000, $8,000,000, $10,000,000)

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

The text description of the above chart is as follows: In 2022-23, Fowler Unified's LCAP budgeted $8,857,124 for planned actions to increase or improve services for high needs students. Fowler Unified actually spent $5,663,284 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-3,193,840 had the following impact on Fowler Unified's ability to increase or improve services for high needs students:

The difference in budgeted and actual expenditures and are highlighted below:
- The District utilized COVID funds for 2022 Summer School to address performance gaps and provide opportunities for high school students to recover credits instead of the planned expenditures listed in Action 3.7.
- The District utilized Expanded Learning Opportunity Plan (ELOP) funds to finance before and after school programs for students in place of the funding allocated under Action 3.12.
- The District was unable to hire and retain a highly qualified intervention teacher at Fremont Elementary in association with Action 3.4.
- There was a shift in personnel as the Instructional Specialist at Fremont Elementary was promoted to Executive Director of Curriculum and Instruction in February 2023 and the Instructional Specialist position will not be filled until the 2023-24 school year. The Instructional Specialist position is funded in Action 3.4.

- Due to challenges in hiring single- subject English credentialed teachers, the English Language Arts intervention position at Sutter Middle School was vacant until January 2023. This position is also aligned to Action 3.4.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fowler Unified	Tamara Sebilian Assistant Superintendent of Educational Services	tsebilian@fowlerusd.org 5598346080

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

Fowler Unified School District serves the communities of Fowler (6,527 approximate population), Malaga (1,186 approximate population), and rural areas surrounding both communities. Fowler Unified is ideally situated a short 11 miles south of Fresno; boasts one of the highest graduation rates in Fresno County at 96% (2022), and has high participation rates for vocational education and visual-performing arts. Fowler Unified School District is a Preschool-12 school district; its schools include Malaga Elementary (Preschool- 5th), Marshall Elementary (Preschool- 2nd), Fremont Elementary (3rd - 5th), Sutter Middle School (6th - 8th), Fowler High School (9th -12th), and Fowler Academy Alternative School. Fowler Unified School District provides services to 2,557 students and employs over 260 individuals, including teaching and support staff.

The District demographic data show that, out of our enrollment of 2,557 students, 84.8% are socioeconomically disadvantaged/low-income, 16.7% of students are classified as English learners, and 10.2% are students with disabilities. Less than 1% of FUSD students are Foster Youth or homeless. Ethnically, we are 82.1% Hispanic, 7.8% White, 8.2% Asian, and less than 1% each of Black/African American, Two or More Races, Pacific Islander, and American Indian/Alaskan Native. This rich diversity allows students to positively interact with others and experience a wide variety of vibrant backgrounds that enhance student achievement.

Unduplicated students comprise 85.5% of the Fowler Unified School District student population. "Unduplicated students" are low-income students (qualify for free/reduced lunch), English learners, Foster Youth. A school district receives additional Supplemental and Concentration funds above its base for each student identified within the "unduplicated" group. The Supplemental and Concentration funds

are used to enhance the entire educational program, with the actions and services principally directed toward meeting the needs of unduplicated student groups. The District will utilize these funds to targeted support for low income, English Learners and Foster Youth to increase teacher efficacy and ensure equity and decrease inequalities in performance outcomes for identified groups.

In the 2022-2023 school year, Fowler USD narrowed its focus to provide increased levels of support for students, both academically and social emotionally. Some successes include the establishment of Guiding Coalition teams of educators at each site who met regularly to discuss student academic and social emotional needs, carefully examined data, and planned and implemented targeted supports and strategies for the growth of all students. The concerted efforts have resulted in increased intentionality with instructional practices in classrooms across the district, leading to incremental increases in local academic data points. Additionally, English learners throughout the district made significant gains on the English Learner Progress Indicator. A challenge from the school year continue to include chronic absenteeism.

Reflections: Successes

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

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

The District's graduation rate continues to be among the highest in Fresno County at 96.0%. Rates for all student groups increased, with rates for Low-Income students and English Learners are within one percentage point of that standard. English Learner grad rates increased by 9.8% from the prior year, and students with exceptional needs increased by 13.9%. The District still maintains expectations of raising the overall and group rates to 98.8% or above.

English Learner Progress was added to the CA Dashboard for the first time in 2019. This indicator shows that, in the most recent 2022 CA School Dashboard results, Fowler Unified English learners are performing at a high level on the English Language Proficiency Assessments for California (ELPAC), with 55.6% of students making progress towards English language proficiency. We are pleased by this improvement of over 11 percent since 2019, and proud of the hard work our students and teachers have put in to achieve this improvement. In order to continue to grow, teachers continue to participate in professional development sessions that are focused on integrated and designated English language development instruction to better support the needs of students.

We were very pleased to see that the social-emotional supports and positive behavior system put in place seem to be having a positive impact, as the percentage of students who responded to the survey prompt that they feel safe at school increased from 47.9% in 2022, to 80.4% in 2023. The percentage of respondents who agreed that they feel connected to their school rose from 50.3% to 77.6%.

The 2022-23 attendance rate increased by 1.1% points from the previous year.

The percentage of students completing the requirements for admission to UC/CSU, otherwise known as A-G, showed a slight decline from the prior year. Successes were shown in the percentage of Low-Income students meeting those requirements greater than in the baseline year, and students with exceptional needs up almost 9% from the prior year.

In the Spring of 2023, twenty-three Fowler High School graduates earned the CA State Seal of Biliteracy. This was the largest number of students to accomplish this in the school's history. In Spring 2022, nine students earned the State Seal.

STATE ASSESSMENTS, 11th GRADE EARLY ASSESSMENT PROGRAM (EAP) "READY" (EXCEEDING STANDARD):

ELA OVERALL	24.1%	MATH OVERALL.	10.6%
ENGLISH LEARNERS	0%	ENGLISH LEARNERS.	0%
LOW-INCOME	21.1%	LOW-INCOME.	8.5%
NON LOW-INCOME	38.5%	NON LOW-INCOME.	20.5%
FOSTER YOUTH	n/d	FOSTER YOUTH	n/d
HOMELESS	n/d	HOMELESS	n/d
STUDENTS/DISABILITIES	0%	STUDENTS/DISABILITIES	0%

Percentages of students classified as "ready" increased by 4.5% points in ELA and 6.6% points in math. The increase in math was more than double the prior year's results. Results for Low-Income students also improved significantly, by 3.7% points in ELA and 4.7% points in math. The data also indicate needs described below.

Data from the most recent year available on the CDE website shows that the high school drop out rate decreased by half to 2.2%.

While suspension rates increased overall and for all student groups, they still remained in the "medium" performance level at 3%.

A-G completion rates increased by 9% points for students with exceptional needs, raising the achievement level of that student group to a level comparable with overall student performance.

2022 CTE completion rates were up significantly from the prior year:

	2021	2022
ALL STUDENTS	42.9%	58.4%
LOW-INCOME	41.5%	55.7%
ENGLISH LEARNERS	40.7%	30.0%
STUDENTS/DISABILITIES	35.0%	55.6%

Low-Income students and students with exceptional needs all increased. What is not shown in the data above is the increase in the number of Low-Income students completing pathways, up from 68 in 2021 to 108 in 2022, and SWD up from 7 to 15.

The percentage of students completing both A-G requirements and a CTE pathway increased from 21.4% to 33.2%.

iReady ELA Percentage "Early On-Grade" or "Mid On-Grade and Above":

2022	2023
Overall -- 30%	Overall -- 37%
Grade K -- 62%	Grade K -- 67%
Grade 1 -- 28%	Grade 1 -- 35%
Grade 2 -- 34%	Grade 2 -- 36%
Grade 3 -- 39%	Grade 3 -- 45%
Grade 4 – 26%	Grade 4 – 31%
Grade 5 -- 25%	Grade 5 -- 33%
Grade 6 -- 25%	Grade 6 -- 28%
Grade 7 -- 34%	Grade 7 -- 32%
Grade 8 -- 31%	Grade 8 -- 30%

Math

Overall -- 22%	Overall -- 25%
Grade K -- 36%	Grade K -- 48%
Grade 1 -- 10%	Grade 1 -- 16%
Grade 2 -- 19%	Grade 2 -- 16%
Grade 3 -- 17%	Grade 3 -- 16%
Grade 4 -- 21%	Grade 4 -- 29%
Grade 5 -- 16%	Grade 5 -- 33%
Grade 6 -- 31%	Grade 6 -- 23%
Grade 7 -- 20%	Grade 7 -- 22%
Grade 8 -- 26%	Grade 8 -- 22%

The iReady program to support students through intervention and allow students to succeed academically also provides useful data for instructional decisions at the classroom, school, and District levels.   The most recent data show improvements from the prior year in ELA overall and for every grade level except 7th and 8th. Results in math were inconsistent, with just over half improving and the others declining.

We were pleased to see that the comments from many educational partner groups provided input in support of the continued use of ParentSquare as an effective means of communication; DELAC and PAC groups confirmed the effectiveness of using ParentSquare as a communication tool, as it allows parents to maintain quick and often contact with teachers and school administrators. Parents voiced they feel well informed about the activities taking place at school sites and also feel that teachers and school staff are able to respond to requests in a quicker manner.   Results from the 527 responses to the Family Engagement self-reflection instrument saw excellent communication as a theme of parents' responses, with appreciation for Parent Square often mentioned. Additionally, results from the survey responses suggest that the District has been effective, in rebuilding trust and home/school relationships post-pandemic, with 82% of families agreeing that they feel welcome at school, and 77% agreeing that the school staff works to build trusting relationships. Relating to support for learning and

development at home, 79% agreed that schools provide families with information and resources. Families have expressed their appreciation of the school liaisons to both site and District staffs.

The plan that follows will build on our prior successes by continuing those actions that have contributed to the general success, adapting them as necessary to address the needs identified in the section below. We will also incorporate new or revised actions identified through educational partner input and/or a review of the data that will address students' academic and social-emotional needs.

Reflections: Identified Need

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

STATE ASSESSMENTS, DISTANCE FROM STANDARD:
After a hiatus from 2019, the California School Dashboard results were again reported in 2022. We expected declines in the median scale scores of our students and their resulting distance from standard, due to the disruptions in instruction and traumatic experiences of the pandemic. The results were as follows:

ELA	CHANGE FROM 2019		MATH	CHANGE FROM 2019	
OVERALL	- 18.6	18.0 DECLINE		- 55.0	17.1 DECLINE
ENGLISH LEARNERS	- 53.4	30.7 DECLINE		- 75.5	21.4 DECLINE
LOW-INCOME	- 29.8	21.3 DECLINE		- 66.3	18.9 DECLINE
SWD	-100.6	42.0 DECLINE		- 124.8	26.9 DECLINE
FOSTER YOUTH	n/d			n/d	
HOMELESS	n/d			n/d	

STATE ASSESSMENTS- MEETING OR EXCEEDING STANDARD:

ELA OVERALL	42.1%	MATH OVERALL	31.2%
ENGLISH LEARNERS	15.0%	ENGLISH LEARNERS	8.3%
LOW-INCOME	37.6%	LOW-INCOME	27.4%
NON LOW-INCOME	60.1%	NON LOW-INCOME	46.7%
FOSTER YOUTH	n/d	FOSTER YOUTH	n/d
HOMELESS	n/d	HOMELESS	n/d
STUDENTS/DISABILITIES	13.8%	STUDENTS/DISABILITIES	11.8%

"Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

Inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we

can not disaggregate the "Distance from Standard' data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the inequalities between English Learners and overall results in both subject areas. The District was identified as eligible for Differentiated Assistance from the FCSS due to low achievement for students with with disabilities.
The District is addressing this by focusing on close reading strategies, text evidence strategies, and iReady diagnostic data to monitor student growth. Teachers are responding to data by delivering lessons utilizing proven instructional practices. Small group instruction based on iReady data and recommended lessons is also being used to decrease inequalities in academic results.

EAP data listed in the box above shows that, while there have been improvements in results for Low-Income students, the inequalities between those students and overall results actually increased from the prior year. Results for English Learners continue to show inequalities in their levels of readiness for college ELA and math courses. Additionally, the inequalities between English Learners and Low-Income students and non Low-Income students are double digit percentages.
The District will retain/hire intervention and support staff to provide intervention and support for Low-Income students, English Learners, and Foster Youth, including those with exceptional needs in grades TK–12. Fowler High School added a Punjabi-speaking instructional aide to provide academic support. The District will also use Concentration Grant add-on funds to increase instructional aide FTE to support student learning at FHS. The District will hire and retain properly credentialed teachers and provide clean, safe spaces for the purpose of reducing class sizes as needed for grades 9-12, principally to provide additional support to Low-Income students, English Learners, and Foster Youth.
The District will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including Re-designated English Learner students who experience academic difficulties. These Reading/Literacy/Technology instructional programs are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities to support the best use of these materials and programs.

CHRONIC ABSENTEEISM:
OVERALL   32.3%
ENGLISH LEARNERS   31.0%
LOW-INCOME   35.5%
NON LOW-INCOME   17.8%
FOSTER   50.0%
HOMELESS   n/d
STUDENTS/DISABILITIES   42.4%

Chronic absenteeism rates continued to increase from the prior year and the baseline year.   Significant inequalities are evident when comparing Low-Income students, English Learners, and Foster Youth to non Low-Income students. The District was identified as eligible for Differentiated Assistance from the FCSS due to very high rates for students with with disabilities. In consultation with site principals, the need for a three-pronged approach to closing those inequalities was identified. The District will continue the Positive Behavior and Intervention Strategies; the three Student Support Specialists who provide trainings (Suicide Awareness, De-escalation, Mindfulness, etc.), counseling services (small group and one-on-one), on-site support for students and staff (in and out of class); security improvements; and expanded health services to reduce Chronic Absenteeism. The other two approaches will be the school sites reviewing absences and determining the need to send a SARB warning letter, and the sites establishing incentives for attendance.

SUSPENSION RATES
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OVERALL                     3.0%
ENGLISH LEARNERS            2.1%
LOW-INCOME                  3.4%
NON LOW-INCOME             1.4%
FOSTER                     12.5%
HOMELESS                    n/d
STUDENTS/DISABILITIES       5.6%
AFRICAN AMERICAN           11.5%
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As noted above, overall suspension rates were in the medium range. However, the data show that Low-Income students were suspended at a rate more than twice that of non Low-Income students. English Learners were also suspended at higher rates than the latter. Foster Youth, students with exceptional needs, and African American students were all suspended at rates far above the overall and for non Low-Income. Foster Youth were assigned a performance level two or more levels below the all students group. The District will continue to address these inequalities in outcomes by providing integrated student support services that will increase parental engagement, school attendance, and address Social Emotional Learning (SEL) that supports student engagement -- including whether students attend school or are chronically absent – and highlights school climate and connectedness as described by the actions of Goal 2.

EAP data listed in the box above shows that, while there have been improvements in results for Low-Income students, the inequalities between those students and overall results actually increased from the prior year. Results for English Learners continue to show inequalities in their levels of readiness for college ELA and math courses. Additionally, the inequalities between English Learners and Low-Income students and non Low-Income students are double digit percentages.

A-G COMPLETION RATES
```
OVERALL                     57.6%
ENGLISH LEARNERS            26.3%
LOW-INCOME                  55.7%
NON LOW-INCOME             68.8%
FOSTER                      n/d
HOMELESS                    n/d
STUDENTS/DISABILITIES       55.7%
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The above data clearly show the inequality between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students. The development and implementation of Graduate Profiles will continue at Fowler High to support English Learners, Low-Income students, and students with exceptional needs in increasing A-G completion rates.

AP PASS RATE
The 2022 Advance Placement exam pass rate of 45.9% declined from 2021.
To address this decline, the District will support the development and implementation of Graduate Profiles at Fowler High School.

The decline in the score from the state's Family Engagement self-reflection tool demonstrates the need to continue efforts to fully engage families. "Partner-Informed Decision Making" appears to be the least effective area, based on family survey responses. Only 59% of respondents agreed that staff are helping families to understand and exercise their legal rights and advocate for their own students and all students; and 64% that the schools and the District seek to involve parents in decision-making and input for policy-development. Only 65% agreed that the schools and District work together with parents to plan, design, implement and evaluate family engagement activities at school and district levels. While the percentages of families who participated in traditional family-school activities (Back to School Night, Open House, holiday events) were very high, the percentage participating in site-hosted Family Nights was only 24%. Those participating in Educational Partners' advisory meetings was 6%.
The District will address these areas to increase family engagement, through activities which include, but are not limited to: Town Hall Meetings, Family Empowerment Workshops, Parent University, and the use of survey data as opportunities to collect information to make informed decisions that affect our school communities. Additionally, the District will expand Parenting Workshops; Site hosted Family Nights -- STEM, Literacy, Math, Art, Technology, etc.; translation services above an beyond those required by law, such as for communications at family events; maintaining welcoming environments at schools and District facilities by providing training for staff providing excellent service to our public; and family liaisons at school sites support improved student outcomes in academic performance and school engagement, and decreased inequalities in performance results on state and local measures.

In January 2023, Fowler Unified was identified as being eligible for Differentiated Assistance (DA) based on the California Department of Education (CDE) business rules for eligibility. Fowler Unified has begun working with Fresno County Superintendent of Schools (FCSS) staff to address identified performance issues for Students with Disabilities in the areas of academics and chronic absenteeism. The collaboration process between Fowler USD and FCSS includes a deep review of state and local data to identify the District's strengths and weaknesses, a root cause analysis to identify targeted areas of support, and the development of a Theory of Improvement.

DA Eligibility Indicators Based on 2022 CA Dashboard Data:
STUDENTS WITH DISABILITIES
ACADEMIC INDICATORS:
English Language Arts   100.6 points below standard
Mathematics   124.8 points below standard

CHRONIC ABSENTEEISM: 42.4%

LCAP Highlights

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

The District's key features in this LCAP consist of providing high quality curriculum and instruction to decrease inequalities in academic outcomes for all students, access to expanded learning programs, building a positive school culture at each site and throughout the district, early childhood education, and providing safe and clean schools. Each feature promotes an optimal learning environment for all students, therefore, maintaining and sustaining these efforts will continue to be the focus for Fowler USD.

Providing ongoing professional development in order to meet the needs of our students is also a key feature in this LCAP. Professional development in the areas of content, English language development, technology, assessment, data analysis, and student engagement have been the focus for Fowler USD. Trainings are provided throughout the school year and two calendared staff development days.

Parent engagement will continue to be a primary focus for Fowler Unified School District and plays a key feature in the LCAP, as we continue to rebuild relationships affected by the pandemic and school closures. Each school site will provide family involvement nights which include trainings and activities in the areas of literacy, mathematics, science, and technology. Parents are encouraged to attend these bilingual events through flyers, calls home and social media posts. Parent participation in the district activities, and site-specific involvement and engagement opportunities are expected to increase significantly. Fowler USD believes a partnership with parents contributes to student achievement, warranting the continued focus in the LCAP.

In the 2022-23 school year, Fowler USD has continued to focus on narrowing achievement inequalities with an increased emphasis on accelerating learning. Guiding Coalitions, teams of administrators, teachers, and instructional coaches, have been established at all school sites across the district. These teams are examining current practices and are developing systematic responses to meet the needs of all students. The next steps Guiding Coalitions will take are to solidify essential standards, develop rigorous formative assessments related to those standards, and create more systematic responses to students' needs through Response to Intervention (RtI).

Students across Fowler Unified continue to grow academically. Several students at Sutter Middle School and Fowler High School have earned recognition at the county and state levels for their Science Fair projects. A few students have qualified to compete at a national level with these projects. All students enrolled in Fowler High School's Multimedia course have earned an Adobe certification and 3 students earned the opportunity to participate in the State of California Honor Choir. Students at the elementary and middle school levels have grown their knowledge in how to use multiple strategies to solve word problems and are exhibiting perseverance when solving difficult math problems. With academic achievement at the forefront, students across Fowler USD are making gains.

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.

Fowler Academy Continuation School is eligible for Comprehensive Support and Improvement based on suspension rate.

Support for Identified Schools

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

The District will provide the following support to the identified school in developing and implementing a CSI plan that includes a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities:
- Create a CSI Improvement Team consisting of school partners and District leadership;
- Designate a District "lead" to serve as the point of contact for services related to Comprehensive Support and Improvement requirements and activities;
- Provide technical assistance in plan development, monitoring, and evaluation;
- Identify connections between the SPSA and the District's LCAP to ensure that the school is aware of District-wide actions in the LCAP that can be leveraged to support improvement;
- Provide evidenced-based intervention training and support to the identified school. The selection, implementation, and monitoring of evidence-based interventions should reflect considerations of the school's needs assessment and local context;
- Develop team capacity in continuous improvement, including PDSA (Plan, Do, Study, Act) cycles;
- Review data collection, analysis, and reporting to improve monitoring and evaluation of actions to address CSI.
- Protect time for improvement work, including regularly scheduled meetings to monitor and review.

The local needs assessment will be conducted by the CSI Improvement Team comprised of the school principal, a teacher from the school, and the District's Assistant Superintendent for Educational Services. The Team will examine student data, classroom practices, and input from other school staff, parents, and students. The District will support the school site staff in the development of the School Plan with the assistance of the Assistant Superintendent. The District will also use the services of a consultant with broad experience in SPSA development, state and federal regulations, and plan alignment. The surveys and data used in conducting the local needs assessment included in the School Plan are administered by the District, which will support release time, as needed, for data evaluation and root cause analysis by the school staff The District's Assistant Superintendent for Fiscal Services will provide support in fiscal analysis to determine if any resource inequities existed.

Evidence based interventions will be identified and selected through a process of examining research into the nature of the intervention, its effect size, and consideration of the likelihood of success within the local context. Since they will be implemented school wide, all teachers will participate in the consideration and selection of the interventions.

Possible resource inequities will be identified by examining the data and educational partners' input during the needs assessment, and the review of District and school-level budgets cited above. The Assistant Superintendents and the consultant will provide guidance to the school principal and site staff regarding how resource inequities might be identified, and that all resources, not just fiscal, must be examined.

Monitoring and Evaluating Effectiveness

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

The District and Fowler Academy will use the process outlined below to collect, organize, and examine the data necessary to evaluate the implementation and effectiveness of the CSI plan:
- Plan approval by the Fowler Unified School District Board of Trustees before the beginning of the 2023-24 school year;
- Regularly scheduled meetings – at least four times per year – of the CSI Improvement Team consisting of school partners (staff, parent, student) and District leadership. Meetings shall include:
- Review and analysis of data related to suspension rates, and any other state and local metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis;
- Review and analysis of data related to 'implementation progress markers" identified in the school's CSI plan, and identification of next steps to be taken based on that analysis;
- The effectiveness of the plan shall be based on whether the actions in the plan are being implemented i a timely fashion, and whether the ongoing suspension data shows the rate to be declining with implementation of the plan. The final evaluation of its effectiveness will be based on the school exiting CSI.
- Reports to the Superintendent or designee regarding progress;
- Summative review, analysis, and evaluation of the plan to determine if revisions to the CSI plan, SPSA, and/or LCAP are recommended for the following year.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The 2021-24 Local Control and Accountability Plan (LCAP) Goals and Actions are the result of a collaboration between the community and the District. In addition to LCAP-specific surveys and meetings, the District and its educational partners developed a new four-year Strategic Plan during the 2022-23 school year. The plan identifies the District's vision, mission, and values, incorporating the LCAP goals. The Strategic Planning process informed revisions and updates to the LCAP noted in each of the three goals.

The work was accomplished in a phased approach with all educational partner groups.

- In September 2022, the Fowler Unified Board of Trustees offered initial input regarding what topics and ideas they envisioned the plan containing. This included the evaluation of the current guiding principles and practices by reviewing all District documents regarding the Fowler USD vision, mission, values, and goals, and examining all current available data including the integration of plans (LCAP, English Learner Master Plan, Technology Master Plan, SPSAs, etc.).
- The District conducted an environmental scan by considering the external components of academic, political, economic, and social, pressures, supports and trends impacting the District. We also considered the internal components of District strengths, weaknesses, opportunities.
- Surveys were sent to educational partners, which asked respondents to rank their overall satisfaction with their experiences in the District, ranked the level of preparation of students progress in being productive community members, and free response fields provided data regarding the District's strengths and identifying areas of growth.
- In the months of October and November 2022, educational partner groups met to build meeting norms, examining the purpose of a strategic plan, and reviewing survey data from all educational partner groups. Additionally, the teams reached agreements that shared belief and buy-in of the vision, mission, values, and goals is critical to the success of the strategic plan and all aligned plans.
- During November and December 2022, the partner groups developed drafts of language phrases for the vision, mission, and values. Additionally, each partner group decided upon representatives to send to a collaborative joint leads meeting in January 2023.
- A joint educational partners meeting was held on January 12, 2023 to further the development of draft language for the strategic plan. District administration then reviewed the plan input and refined the plan's language.
- After a review of the draft strategic plan, the Board of Trustees adopted the four-year Fowler Unified Strategic Plan on February 8, 2023. The finalized Strategic Plan was published to guide the District and schools' planning with implementation.

As a result of these efforts, both the Fowler USD LCAP and Strategic Plans are living documents which guides us toward continuous improvement. It provides us a direction to mobilize our efforts and keeps us constantly striving to get better.

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

English Learner Advisory Committee (DELAC) for review before presentation to the Board.

The following groups participated in surveys and/or feedback sessions, such as educational partners input meetings:
- District Administration/Principals Meeting – Ongoing through the school year.
- Classified Bargaining Unit including all Classified Staff Educational Partners Input Meeting -- April 20, 2023
- Certificated Bargaining Unit including Teacher Educational Partners Input Meeting -- April 11, 2023
- Community Educational Partners Input Meeting – Met April 26, 2023
- Parents -- Surveyed February 7-28, 2023, discussed at each school's SSC Site Council meetings open to all parents.
- Student Input Meeting – Surveyed February 7-28, 2023 met with students April 21, 2023.
- SELPA Consultation -- The District consulted with the SELPA through attendance at its monthly Operations Committee meetings and individual consultation with staff. Student records for the 12 students receiving services from FCSS were reviewed to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff and discussions with committee members, the District's Student Services team ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities. The support needs for students with disabilities will be part of planning for the District's Expanded Learning plan.
- Parent Advisory Committee (PAC) Input on LCAP Draft Meeting -- February 21, 2023 and May 3, 2023.
- District English Learner Advisory Committee (DELAC) Input on LCAP Draft Meeting – February 9, 2023 and May 11, 2023.

During LCAP draft review meetings with the PAC and DELAC committees, no questions were submitted that would require a written response from the Superintendent of Fowler USD.

The Public Comment period ran from May 8-19, 2023. A draft of the LCAP was made available to educational partners by request at the sites and on the school website. Comments could be provided to school site administrators for consideration or through a Google Form. The public hearing of the plan was held on May 24, 2023.

The LCAP that was submitted for Fowler USD Governing Board approval was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting.

The LCAP Plan was approved at the Board meeting of June 14, 2023. Additionally, the Board also adopted the District Budget at this same meeting on June 14, 2023. The Local Indicator Report was also presented.

Submitted to Fresno County Superintendent of Schools (FCSS) -- June 15, 2023.

A summary of the feedback provided by specific educational partners.

2022-2023
DELAC and PAC:
Members of the District English Learners Advisory Committee (DELAC) and the Parent Advisory Committee (PAC) provided feedback on

Goal 1 expressing an increased focus on engaging parents through family nights, as there is an opportunity to increase attendance at these events. A PAC member expressed that providing both virtual and onsite options might provide more flexibility for parents which could increase attendance rates at events. DELAC committee members suggested increasing specific social skills parent trainings to teach parents how they can better support their children at home by teaching necessary social skills. This would align to the social skills being taught in classrooms. Both the DELAC and PAC groups expressed the continued support for using ParentSquare as a communication tool, as it allows parents to maintain quick and often contact with teachers and school administrators.

Input for Goal 2 included DELAC members voicing concern over the increase of chronic absenteeism rates across the district. They expressed that there seems to be a shift in society and parents are now more cautious about sending students to school when they have minor sicknesses and in the past parents would send their children to school with the minor issues. PAC members voiced support of the focus on Positive Behavior Interventions and Supports (PBIS) and the points based systems that are being utilized at some of the school sites, as they can see the points their children are earning for positive behaviors. The focus on students with special needs and social emotional lessons and skills are also areas of the LCAP that parents appreciate and want a continued focus on.

Goal 3 input included DELAC parents wanting increased programing for extracurricular academic activities, especially in the sciences area. PAC members expressed support for the inclusion of preschool programs in Goal 3, as they believe it is important for the youngest learners to have access to educational opportunities that will prepare them for future successes. Additionally, PAC members stated they support the continuation of the iReady reading and math programs to help close gaps for students.

Parents and Families:
With 527 responses to parent surveys, many different suggestions were garnered. Many were more specific to the school sites and will provide important information as the schools develop their site plans. Sixty-seven percent of respondents noted that their child(ren) was a member of an unduplicated student group. Overall, several themes emerged:
- Staff at all levels were generally lauded for their caring and professionalism. Parents from Tk to grade 12 that their child's school has great teachers, that their children love school, and students felt safe and welcome there. Parents/families are pleased with the increase in social-emotional help for their children.
- Despite the many responses citing school safety as a positive, security and student behavior, including the stationing of police officers on the high school campus, was a concern for many. This was expressed at all levels, though the focus shifted from concerns about intruders at the TK-8 levels to interpersonal behavior at the high school. At all levels, respectful behaviors and clear, consistently-enforced expectations were frequently mentioned, as was taking more steps to stop bullying. Mental health supports for students who are involved in conflict was suggested. Parents also felt that students who are behaving appropriately and/or achieving well should be recognized.
- Excellent communication was another theme of parents' responses, with appreciation for Parent Square often mentioned. Some suggestions were offered, including more timely communication about student progress, offering alternatives to Parent Square, and providing text messages in Spanish.
- Increasing access to arts and enrichment during the regular school day was often suggested. Many of the respondents praised the offerings provided through the expanded learning program, there were many who asked for music instruction in the primary grades, and more arts/crafts activities.

- Two other themes across schools were noted: One that the schools maintain cleaner restrooms, and the other that schools provided healthier, more flavorful lunches.

Teachers:
The feedback from teachers fell into a few general themes:
- Overwhelmingly, teachers praised their school colleagues and how supportive and collaborative they are. The tenor of the comments was summed up as, "We problem solve, deescalate, and adapt on any given day. We are strong." In the same vein, the welcoming environment of their schools was frequently mentioned.
- As with the parents who responded, a very strong theme in teacher concerns was a need for consistently-enforced, clear expectations for students' conduct at school and in social media. Suggestions to address this issue included conflict-resolution training for staff, on-campus suspension rooms, increased mental health supports, and recognition for students who are doing the right things. Another frequent suggestion was reopening the community day school for students struggling with disciplinary issues.
- Several respondents mentioned smaller class sizes, additional staff, and increased pay for substitute teachers and aides to address students' academic needs.
- More than half of the 97 teachers who responded agreed that the District is in initial implementation or less in identifying and providing the professional learning activities that they need.

Students:
Over 1300 students responded to the survey. Of those students, 12% were English Learners, less than 1% Foster Youth, and over 70% were Low-Income. With so many responses, there was bound to be an extremely broad range of praise, concerns, and suggestions. Many of those are more school-specific, and may be addressed in school plans. More overarching themes that emerged from the students' responses are:
- There are many nice, caring teachers at all of the schools who treat students with respect and are ready to help.
- Many students expressed appreciation for their school library, where they can find a peaceful, comfortable place.
- While many activities are provided as part of the expanded learning program, more activities would be appreciated, especially for the secondary grades.
- Bathrooms should be cleaner, with more added, access when needed, and empty of smokers and vapers.
- As the parents and teachers responded, students' behavior is a concern, and the respondents strongly suggested more discipline for misbehaviors, including bullying, disrespect of other students and staff, and racist remarks.
- Several students suggested that more frequent recognition for doing good things and/or getting good grades would be appreciated.
- Students love seeing their friends at school and would like longer lunch periods and breaks to interact with them.
- More class offerings and options was often mentioned, including ROP/CTE classes and pathways, more A.P. classes, more electives, and more options at all levels for advanced students.
- Increased academic support and explanation, in and out of the classroom, was another request from many.
- Healthier food options, including vegetarian dishes, and better food in the cafeteria were cited time and again. Also suggested were lower prices in snack bar, and not isolating students who brought a bag lunch to school.

- Several respondents noted that student emotional supports were important, and that more support was needed by many in the transitions from 5th grade to the middle school, and from the middle school to FHS. Help for new students in acclimating was also suggested.
- Finally, many students who responded suggested that more playground space and a relaxed dress code would be great changes at their schools.

Classified Staff:
- More than any other theme, the classified staff respondents praised their fellow workers, overwhelmingly citing how staffs at schools and departments collaborate and are "always ready to jump in when needed."
- The needs of the students was a great concern to classified staff, leading to suggestions of more classrooms and smaller class sizes to increase achievement. Additionally, they noted that to support those teachers and students, more aides and more custodians should be hired. Appropriate training for aides, including CPR, was an accompanying suggestion.
- Another need frequently cited was for more bathrooms at the secondary and elementary levels.
- As with other partner groups, students' behaviors were a frequent concern, with suggestions for more supervision and increased accountability with more discipline.
- From 74 respondents, 76% agreed that they "have received appropriate professional development training for my current position with Fowler Unified School District."
- Classroom aides also asked for a little more time and understanding in adapting to the many changes in the District over the past few years, and for others at all levels to recognize and appreciate the contributions that they make to student learning.

In consultation with site principals on January 26, 2023, the need for a multi-pronged approach to closing inequalities in chronic absenteeism rates was identified. Site principals have consulted with various educational partners to determine causes for the increase of chronic absenteeism rates and are developing and implementing site specific plans to address the issue.

2021-2022:
Members of the District English Learners Advisory Committee (DELAC) provided feedback on Goal 1 expressing that the use of ParentSquare was working well for families and they would like to the see the use of it continue in the future, stating that teachers were responding to parents faster than ever by using ParentSquare and that communication was much clearer. In relation to Goal 2, the DELAC expressed their support of having a Student Support Specialist on each school site to address mental health needs. For Goal 3, a suggestion was made that the District increase the amount of information being given to parents regarding what classes are offered at Fowler High School. Members of the Parent Advisory Committee (PAC) provided feedback that echoed DELAC members in that they felt that ParentSquare was a valuable tool, that communication with teachers and school officials is now more reliable and consistent. For Goal 2, the PAC expressed they would like to see services provided by Student Support Specialists continue, as those positions are supporting students' mental health and are building social emotional learnings. In relationship to Goal 3, the PAC expressed appreciation for reduced class sizes in grades 4-12, as well as the District's support of its music programs and would like to see both of these items continue into the future. Staff suggestions included adding a parent night (with translators), where we invite parents to the school and demonstrate learning activities to help parents feel more confident when working with their child at home; updating classrooms; more of an investment in our classified staff by offering full-time positions; clear communication when it comes to how the budget is being allocated overall; more certificated tutors or

reading/math specialists; reach out to retirees to fill instructional aide and sub positions; building the skills of instructional aides to support students; more support for new teachers; more teacher prep time, including access to classrooms without students before school to use that time for planning; consistent RtI implementation across grade levels; more collaboration and clarity between the district staff, site leadership, and our teachers; articulation between the secondary schools; allow sites to establish their local professional development needs; more team building within a school's staff; and PLC time is positive. Adding teachers on special assignment fully-devoted to working with struggling students was a constant theme for the elementary responses. Student discipline and consistent enforcement of consequences was mentioned repeatedly by certificated and support staff members at all levels as an area of improvement. Based on conversations with the SELPA, the District will re-examine the Expanded Learning Opportunities action to ensure that necessary academic and social-emotional supports are provided to students with exceptional needs.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Input by all educational partner groups is highly valued in Fowler USD and actions under Goal 1 in this plan were heavily influenced by their input. The District's parents affirmed the importance of the District, schools sites, and teachers communicating often with families. Families and staff confirmed that the Parent Square application is an easy tool for use and would like to see it continue. Highlighted was the fact that parents can receive the information in their home language, as Parent Square automatically translates communications. DELAC and PAC committee members expressed their support of ParentSquare as a communication tool. They enjoy the quicker response time from staff members when they pose questions through the application. Messages regarding the importance of attendance in the user-friendly format of Parent Square were sent home to families. The DELAC expressed the need for the District to make it easier for parents to refer their own children to receive supports from a Student Support Specialist by including a referral link on each school's website.

The action of meeting the needs of homeless students (Action 2.3) was added under Goal 2 in 2021-22, due to the input of the PAC members, who felt this specific student group should have its own action. Classified union members were in agreement with this added action, as they felt students experiencing homelessness should be provided with additional supports and resources; these actions continue to be a priority for the District and its partners. Goal 2 also includes actions directed at providing LVN services for student health and student support specialists for mental health; this was influenced by input collected from classified and certificated unions in 2021-22, in addition to school administrators throughout the District, and has been highlighted by educational partners as a valuable service to students. In addition to continuing social-emotional supports to encourage regular school attendance, in 2022-23, school administration partners identified additional approaches to address Chronic Absenteeism inequalities added to Action 2.4 the school sites reviewing absences and determining the need to send a SARB warning letter, and the sites establishing incentives for attendance. Messages regarding the importance of attendance in the user-friendly format of ParentSquare were sent home to families. In response to both family, teacher, and student educational partners' suggestions, a culture and climate coach and site-based SEL teams to support implementation of best practices in classrooms, and recognition of students and staff who demonstrate the positive, student- and peer-affirming behaviors that reflect social-emotional growth and development were added to action 2.2 to reflect the District's increasing commitment to expanding SEL and supports for students and staff.

Goal 3 includes various actions that were influenced by the various educational partner groups. The need to continue iReady as a supplemental program for both reading and math was highlighted by the PAC in 2022-23, and a request to continue student access to the program over the summer continues to be implemented. Through surveys, families and students expressed the need for additional extracurricular academic activities, especially in the sciences area. In response, the District provides additional those in the expanded learning program after school.

Goals and Actions

Goal

Goal #	Description
1	Fully engage families and the community in support of educational outcomes. Establish district-wide policies and procedures that ensure greater alignment and transparency in the development and implementation of District initiatives, programs, and practices. Developing and implementing a FUSD Communication Plan that creates greater alignment and coherence in District internal and external communication.

An explanation of why the LEA has developed this goal.

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

While relationships between FUSD schools and the families they serve are overwhelmingly positive, as evidenced by parent survey results, the District recognizes that the quality and nature of engagement can be fashioned to encourage an increasing role for families in local decision-making. The decline in the score from the state's self-reflection tool demonstrates the need to continue efforts to fully engage families. The District's goal is to increase and enhance family engagement to a level that is reflected in an average score between 4 ("Agree") and 5 ("Strongly Agree") on the state's self-reflection tool for parent and family engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	MET -- Results Reported 3.9 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the	MET -- Results Reported 4.0 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the	MET -- Results Reported 3.8 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the		MET -- Results Reported The state's self-reflection tool will reflect an average rating of 4.5 (on a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	State's Self-Reflection Tool [June, 2021, Report to the FUSD Governing Board]	State's Self-Reflection Tool [June, 2022, Report to the FUSD Governing Board]	State's Self-Reflection Tool [June, 2023, Report to the FUSD Governing Board]		scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement [June, 2024, Report to the FUSD Governing Board]

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Improve Communication to District Educational Partners	To support improved student outcomes in academic performance and school engagement, and to decrease inequalities in performance results on state and local measures through increased family engagement, the District will develop a districtwide plan for increasing parent engagement through opening lines of communication with our Malaga and Fowler communities by expanding the use of: Communication systems and applications Various social media platforms and tools including -- ParentSquare Fowler SuperGram Twitter School Newsletters Fowler Unified School District website This includes the development of the Fowler Unified School District website as a resource for our parents and our communities.	$33,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Increase Community Outreach and Family Engagement	The District will support improved student outcomes in academic performance and school engagement, and decreased inequalities in performance results on state and local measures through increased family engagement, through the development of: Educational Partner advisory meetings: • District English Learner Advisory Committee • Parent Advisory Committee • Town Hall Meetings • The District will reach out to parents and families as part of development of a Graduate Profile for FHS to support informed decisions to increase the A-G completion rates for Low-Income and English Learner students. The information garnered at the Educational Partner advisory meetings will be disseminated and discussed at: • District-level departments • Regular cabinet and leadership meetings To support academic gains and to decrease inequalities in academic outcomes on state and local assessments through increased family engagement, the LEA will provide family engagement opportunities principally focused on the families of high-needs students, and including families of students with exceptional needs, TK–12: • Parenting Workshops • Site hosted Family Nights -- STEM, Literacy, Math, Art, Technology, etc. • Back to School Night • Open House • Academic Awards	$10,000.00	No
1.3	Address the Needs of Our Learning Community	The District is committed to support improved outcomes in academic performance and school engagement for Low-Income students, English Learners, and Foster Youth, and to decrease inequalities in	$444,693.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance results on the state and local measures through increased family engagement. To that end, the District will establish well-defined departments and procedures to specifically examine data for those student groups and input from their families to identify the learning needs of students, support for their families, and support for the staff who teach them. Services will include: • Translation services above an beyond those required by law, such as for communications at family events • Maintaining welcoming environments at schools and District facilities by providing training for staff providing excellent service to our public. • Support family liaisons at school sites. • Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students.		
1.4	Partner-Informed Decision Making	The District is committed to support improved outcomes in academic performance and school engagement for Low-Income students, English Learners, and Foster Youth, and to decrease inequalities in performance results on the state and local measures listed in the metrics for this goal, through increased family engagement. To that end, the District will provide activities which include, but are not limited to, Town Hall Meetings, Family Empowerment Workshops, Parent University, and the use of survey data as opportunities to collect information to make informed decisions that affect our school communities. The CDE Family Engagement Framework, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school."	$182,316.00	Yes

Goal Analysis [2022-23]

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

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

The actions in Goal 1 were mostly implemented as planned. Translation services above and beyond those required by law were successfully provided and enabled parents to more fully participate by ensuring that non-English-speaking parents could understand what was being discussed at meetings and family events, and could ask questions in their primary language. The District was also successful in maintaining family liaisons at school sites who often acted as intermediaries and advocates for parents, students, and families. Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students was also successfully provided at school sites. By stressing that staff maintain positive attitudes when interacting with parents, providing quick responses to questions and concerns from families, and making visitors feel welcome on campuses and at District facilities, we were successful in sustaining welcoming environments at schools and District facilities. However, we were challenged in finding and contracting with training for staff and did not provide it.

School sites across the District were able to host onsite Family Nights focused on social emotional supports, mathematics, science, and literacy. Back to School Night and Open House were held on campuses and this allowed families and community members to view student work and engage with school staff.   Additionally, the District partnered with Fresno State's Parent University to offer a wide variety of virtual parenting classes. Families had both virtual and onsite options to engage with their school community. PIQE was not implemented as the District chose to focus on its partnership with Fresno State.

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.

1.1 -- Due to the over estimation of costs to produce the printed newsletter, the Fowler Supergram, funds allocated to this goal were not fully spent.

1.2 -- Fowler USD did not spend as much as was anticipated at family engagement workshops because many materials used at these events were already available to school sites. Additionally, academic award costs were less than planned for.

1.3 -- In order to meet the needs of families, the District overspent the budgeted amount for translation services to families.

1.4 -- Fowler USD did not partner with PIQE this year in order to focus on its partnership with Fresno State's Parent University program. Consequently, the District spent less than budgeted for this action.

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

The District has frequently engaged families and other educational partners in decision-making. This included the process of building a new Fowler Unified Strategic Plan, which will guide the District's decision making for the next four years. As described in the Educational Partners Engagement section, the comments and suggestions from family partners had an important impact on the evaluation and revision of the District's LCAP.

1.1 -- We were pleased to see that the comments from many educational partner groups provided input in support of the continued use of ParentSquare as an effective means of communication; DELAC and PAC groups confirmed the effectiveness of using ParentSquare as a communication tool, as it allows parents to maintain quick and often contact with teachers and school administrators. Parents voiced they feel well informed about the activities taking place at school sites and also feel that teachers and school staff are able to respond to requests in a quicker manner. Results from the 527 responses to the Family Engagement self-reflection instrument saw excellent communication as a theme of parents' responses, with appreciation for Parent Square often mentioned. Some suggestions were offered, including more timely communication about student progress, offering alternatives to Parent Square, and providing text messages in Spanish.. Sixty-seven percent of respondents noted that their child(ren) was a member of an unduplicated student group.

1.2 -- This action was not as effective as expected. While the percentages of families who participated in traditional family-school activities (Back to School Night, Open House, holiday events) were very high, the percentage participating in site-hosted Family Nights was only 24%. Those participating in Educational Partners' advisory meetings was 6%.

1.3 -- Results from the survey responses suggest that this action has been effective, with 82% agreeing that they feel welcome at school, and 77% agreeing that the school staff works to build trusting relationships. Relating to support for learning and development at home, 79% agreed that schools provide families with information and resources. Families have expressed their appreciation of the school liaisons to both site and District staffs.

1.4 -- This action -- Partner-Informed Decision Making -- appears to be the least effective, based on family survey responses. Only 59% of respondents agreed that staff are helping families to understand and exercise their legal rights and advocate for their own students and all students; and 64% that the schools and the District seek to involve parents in decision-making and input for policy-development. Only 65% agreed that the schools and District work together with parents to plan, design, implement and evaluate family engagement activities at school and district levels.

Overall, regarding the Actions 1.1 through 1.4, the effectiveness was not up to the degree expected, as the family engagement metric showed an overall decline from 4.0 to 3.8 on a scale of 1 to 5. A survey of local conditions indicates that one of the primary reasons that parent participation was low in Parent Nights and even lower in advisory meetings is continued impacts of the pandemic. Our examination indicates that many families are struggling economically, and work two jobs or longer hours. Participation in school activities is limited by these conditions, and parents must prioritize which events in which to engage. The traditional events, such as Parent Conferences, Open House, and Back-to-School Night, and those in which their children participate, such as sports or music, become top priorities. Additionally, while the District has been successful in using Parent Square to communicate day-to-day information, we have not been as successful in

communicating our eagerness for parents to participate as advisors in District governance. This will continue to be a desired outcome on our part.

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

In its December 5, 2019 issue, Ed Week presented a "study [that] lends empirical support to the concern that the 'achievement gap' framing may have unintended negative consequences." In consideration of that possibility, for all actions under this goal, the term "achievement gap" has been replaced with "inequalities".

The phrase "by providing training for staff providing excellent service to our public" added to Action 1.3 for clarity.

"PIQE" is deleted from action 1.4, as the District will be working more closely in the future with CSU, Fresno's Parent University program.

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.

Goals and Actions

Goal

Goal #	Description
2	Provide a positive environment that will improve student outcomes and decrease inequalities in performance results. Provide integrated student support services that will increase parental engagement, school attendance, and address Social Emotional Learning (SEL) that supports student engagement -- including whether students attend school or are chronically absent – and highlights school climate and connectedness.

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	MET -- Results Reported 3.9 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool	MET -- Results Reported 4.0 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool	Discontinued -- See Goal 1.		MET -- Results Reported The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[June 2021, Report to the FUSD Governing Board]	[June, 2022, Report to the FUSD Governing Board]			parent and family engagement [June 2024, Report to the FUSD Governing Board]
High School Graduation Rate	All students~ 98.2% Hispanic~ 97.8% White~ 100% Asian – 100% SED~ 99.2% EL~ 100% SWD – 84.6% [California School Dashboard, 2020 District Graduation Rate Report]	All students ~ 94.3% Hispanic ~ 94.6% White ~ 88.9% Asian ~ 95.2% SED ~ 92.7% EL~ 85.2% SWD ~ 75% As noted above, Foster Youth numbers were less than 11, so no results were reported. [California School Dashboard Additional Report- 2021 Graduation Rate]	All students ~ 96.0% Hispanic ~ 95.1% White ~ 100% Asian ~ 100% SED ~ 95.4% EL~ 95.0% SWD ~ 88.9% Foster Youth's and Homeless students' numbers were less than 11, so no results were reported. [California School Dashboard Additional Report- 2022 Graduation Rate]		All Students -- 99% Hispanic -- 100% Asian -- 100% White -- 100% SED -- 100% EL -- 100% SWD -- 99% Foster Youth – 100% Homeless Youth – 100% [California School Dashboard, 2024 District Graduation Rate]
Attendance	All Students -- 95.8% [2019-20 District Attendance Calculations]	All Students -- 91.7% [2021-2022 District Attendance Calculations]	All Students -- 92.8% [2022-2023 District Attendance Calculations]		All Students -- 98% [2023-24 District Attendance Calculations]
Suspension Rate	All Students – 0.5% Hispanic – 0.6%	All students - 0.4% Hispanic - 0.5%	All students - 3.0% Hispanic - 2.9%		All Students – 0.2% Hispanic – 0.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American – 0% Asian -- 0% White – 0.4% Two or More races – 0% SED – 0.7% EL – 0.8% SWD – 2.3% Foster Youth -- 0% Homeless Youth – 0% [2019-20 DataQuest]	African American - 4.2% Asian - 0% White - 0% Two or More Races - 0% SED - 0.6% EL- 0% SWD - 1.8% Foster Youth - 4.8% Homeless Youth - 0% [2020-21 DataQuest]	African American - 11.5% Asian - 2.7% White - 3.2% Two or More Races - 0% SED - 3.4% EL- 2.1% SWD - 5.6% Foster Youth - 12.5% Homeless Youth - N/R [2022 California School Dashboard]		African American – 0% Asian -- 0% White – 0.2% Two or More races – 0% SED – 0.2% EL – 0.2% SWD – 0.2% Foster Youth -- 0% Homeless Youth – 0% [2024 California School Dashboard]
Chronic Absenteeism	All Students – 10.1% Hispanic – 10.0% Asian – 7.0% White – 11.6% SED – 10.8% EL – 8.7% SWD – 16.1% [2019-20 CALPADS Report 14.1]	All Students – 20.4% Hispanic – 21.4% Asian – 9.6% White – 13.2% SED – 24.1% EL – 20.4% SWD – 30.7% [2020-21 DataQuest K-8 rates]	All Students – 32.3% Hispanic – 32.6% Asian – 21% White – 31.2% SED – 35.5% EL – 31% SWD – 42.4% [2022 California School Dashboard]		All Students -- 7.5% Hispanic -- 7.5% Asian -- 7.5% White -- 7.5% SED -- 7.5% EL -- 7.5% SWD -- 7.5% [2024 California School Dashboard]
Expulsion Rate	0% [2019-20 DataQuest]	0% [2020-21 DataQuest]	0% [2021-22 DataQuest]		0% [2022-23 DataQuest]
High School Dropout Rate	1.2%	4.3%	2.2%		0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[2019-20 DataQuest Four-Year Cohort Outcomes]	[2020-21 DataQuest Four-Year Cohort Outcomes]	[2021-22 DataQuest Four-Year Cohort Outcomes]		[2022-23 DataQuest Four-Year Cohort Outcomes]
Middle School Dropout Rate	0.5% [2020-21 CALPADS Report 8.1c]	0% [2021-22 CALPADS Report 8.1c]	0% [2022-23 CALPADS Report 8.1c]		0% [2023-24 CALPADS Report 8.1c]
School Climate Survey: Results of the Student Survey Reported to the FUSD Governing Board -- % of Students Feeling Connected to School	MET -- Results Reported 64.2% of students surveyed responded that they feel connected to school [June, 2021, Report to the FUSD Governing Board]	MET -- Results Reported 50.3% of students surveyed responded that they feel connected to school. [June, 2022, Report to the FUSD Governing Board]	MET -- Results Reported 77.6% of students surveyed responded that they feel connected to school. [June, 2023, Report to the FUSD Governing Board]		MET -- Results Reported 90% of students surveyed will respond that they feel connected to school [June, 2024, Report to the FUSD Governing Board]
School Climate Survey: Results of the Student Survey Reported to the FUSD Governing Board -- % of Students Feeling Safe at School	MET -- Results Reported 76.1% of students surveyed responded that they feel safe at school [June, 2021, Report to the FUSD Governing Board]	MET -- Results Reported 47.9% of students surveyed responded that they feel safe at school [June, 2022, Report to the FUSD Governing Board]	MET -- Results Reported 80.4% of students surveyed responded that they feel safe at school [June, 2023, Report to the FUSD Governing Board]		90% of students surveyed will respond that they feel safe at school MET [June, 2024, Report to the FUSD Governing Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT): School facilities maintained in good repair based on FIT score reported to the FUSD Governing Board

MET | MET -- Results Reported

All sites "Good" or better

[June, 2021, Report to the FUSD Governing Board] | MET -- Results Reported

All sites "Good" or better.

[June, 2022, Report to the FUSD Governing Board] | MET -- Results Reported

All sites "Good" or better.

[June, 2023, Report to the FUSD Governing Board] | | MET -- Results Reported

All sites "Good" or better

[June, 2024 Report to the FUSD Governing Board] |
| School Climate Survey: Results of Teachers' and Parents' Surveys Regarding School Connectedness and Safety | Parents -- 88.5% expressed a feeling of school connectedness through a welcoming environment. 81.1% expressed that their child(ren) felt safe at school.

Teachers -- not surveyed for school connectedness of feelings of safety.

[Spring, 2022, Survey] | Parents -- 88.5% expressed a feeling of school connectedness through a welcoming environment. 81.1% expressed that their child(ren) felt safe at school.

Teachers -- not surveyed for school connectedness of feelings of safety.

[Spring, 2022, Survey] | Parents -- 82.2% expressed a feeling of school connectedness through a welcoming environment. 84.1% expressed that their child(ren) felt safe at school.

Teachers -- 84.3% of teachers surveyed responded that they feel safe at school 85.3% of teachers surveyed responded that they feel connected to school.

[Spring, 2023, Survey] | | Parents -- 100% expressing a feeling of school connectedness through a welcoming environment. 90% expressing that their child(ren) felt safe at school.

Teachers -- 100% expressing a feeling of school connectedness 100% expressing that they feel safe at school. |

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Services	The District is committed to support increased school engagement and improved school climate for Low-Income students, English Learners, and Foster Youth, and to decrease inequalities in performance results on the state and local measures listed in the metrics for this goal, through creating a plan to support students' health at school. The District will provide contracted health services for LVN support for students that are beyond the required specialized physical health care services prescribed by a child's licensed physician that require medically related training for the individual who performs the services and which are necessary during the school day to enable the child to attend school. Schools will also provide information on access to health services both on campus and off campus through local agencies that provide wrap-around services to students with health needs.	$506,422.00	Yes
2.2	Social and Emotional Learning and Supports	The District is committed to support improved outcomes in school engagement and school climate for Low-Income students, English Learners, and Foster Youth, and to decrease inequalities in performance results on the state and local measures listed in the metrics for this goal, through creating school environments that welcome and support our identified student populations and their mental and emotional health by: • Hiring and/or retaining intervention and support staff, including Student Support Specialists to provide behavior intervention and support, primarily based on the identified needs of Low-Income students, English Learners, and Foster Youth in grades TK-12, their parents, and the staff who work with them. • Increase social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning, including culture and climate teachers on special assignment, and site-based SEL	$2,367,476.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teams to support implementation of best practices in classrooms. • Recognition of students and staff who demonstrate the positive, student- and peer-affirming behaviors that reflect social-emotional growth and development. • Provide staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work. Social-emotional learning is an essential concept within education, providing a framework through which students, specifically Foster Youth, English Learners, and Low-Income, acquire the skills required to navigate through school, working life, and beyond.		
2.3	Meeting the Needs of Homeless Students	To support improved student outcomes in academic performance and school engagement, and to decrease inequalities in performance results on state and local measures, the District will identify the needs of homeless individual students and families. The Family Liaisons from school sites will collaborate on identification and providing targeted services to support the needs of those students.	$500.00	No
2.4	Student Behavior and Attendance Supports	The District is committed to support improved outcomes in school engagement and school climate for Low-Income students, English Learners, and Foster Youth, and to decrease inequalities in performance results on the state and local measures listed in the metrics for this goal by providing behavior support and at-promise intervention programs. Principally intended to support Low-Income students, English Learners, and Foster Youth, including those with exceptional needs, these services will include: • Positive Based Intervention and Support (PBIS)	$1,181,306.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Opportunities for Service Learning - School Attendance and Review Board (SARB) - The use of Parent Square to allow better communication regarding student attendance. - The District will use Concentration Grant Add-on funds to hire and train campus supervisors at schools with 55% or greater enrollment of unduplicated students to connect with students in support of mental health and well-being that will help lower Chronic Absenteeism rates for Low-Income, English Learners, and Foster Youth. - The District will use Concentration Grant add-on funds to hire an employee who will monitor the air quality at all schools with 55% or greater enrollment of unduplicated students to ensure proper ventilation at each school site that will support our Low-Income students', English Learners, and Foster Youth's respiratory health and prevent absences due to air-borne disease. - School site staffs will regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. - Schools will establish local attendance incentive programs. - This action also addresses the District's eligibility for Differentiated Assistance due to very high rates for students with with disabilities.		
2.5	Speech Services	To support improved student outcomes in academic performance and school engagement, and to decrease inequalities in performance results on state and local measures, the District will provide partially contracted speech therapy services from an outside agency for students in grades Preschool - 12. The District will also employ a full-time speech therapist.	$143,176.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Foster Youth Supports	The District is committed to support improved outcomes in school engagement for Foster Youth, and to decrease inequalities in performance results on the state and local measures listed in the metrics for this goal, through Family Liaisons providing transitional services and supports to Foster Youth new to the District. The District will also provide social/emotional supports for all our Foster Youth. These supports may include auxiliary school materials (backpacks, binders, etc.), clothing or personal necessities, and/or contracted counseling services.	$1,000.00	Yes
2.7	Facilities	The LEA will conduct routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students.	$375,477.00	No
2.8	Additional Transportation	The District is committed to support improved outcomes in school engagement for Low-Income students, and to decrease inequalities in performance results on the state and local measures listed in the metrics for this goal, through providing student transportation to and from school for extra-curricular activities outside of normal school hours as many of those students do not have access to private transportation outside of school hours.	$120,585.00	Yes

Goal Analysis [2022-23]

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

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

The District was able to successfully implement the actions in Goal 2 as planned:

2.1 -- Physical health and mental health issues were mitigated, as much as possible, by the by successfully providing support to Low-Income students by the LVNs.

2.2 -- We were successful in retaining our Student Support Specialists to provide behavior intervention and support. As those Specialists worked with teachers, we increased positive social-emotional development through teaching, modeling, and practicing social-emotional skills in positive learning environments. Site-based SEL teams and culture and climate teachers on special assignment, also supported implementation of best practices in classrooms.
Specialists provided on-site staff development focused on teaching and implementing (SEL) skills that support a positive climate for learning and work.

2.3 -- The Family Liaisons from school sites successfully collaborated on identification and providing targeted services to support the needs of those students.

2.4 -- Positive Based Intervention and Support (PBIS) are increasingly used at all school sites. Opportunities for Service Learning have been offered throughout the District at all levels. For example, Malaga School students raised funds to support Angels of Grace Foster Home. School Attendance and Review Board (SARB) continues to function. Parent Square continues to be a positive frequently mentioned by parents and staff to increasingly create better communication regarding student attendance. All schools were successful in hiring and training campus supervisors to build positive relationships with students in support of mental health and well-being, though, due to beginning-of-year challenges in finding qualified candidates, some positions were not filled until later in the school year. Air quality at all schools is regularly monitored to support respiratory health and prevent absences due to air-borne disease.

2.5 -- The District was successful in maintaining a full-time Speech Therapist and providing partially-contracted speech therapy services from an outside agency for students in grades Preschool - 12.

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

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

2.8 -- Low-Income students, Foster Youth, and English Learners availed themselves of transportation to and from school for extra-curricular activities outside of normal school hours, as many of those students do not have access to private transportation. We were able to continue to provide transportation services for students both to and from school, as well as extracurricular activities. However, there were times when the District had to use charter buses to ensure that students did not miss out on extracurricular events but ultimately Fowler USD students were fully able to participate.

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.

2.1 -- Due to an increase in LVN services costs, the District spent more than expected in order to provide needed services to students.

2.2 -- The costs of the contracted Student Support Specialists increased, leading the District to increase spending on this action.

2.3 -- This action was implemented as planned.

2.4 -- School site Positive Based Intervention and Support (PBIS) teams underspent estimated funds on updated signage for positive school climates. Additionally, the District was unable to hire qualified campus supervisors to fill all openings across sites for the full year.

2.5 -- Contracted services to provide speech therapy were not as costly as expected and therefore, the District overbudgeted.

2.6 -- Even though the District did provide supports for Foster Youth students, the amount was overbudgeted.

2.7 -- Due to increased costs for supplies and materials, the District spent more than anticipated in order to maintain safe and healthy environments. Additionally, the District shifted its focus to fully remodeling classroom spaces including cabinetry and carpeting when in the past only parts of classrooms were updated. This creates more effective learning environments for students.

2.8 -- Due to an increase in extra-curricular events and opportunities for students, there was an overspending for this action.

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

2.1 and 2.4 - In terms of reducing absenteeism and increasing attendance, these actions have not been as effective as hoped, when one examines the Dashboard-reported Chronic absenteeism rates, which increased from the prior year and the baseline year.   The attendance rate for the 2022-23 school year was 92.8%, an improvement of 1.1% points from last year, suggesting that the actions are having a positive impact. Additionally, preliminary counts from school sites indicate that chronic absenteeism rates are half of those reported on the 2022 Dashboard rates.
However, the Dashboard data used for state accountability purposes show significant inequalities when comparing Low-Income students, English Learners, and Foster Youth to non Low-Income students. In consultation with site principals, the need for a three-pronged approach to closing those inequalities was identified. The District will continue the Positive Behavior and Intervention Strategies; the three Student Support Specialists who provide trainings (Suicide Awareness, De-escalation, Mindfulness, etc.), counseling services (small group and one-on-one), on-site support for students and staff (in and out of class); security improvements; and expanded health services to reduce Chronic Absenteeism. The other two approaches will be the school sites reviewing absences and determining the need to send a SARB warning letter, and the sites establishing incentives for attendance.

2.2, 2.3, 2.4, 2.6, and 2.7 - We were very pleased to see that the social-emotional supports and positive behavior system put in place seem to be having a positive impact, as the percentage of students who responded to the survey prompt that they feel safe at school increased from 47.9% in 2022, to 80.4% in 2023. The percentage of respondents who agreed that they feel connected to their school rose from 50.3% to 77.6%. Data from the most recent year available on the CDE website shows that the high school drop out rate decreased by half to 2.2%.

2.3, 2.5, 2.6, and 2.8 -- The District's graduation rate continues to be among the highest in Fresno County at 96.0%. Rates for all student groups increased, with rates for Low-Income students and English Learners are within one percentage point of that standard. English Learner grad rates increased by 9.8% from the prior year, and students with exceptional needs increased by 13.9%. The District still maintains expectations of raising the overall and group rates to 98.8% or above. Providing services for Foster and Homeless students, speech services, and transportation for activities that support fuller engagement in high school activities contributed to these results.

2.4 - With suspension rates increased overall and for all student groups, this action was not as effective as planned. However, rates still remained in the "medium" performance level at 3%, meaning that the challenges of "relearning" appropriate classroom behaviors with the resumption of in-person instruction were mitigated by the efforts under this action. The District will continue to provide behavior supports and at-risk intervention services to reduce suspension rates among all students at all school sites.
Chronic absenteeism rates continued to increase from the prior year and the baseline year, another indicator that this action was less effective. Significant inequalities are evident when comparing Low-Income students, English Learners, and Foster Youth to non Low-Income students. In consultation with site principals, the need for a three-pronged approach to closing those inequalities was identified. The District will continue the Positive Behavior and Intervention Strategies; the three Student Support Specialists who provide trainings (Suicide Awareness, De-escalation, Mindfulness, etc.), counseling services (small group and one-on-one), on-site support for students and staff (in and out of class); security improvements; and expanded health services to reduce Chronic Absenteeism. The other two approaches will be the school sites reviewing absences and determining the need to send a SARB warning letter, and the sites establishing incentives for attendance.

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

In its December 5, 2019 issue, Ed Week presented a "study [that] lends empirical support to the concern that the 'achievement gap' framing may have unintended negative consequences." In consideration of that possibility, for all actions under this goal -- and for the goal itself -- the term "achievement gap" has been replaced with "inequalities".

Data sources for "Year 2" metrics and "Desired Outcomes" in Chronic Absenteeism and Suspension Rate changed to California School Dashboard to align with the state's accountability system. Parent Engagement metric discontinued for this goal as it is included in Goal 1.

As a result of input from educational partners, the following additions were made to Action 2.4 -- "School site staffs will regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. "Schools will establish local attendance incentive programs."

The wording "including a culture and climate coach and site-based SEL teams to support implementation of best practices in classrooms" and "Recognition of students and staff who demonstrate the positive, student- and peer-affirming behaviors that reflect social-emotional growth and development" added to action 2.2 to reflect the District's increasing commitment to expanding SEL and supports for students and staff.

"This action also addresses the District's eligibility for Differentiated Assistance due to very high rates for students with with disabilities" added to Action 2.4.

"Family Liaisons" added to Action 2.6 to clarify who is responsible for providing transitional services to Foster Youth and their families.

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.

Goals and Actions

Goal

Goal #	Description
3	Provide high-quality instruction to increase student achievement and decrease inequalities in academic outcomes for all students. Engaging students through rigorous instruction based on high expectations for student achievement, while ensuring equitable access and culturally relevant learning experiences by delivering effective research-based instruction that challenges students to discover and learn; prepares students for college and career; empowers students to be persistent; and provides students with authentic and innovative learning opportunities based around cooperative, student-centered learning strategies that expand on individual student strengths, while fortifying areas of growth to propel students forward.

An explanation of why the LEA has developed this goal.

Studies completed by the Alliance for Excellent Education found that a U.S. 90% high school graduation rate would result in 250,000 additional graduates, $3.1 billion in increased income, $664 million in tax revenues, $16.1 billion in health care savings, $5.7 billion in economic growth, and more than 14,000 new jobs. In short, the positive impacts are enormous for Fowler USD students who successfully complete high school prepared for college and career.

Fowler USD student academic performance outcomes indicate that the actions and services in which the District has engaged have generally been effective in increasing the academic achievement of all students, with room for growth. We expect that our most recent efforts in providing math curriculum and professional development will show subsequent increases in math achievement, districtwide; that continually refining and improving our instructional practices for ELA will continue to improve outcomes; and that designated and integrated ELD practices will increase the numbers of students achieving bi-literacy.

As noted in the "Identified Need" section of the LCAP, inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Also clearly seen are the inequalities between English Learners and overall results in both subject areas.

Instructional decisions will be student-centered and informed by excellent data collection and analysis.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard: ELA Distance from Standard	All Students – 1.3 points below Students w/Disabilities – 58.8 points below English Learners – 23.2 points below Hispanic – 10.1 points below Low Income – 9.1 points below White – 31 points above Asian – 41 points above [2019 California School Dashboard]	Not reported for 2020 or 2021. [2022 Illuminate Performance Summary Report] All Students - 23 points below Students w/Disabilities – 85 points below English Learners – 97 points below Hispanic – 31 points below Low Income – 35 points below White – 7 points above Asian – 30 points above Foster Youth data sample is too small to be reported due to privacy concerns.	All Students – 18.6 points below Students w/Disabilities – 100.6 points below English Learners – 53.4 points below Hispanic – 26.5 points below Low Income – 29.8 points below White – 9.1 points above Asian – 43.2 points above African American -- 58.4 points below Foster Youth data sample is too small to be reported due to privacy concerns. [2022 California School Dashboard]		All Students – 1.3 points below Students w/Disabilities – 58.8 points below English Learners – 23.2 points below Hispanic – 9.2 points below Low Income – 9.1 points below White – 31 points above Asian – 50.0 points above African American -- 23.2 points below [2023 California School Dashboard]
California School Dashboard: Math Distance from Standard	All Students – 37.9 points below Students w/Disabilities – 97.9 points below	Not reported for 2020 or 2021.	All Students – 55.0 points below Students w/Disabilities – 124.8 points below		All Students – 37.9 points below Students w/Disabilities – 97.9 points below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners – 54.1 points below Hispanic – 50.5 points below Low Income – 47.4 points below White – 13.6 points above Asian – 17.2 points above [2019 California School Dashboard]	[2022 Illuminate Performance Summary Report] All Students - 64 points below Students w/Disabilities – 108 points below English Learners – 117 points below Hispanic – 76 points below Low Income – 77 points below White – 11 points below Asian – 1 point above Foster Youth data sample is too small to be reported due to privacy concerns.	English Learners – 75.5 points below Hispanic – 63.7 points below Low Income – 66.3 points below White – 18.7 points below Asian – 5.4 points above African American -- 116.1 points below Foster Youth data sample is too small to be reported due to privacy concerns. [2022 California School Dashboard]		English Learners – 54.1 points below Hispanic – 50.5 points below Low Income – 47.4 points below White – 13.6 points above Asian – 17.2 points above African American -- 50.5 points below [2023 California School Dashboard]
ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency	44.4% [2019 California School Dashboard]	2021 Summative ELPAC Level 4- 10% Level 3- 37.2% Level 2- 38.7% Level 1- 14% [2022 CA Educator Reporting System- Refer to data below in lieu of no ELPI per	55.6% -- High [2022 California School Dashboard- ELPI]		English Learners - 55% [2023 California School Dashboard]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	suspended 2020 ELPAC]				
Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	6.9% [DataQuest, English Learner (EL) Data Annual Reclassification 2020-21]	9.7% [2022 District Calculation]	8% [2023 District Calculation]		Reclassified Rate - 15% [DataQuest, English Learner (EL) Data Annual Reclassification 2023-24]
iReady Reading	Percentage "Early On-Grade" or "Mid On-Grade and Above": Overall -- 34% Grade K -- 71% Grade 1 -- 28% Grade 2 -- 28% Grade 3 -- 38% Grade 4 – 31% Grade 5 -- 23% Grade 6 -- 25% Grade 7 -- 29% Grade 8 -- 39% [2021 iReady Diagnostic 2]	Percentage "Early On-Grade" or "Mid On-Grade and Above": Overall -- 30% Grade K -- 62% Grade 1 -- 28% Grade 2 -- 34% Grade 3 -- 39% Grade 4 – 26% Grade 5 -- 25% Grade 6 -- 25% Grade 7 -- 34% Grade 8 -- 31% [2022 iReady Diagnostic 2]	Percentage "Early On-Grade" or "Mid On-Grade and Above": Overall -- 37% Grade K -- 67% Grade 1 -- 35% Grade 2 -- 36% Grade 3 -- 45% Grade 4 – 31% Grade 5 -- 33% Grade 6 -- 28% Grade 7 -- 32% Grade 8 -- 30% [2023 iReady Diagnostic 2]		Percentage "Early On-Grade" or "Mid On-Grade and Above": Overall -- 44% Grade K -- 80% Grade 1 -- 38% Grade 2 -- 37% Grade 3 -- 47% Grade 4 -- 40% Grade 5 -- 33% Grade 6 -- 35% Grade 7 -- 39% Grade 8 -- 49% [2024 iReady Diagnostic 2]
iReady Math	Percentage "Early On-Grade" or "Mid On-Grade and Above":	Percentage "Early On-Grade" or "Mid On-Grade and Above":	Percentage "Early On-Grade" or "Mid On-Grade and Above":		Percentage "Early On-Grade" or "Mid On-Grade and Above":

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Overall -- 26% Grade K -- 51% Grade 1 -- 18% Grade 2 -- 18% Grade 3 -- 19% Grade 4 -- 18% Grade 5 -- 23% Grade 6 -- 26% Grade 7 -- 29% Grade 8 -- 49% [2021 iReady Diagnostic 2]	Overall -- 22% Grade K -- 36% Grade 1 -- 10% Grade 2 -- 19% Grade 3 -- 17% Grade 4 -- 21% Grade 5 -- 16% Grade 6 -- 31% Grade 7 -- 20% Grade 8 -- 26% [2022 iReady Diagnostic 2]	Overall -- 25% Grade K -- 48% Grade 1 -- 16% Grade 2 -- 16% Grade 3 -- 16% Grade 4 -- 29% Grade 5 -- 33% Grade 6 -- 23% Grade 7 -- 22% Grade 8 -- 22% [2023 iReady Diagnostic 2]		Overall -- 36% Grade K -- 61% Grade 1 -- 28% Grade 2 -- 28% Grade 3 -- 29% Grade 4 -- 28% Grade 5 -- 33% Grade 6 -- 36% Grade 7 -- 39% Grade 8 -- 59% [2024 iReady Diagnostic 2]
Early Assessment Program (EAP): % PUPILS SCORING "READY" on SBAC ELA Assessments	All Students: 20% EL: 0% SED: 18% Hispanic 17% SWD: 0% White: 42% Asian: 23% [2019 CAASPP Test Results]	All Students: 19.60% EL: 0% SED: 17.42% Hispanic 15.53% SWD: 0% White: 47.06% Asian: 35.29% Foster Youth data sample is too small to be reported due to privacy concerns. [2020-21 CAASPP Test Results]	All Students: 24.07% EL: 0% SED: 21.14% Hispanic 19.77% SWD: 0% White: 47.06% Asian: 40.0% Foster Youth data sample is too small to be reported due to privacy concerns. [2021-22 CAASPP Test Results]		All Students: 40% EL: 40% SED: 40% Hispanic 40% SWD: 30% White: 62% Asian: 43% [2023 CAASPP Test Results]
Early Assessment Program (EAP):	All Students: 5% EL: 0% SED: 4% Hispanic: 4%	All Students: 4.02% EL: 0% SED: 3.79% Hispanic 2.5%	All Students: 10.60% EL: 0% SED: 8.52% Hispanic 7.30%		All Students: 30% EL: 40% SED: 40% Hispanic: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% PUPILS SCORING "READY" on SBAC Math Assessments	SWD: 0% White: 0% Asian: 15% [2019 CAASPP Test Results]	SWD: 0% White: 11.11% Asian: 11.76% Foster Youth data sample is too small to be reported due to privacy concerns. [2020-21 CAASPP Test Results]	SWD: 0% White: 35.29% Asian: 15.0% Foster Youth data sample is too small to be reported due to privacy concerns. [2021-22 CAASPP Test Results]		SWD: 30% White: 40% Asian: 35% [2023 CAASPP Test Results]
Advanced Placement Exams: % of pupils scoring 3 or higher (# scoring 3 or higher/ total 10-12 grades population)	71.95% [AP College Board, 2020]	54.9% [AP College Board, 2021]	45.9% [AP College Board, 2022]		75% [AP College Board, 2023]
California School Dashboard: College and Career Indicator -- % of students "Prepared"	All students~ 61.8% Hispanic~ 58.7% Asian~ 92.3% White~ 69.2% SED~ 59.1% SWD – 15.4% EL – 33.3% (Foster Youth and Homeless results not reported)	The All Students and student groups' percentages of "Prepared" on the College and Career Indicator were not reported for 2021.	The All Students and student groups' percentages of "Prepared" on the College and Career Indicator were not reported for 2022.		All students~ 71% Hispanic~ 67% Asian~ 98% White~ 78% SED~ 68% SWD – 25% EL – 45% [2023 School Dashboard Additional Reports and Data]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[2020 School Dashboard Additional Reports and Data]				
A-G Completion Rate	All students~ 57.2% Hispanic~ 55.1% Asian~ 76.9% White~ 69.2% SED~ 51.8% SWD ~ 15.4% EL ~ 26.3% (Foster Youth and Homeless results not reported) [DataQuest, 2019-20 Four-Year Adjusted Cohort Graduation Rate]	All students~ 61.1% Hispanic~ 56.3% Asian~ 80.0% White~ 75.0% SED~ 57.8% SWD ~ 28.6% EL ~ 26.1% Foster Youth and Homeless students' data sample is too small to be reported due to privacy concerns. [DataQuest, 2020-21 Four-Year Adjusted]	All students~ 57.6% Hispanic~ 53.4% Asian~ 83.3% White~ 78.9% SED~ 55.7% SWD ~ 37.5% EL ~ 26.3% Foster Youth and Homeless students' data sample is too small to be reported due to privacy concerns. [DataQuest, 2021-22 Four-Year Adjusted]		All students~ 66% Hispanic~ 64% Asian~ 86% White~ 78% SED~ 60% SWD -- 25% EL -- 45% [DataQuest, 2022-2023 Four-Year Adjusted Cohort Graduation Rate]
CTE Completion Rate Grade 12 Completers/ Graduation Cohort	All students~ 63.1% Hispanic~ 58.0% Asian~ 76.9% White~ 61.5% SED~ 65.2% EL~ 16.7% SWD~ 53.8% [2019-20 CALPADS EOY Reports 3.14 and 3.15]	All students~ 42.9% Hispanic~ 47.9% Asian~ 19.0% White~ 27.8% SED~ 41.5% EL~ 40.7% SWD~ 35.0% [2020-21 California School Dashboard College/Career	All students~ 58.4% Hispanic~ 56.8% Asian~ 44.4% White~ 94.7% SED~ 55.7% SWD ~ 55.6% EL ~ 30.0% Foster Youth and Homeless students' data sample is too small to be reported		72% of 2024 graduates will complete a CTE pathway. [CALPADS Reports 3.14 & 3.15]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Measures Only Report]	due to privacy concerns. [2021-22 CALPADS EOY Reports 3.14 and 3.15]		
Combined A-G and CTE Completion Rate	30.9% [2019-20 CALPADS EOY Reports 8.1 and 3.15]	21.4% [2020-21 California School Dashboard College/Career Measures Only Report]	33.2% [2021-22 CALPADS EOY Reports 8.1 and 3.15]		36% [CALPADS EOY Reports 8.1 and 3.15]
Implementation of Standards for All Students and Enable English Learners Access to CCSS and ELD Standards: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	MET -- Results Reported 3.7 overall average (on a scale of 1= exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. ELA – 4.2, Math – 4.1, ELD – 3.9	MET -- Results Reported 3.5 overall average (on a scale of 1 = exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. ELA – 3.9, Math – 3.9, ELD – 3.7	MET -- Results Reported 3.3 overall average (on a scale of 1 = exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. ELA – 3.7, Math – 3.7, ELD – 3.5		MET -- Results Reported 4.7 average rating (on a scale of 1= exploration to 5 = sustained) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2024, Report to Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[June, 2021, Report to Board]	[June, 2022, Report to Board]	[June, 2023, Report to Board]		
Access to Standards-Aligned Materials: Results Reported to the FUSD Governing Board	MET -- Results Reported 100% of students had access to standards-aligned curriculum materials. [June, 2021, Report to Board]	MET -- Results Reported 100% of students had access to standards-aligned curriculum materials. [June, 2022, Report to Board]	MET -- Results Reported 100% of students had access to standards-aligned curriculum materials. [June, 2023, Report to Board]		MET -- Results Reported 100% of students have access to standards-aligned curriculum materials. [June, 2024, Report to Board]
Access to a Broad Course of Study: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported to the Board. All students had access to a broad course of study.	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported to the Board. All students had access to a broad course of study.	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported to the Board. All students had access to a broad course of study.		MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs will be reported to the Board. All students will have access to a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[June, 2021, Report to Board]	[June, 2022, Report to Board]	[June, 2023, Report to Board]		[June, 2024, Report to Board]
Teachers Appropriately Credentialed with No Mis-assignments or Vacancies Results Reported to the FUSD Governing Board	MET -- Results Reported 93% of teachers appropriately credentialed and assigned. [June, 2021, Report to Board]	MET -- Results Reported 93% of teachers appropriately credentialed and assigned. [June, 2022, Report to Board]	MET -- Results Reported 91% of teachers appropriately credentialed and assigned. [June, 2023, Report to Board]		MET -- Results Reported 100% of teachers appropriately credentialed and assigned. [June, 2024, Report to Board]
SBAC ELA: Percentage of students assessed meeting or exceeding standard.	New for 2023-24	New for 2023-24	All Students -- 42.1% English Learners -- 15.0%. Low-Income -- 37.6% Non Low-Income -- 60.1% Foster Youth -- n/d Homeless -- n/d Students with Disabilities -- 13.8% Hispanic -- 38.9% Asian -- 70.9% White -- 50.9% African American -- 25.0% [2022 SBAC Results]		All Students -- 50.0% English Learners -- 31.0%. Low-Income -- 46.0% Non Low-Income -- 65.0% Foster Youth -- n/d Homeless -- n/d Students with Disabilities -- 26.0% Hispanic -- 47.0% Asian -- 75.0% White -- 58.0% African American -- 47.0% [2023 SBAC Results]
SBAC Math:	New for 2023-24	New for 2023-24	All Students -- 31.2%		All Students -- 40.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students assessed meeting or exceeding standard.			English Learners -- 8.3%. Low-Income -- 27.4% Non Low-Income -- 46.7% Foster Youth -- n/d Homeless -- n/d Students with Disabilities -- 11.8% Hispanic -- 28.2% Asian -- 55.3% White -- 42.7% African American -- 12.5% [2022 SBAC Results]		English Learners -- 15.0%. Low-Income -- 37.0% Non Low-Income -- 50.0% Foster Youth -- n/d Homeless -- n/d Students with Disabilities -- 25.0% Hispanic -- 38.0% Asian -- 60.0% White -- 50.0% African American -- 38.0% [2023 SBAC Results]

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Qualified Teachers	To support academic gains and to decrease inequalities in academic outcomes on state and local assessments, the District will retain/hire properly credentialed teachers for all core, special education and elective courses with no mis-assignments or vacancies, including clerical support for school operations, administration costs, substitute teachers, and related costs per salary increases.	$11,394,034.00	No
3.2	Standards-Aligned Curriculum	To support academic gains and to decrease inequalities in academic outcomes on state and local assessments, the District will provide all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards and continued	$218,000.00	No

Action #	Title	Description	Total Funds	Contributing
		implementation of Fowler Unified Instructional Expectations. To additionally support academic gains and to decrease inequalities in academic outcomes on state and local assessments, teachers will place an emphasis on differentiated instruction where every student has a different learning path. Students' strengths will be expanded upon and areas of growth identified in order to support students along their journey. To insure access to a broad course of study for Students with Disabilities, the District will: • Provide supplemental materials and access to technology that will provide those students with easier access to the core curriculum. • Provide professional development for teachers in supporting students with exceptional needs and increasing their access to the core curriculum.		
3.3	English Language Acquisition	To support academic gains and to decrease inequalities in academic outcomes on state and local assessments, the District will provide designated and integrated English language development in order to support students' language acquisition and increased access to core curriculum. The district is providing professional development to support teachers in their instruction for designated and integrated ELD.	$15,000.00	No
3.4	Intervention and Support Staff	The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to close inequalities on the state and local measures listed in the metrics for this goal. The District will retain/hire intervention and support staff to provide intervention and support for Low-Income students, English Learners, and Foster Youth, including those with	$4,904,191.00	Yes

Action #	Title	Description	Total Funds	Contributing
		exceptional needs in grades TK–12. These may include: • Certificated Tutors • District Coaches • Guidance Instructional Specialists • Instructional Aides • SST Coordinators Fowler High School added a Punjabi-speaking instructional aide to provide academic support. The District will also use Concentration Grant add-on funds to increase instructional aide FTE to support student learning at schools with 55% or more of unduplicated students. The District will also use Concentration Grant add-on funds to increase Certificated Tutors FTE to support student learning at schools with 55% or more of unduplicated students. The District will also use Concentration Grant add-on funds to add Intervention Teachers to support student learning at schools with 55% or more of unduplicated students.		
3.5	Supplemental Learning Program	The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to decrease inequalities in academic outcomes on the state and local measures listed in the metrics for this goal. The District will use the iReady program which includes a data analysis system, a student assessment program, a progress monitoring and data collection element, and an intervention program, focused on supporting student needs. Low-Income students, English Learners, and Foster Youth will be provided summer access to the program in order to address learning recovery and acceleration.	$143,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Library Support Services	The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to decrease inequalities in academic outcomes on the state and local measures listed in the metrics for this goal. The District will work to continuously improve library services. Improved services will include: • Purchasing books, materials, and increasing computer/mobile devices that reflect the diversity of our learning community, language acquisition for English Learners, and literacy supports for Low-Income students and Foster Youth. • Staffing and training of library techs that enables educationally- and culturally-responsive library services.	$538,131.00	Yes
3.7	Summer School	The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to decrease inequalities in academic outcomes on the state and local measures listed in the metrics for this goal. The District will provide a summer extended learning program for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades K-12.	$271,106.00	Yes
3.8	Supplemental/Intervention Materials	The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to close inequalities on the state and local measures listed in the metrics for this goal. The District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs to provide interventions and additional supports for Low-Income students, English Learners, and Foster Youth. These materials may include supplementary materials provided by the publishers of the Board-adopted instructional programs and/or other supplemental materials determined by the site administration and staff as they engage in on-going assessments of	$449,092.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the needs of Low-Income students, English Learners, and Foster Youth in academic subject areas.		
3.9	English Learner Supports	The District is committed to support improved outcomes in academic performance for English Learners, and to decrease inequalities in academic outcomes on the state and local measures listed in the metrics for this goal. The District will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including Re-designated English Learner students who experience academic difficulties. These supplemental Reading/Literacy/Technology instructional programs are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities to support the best use of these materials and programs.	$35,000.00	Yes
3.10	Reducing Class Sizes	The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to decrease inequalities in academic outcomes on the state and local measures listed in the metrics for this goal. The District will hire and retain properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-12, principally to provide additional support to Low-Income students, English Learners, and Foster Youth.	$3,020,119.00	Yes
3.11	Early Education Support	To support academic gains on state and local assessments, the District will provide support to sustain preschool classes.	$200,000.00	No
3.12	After School Program	The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster	$712,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Youth, and to decrease inequalities in academic outcomes on the state and local measures listed in the metrics for this goal. The District will contract with Fresno County Superintendent of Schools to provide an After-School Program. Because the state funding for the program is not sufficient to meet the requests by high needs students for after school enrollment the District will fund additional slots prioritized for Low-Income students, English Learners, and Foster Youth in need of academic supports.		
3.13	Technology Implementation	The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to close inequalities on the state and local measures listed in the metrics for this goal. The District will provide computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs that increases access for Low-Income students, English Learners, and Foster Youth, including those with exceptional needs. • to ensure our Low-Income students, English Learners, and Foster Youth have access to the internet outside of the classroom/school environment the district will provide hotspots, as needed. • additional staff to ensure repairs and address Chromebook issues right away so students don't go without a Chromebook for a period of time. • additional supplies/materials/Chromebooks on hand to repair or trade out Chromebook to ensure our Low-Income students, English Learners, and Foster Youth have devices to continue learning from home.	$574,624.00	Yes
3.14	CTE/ROP	The District will support college and career readiness through the increased participation of Low-Income students, English Learners, and Foster Youth, including those with exceptional needs in CTE/ROP courses by hiring and retaining personnel for coursework in the	$625,964.00	No

Action #	Title	Description	Total Funds	Contributing
		following areas of Career Technical Education/ ROP classes, including materials and supplies. • Agriculture and Natural Resources • Arts, Media, and Entertainment • Health Science and Medical Technology • Marketing, Sales, and Services		
3.15	Professional Development	District instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions, and enhances the available strategies that teachers have to promote learning for Low-Income students, English Learners, Foster Youth, including those students with exceptional needs, in order to support academic gains and to decrease inequalities in academic outcomes on state and local assessments. Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Areas may include: • Core Subject Areas • Special Education • CTE/ROP • Visual & Performing Arts • Technology The District will provide teachers in grades 3-5 with additional time by hiring a P.E. teacher for those grades. Teachers will use that time for data review and collaborative planning to support high-needs students. Guiding Coalitions, teams of administrators, teachers, and instructional coaches, will regularly meet at all school sites across the District. These teams are examining current practices and are	$714,274.00	Yes

Action #	Title	Description	Total Funds	Contributing
		developing systematic responses to meet the needs of Low-Income students, English Learners, Foster Youth. The next steps Guiding Coalitions will take are to solidify essential standards, develop rigorous formative assessments related to those standards, and create more systematic responses to students' needs through Response to Intervention (RtI). Professional Learning Communities (PLCs) will enhance instructional skills through focusing on using data to drive instruction during weekly Advancing Academic Achievement days (AAA).		
3.16	Access to a Broad Course of Study	The District will plan master schedules at the secondary level to ensure that Low-Income students, English Learners, Foster Youth, including students with exceptional needs have access to a broad course of study in the middle school and high school grades. The District will provide support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs. In grades 4-12, the District will ensure that interested students have access to a music program that includes choir and band. Work on the development and implementation of Graduate Profiles will be continued at Fowler High to support English Learners, Low-Income students, and students with exceptional needs in increasing A-G completion rates. The District will explore adding to the available "World Language" course, specifically American Sign Language.	$630,974.00	No

Action #	Title	Description	Total Funds	Contributing
3.17	Services for Students with Exceptional Needs	To increase academic outcomes for Students with Disabilities and decrease the significant inequalities in outcomes between them and higher-performing student groups, the District will: • Provide specialized and targeted support to Students with Disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to District programming and a free appropriate public education. Services provided will be aligned with other District offerings in order to best support each student's academic and social-emotional needs. • Provide supplemental materials and access to technology that will provide those students with easier access to the core curriculum. • Provide professional development for teachers in supporting students with exceptional needs and increasing their access to the core curriculum. • This action addresses the District's eligibility for Differentiated Assistance from the FCSS due to very low performance by students with with disabilities on the state's academic assessments.	$1,630,070.00	No

Goal Analysis [2022-23]

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

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

The District was able to successfully implement the actions in Goal 3 as planned:

3.1 - The District continues to work diligently to hire qualified teachers who assigned appropriately.

3.2 - Curriculum that is aligned to the California State Standards has been purchased to support the academic gains of students.

3.3 - Teachers have been provided instructional support for designated and integrated English Language Acquisition strategies and methodology. The action was not implemented as planned due to the District dissolving the Teacher on Special Assignment (TOSA) position because the employee previously in this role was promoted to a site administrator. A replacement TOSA was not hired in the 2022-23 school year.

3.4 - This action was not implemented as planned. In the 2022-23 school year, there was an increase in intervention and support staff to increase academic support of low-income, English learners, and Foster Youth students. An intervention teacher to focus on literacy was added at Marshall Elementary and Malaga Elementary, along with the continuation of a certificated tutor at each of those sites. Fremont Elementary continued to utilize a certificated tutor to support student academic needs; however, the site was not able to find a highly qualified teacher to fill the position of intervention teacher. Sutter Middle School obtained an intervention teacher with a focus on mathematics and a second intervention teacher provides support services to students for English Language Arts (ELA). Due to difficulties in hiring a highly qualified teacher, the Sutter ELA intervention teacher position was not filled until January 2023 and this negatively impacted the ability to implement this support for the full school year. Instructional aides continue to support student learning across all sites in the district. Additionally, guidance instructional specialists continued to focus on supporting low-income, Foster Youth, and English Learners at the site level.

3.5 - Supplemental learning targeted to increase student academic outcomes through the use of the iReady program continued in the 2022-23 school year.

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

3.7 - Summer school programing continues to be offered for students in grades K-12 in order to accelerate learning, as well as provide opportunities for credit recovery and original credit.

3.8 - Supplemental/intervention materials were purchased in support of increasing academic growth for students who are low-income, Foster Youth, or English learners.

3.9 - English learners continued to be supported with additional supplemental instructional materials with the goal of improving academic outcomes. However, this action was not implemented as planned; the District did not require the English Learner stipend for a Teacher on Special Assignment (TOSA) because the employee left this position and the District was challenged in finding a qualified replacement -- which we were not able to do during the 2022-23 school year. An additional challenge was in finding substitute teachers, which affected the ability to conduct all of the planned professional development activities in strategies to support English Learners.

3.10 - In order to improve student outcomes, the district continues to keep class sizes reduced in grades 4-12.

3.11 - The District highly values early education and has continued to provide additional funding to sustain preschool classes. However, this action was not implemented as planned. Construction set backs presented challenges and the facility was unable to open during the 2022-23 school year. As a result, the District was unable to open up additional seats for the preschool program.

3.12 - In order to provide safe spaces for students to thrive both academically and emotionally, the district continues its commitment to providing after school programing opportunities for students.

3.13 - To provide meaningful learning experiences for students to prepare them for living in a technological based society, the district continues to implement technology devices for on low-income, Foster Youth, and English learners.

3.14 - To support college and career readiness, Career Technical Education (CTE) and Regional Occupational Program (ROP) programs continue to have highly qualified teachers and coursework.

3.15 - Continuing to grow as professionals is highly valued by Fowler Unified. The District provided many opportunities for staff to engage in professional development to enhance instruction in support of increasing student achievement. Unfortunately, this action was not implemented to the degree planned. One challenge was that fewer teachers participated in summer professional learning opportunities than was projected. Additionally, the District continued to experience challenges in finding substitute teachers, which affected the ability to offer professional learning opportunities for teachers during regular school days.

3.16 - This action was not implemented as planned. Students continued to have access to a Broad Course of Study, with music programs offered to students in grades 4-12. However, the full development and implementation of graduate profiles was a challenge and not completed due to turn over in leadership staff at Fowler High School during the 2022-23 school year. Additionally, the District had difficulty finding a qualified pianist to support the choral program.

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.

3.1 -- The District over spent due to increases in teacher salaries.

3.2 -- This action was implemented as planned and spending was also implemented as planned.

3.3 -- There was an underspending on this action because the District dissolved the salary for a Teacher on Special Assignment (TOSA) because the employee previously in this role was promoted to a site administrator. A replacement TOSA was not hired in the 2022-23 school year.

3.4 -- Due to hiring difficulties and staff shifting positions within the district, there were not as many funds expended on this action. In order to fill vacancies that occurred unexpectedly throughout the year, two coaches were assigned to classrooms and another coach was assigned as a site administrator so that the needs of students were prioritized. Additionally, a Certificated Tutor put in an early resignation.

3.5 -- The iReady Reading and Math program costs were overestimated and this lead to the District underspending on this goal.

3.6 -- This action was implemented as planned and spending was also implemented as planned.

3.7 -- Fowler USD provided a robust summer session program which included additional elementary teachers who provided art lessons and the District contracted with a program to provide physical educational games for young students. Additionally, there was an increase in summer school course offerings for high school students. This contributed to overspending.

3.8 -- In an increased effort to address learning discrepancies, the District invested in intervention materials, particularly to support the reading skills of young students. There was an overspending on this action due to the purchase of those increased materials.

3.9 -- The District spent less than expected, as the materials were not as costly as expected, the professional development activities were not as comprehensive as planned, and the English Learner stipend for a Teacher on Special Assignment (TOSA) was not expended.

3.10 -- There was an underspending on this goal due to an overestimation of costs for reducing class sizes. The District was able to maintain the same class sizes as in the past without incurring additional costs.

3.11 -- Fowler USD has built a new Early Learning facility. However, due to construction set backs, the facility was unable to open during the 2022-23 school year. This meant that there was an underspending on this action due to the fact the District was unable to open up additional seats for the preschool program.

3.12 -- Due to the addition of an extended morning program at Fremont Elementary, the District spent more funds on this action than was estimated.

3.13 -- There was an underspending on this action due to the overestimation of the costs of hot spot WiFi boxes for students. Additionally, there were difficulties in hiring additional qualified technology staff to maintain student devices.

3.14 -- The District underspent funds on this action due to estimated costs for materials and supplies coming in less than anticipated.

3.15 -- This action was underspent due to less teachers participating in summer professional learning opportunities than was projected. Additionally, the District continues to experience a substitute teacher shortage which effects the ability to offer professional learning opportunities for teachers during regular school days.

3.16 -- There was an underspending on this action due to the position of choral accompanist remaining vacant for most of the school year. The District is having difficulty finding a qualified pianist to support the choral program.

3.17 --This action is new for the 2023-24 school year so there were no expenditures in 2022-23.

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

When combined, the overarching purpose of the actions in this goal is to increase academic achievement and reduced inequalities in academic performance. Based on the metrics used to measure the effectiveness of those actions, they have not been as effective as planned. "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall. Inequalities in percentages of students meeting or exceeding standard are apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "Distance from Standard' data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. There are inequalities between English Learners and overall results in both subject areas. We believe that the intervention staff (Action 3.4) and the iReady support program (Action 3.5) have not yet realized their full impact due to challenges in conducting all of the planned professional development activities (Action 3.15), and that iReady is close to, but not fully, implemented with integrity. Also, the after-school program (Action 3.12) is only now getting close to its full implementation We believe that these actions will have positive impacts on learning loss recovery and closing inequalities.

Year 2 metrics clearly show the inequality between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students. The 2022 Advance Placement exam pass rate of 45.9% declined from 2021. We believe that results might have been different with implementation of the Graduate Profile initiative (Action 3.16). The 2023-24 school year should see implementation of that program.

There are a few bright spots in the metrics. Percentages of students classified as "ready" increased by 4.5% points in ELA and 6.6% points in math. The increase in math was more than double the prior year's results. Results for Low-Income students also improved significantly, by 3.7% points in ELA and 4.7% points in math. Though Low-Income A-G completion rates declined slightly, those for English Learners and Students with exceptional needs increased, the latter by 9% points. These results point on a positive direction for the use of intervention and

support materials (Action 3.8) and the staff who implement those interventions (Action 3.4), in addition to smaller class sizes in ELA and math (Action 3.10) at the high school and middle school.

The District is addressing these results by focusing on close reading strategies, text evidence strategies, and iReady diagnostic data to monitor student growth. Teachers are responding to data by delivering lessons utilizing proven instructional practices. Small group instruction based on iReady data and recommended lessons is also being used to decrease inequalities in academic results. The iReady program to support students through intervention and allow students to succeed academically also provides useful data for instructional decisions at the classroom, school, and District levels.   The most recent data show improvements from the prior year in ELA overall and for every grade level except 7th and 8th. Results in math were inconsistent, with just over half improving and the others declining. Guiding Coalitions at each school bring staff together to examine data and use the results to inform instruction for Low-Income students, English Learners, Foster Youth. The development and implementation of Graduate Profiles will continue at Fowler High to support English Learners, Low-Income students, Foster Youth, including students with exceptional needs in increasing A-G completion rates.

The District's graduation rate continues to be among the highest in Fresno County at 94.7%. The District still maintains expectations of raising that rate to 98.8% or above. The percentage of students completing the requirements for admission to UC/CSU, otherwise known as A-G, has increased significantly over the baseline year, increasing from 57% to 61%. Providing a summer extended learning program (Action 3.7) for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes had resulted in a grad rate that remains well above 90%, and ensured that an increasing percentage of students complete the A-G requirements.

3.1 and 3.2 - Every student in FUSD was provided a standards-aligned curriculum, with 91% of the teachers appropriately credentialed and assigned, indicating the effectiveness of these actions.

3.3 and 3.9 - The English Learner Progress indicator shows that, in the most recent CA School Dashboard results, Fowler Unified English learners are performing at a high level on the English Language Proficiency Assessments for California (ELPAC), with 55.6% of students making progress towards English language proficiency. We are pleased by this improvement of over 11 percent since 2019, and proud of the hard work our students and teachers have put in to achieve this improvement. In the Spring of 2022, nine Fowler High School graduates earned the CA State Seal of Biliteracy. In order to continue to grow, teachers continue to participate in professional development sessions that are focused on integrated and designated English language development instruction to better support the needs of students, raising the achievement level of that student group to a level comparable with overall student performance.

3.6 - As described in the Educational Partners section, many students expressed appreciation for their school library, where they can find a peaceful, comfortable place, a clear signal of the effectiveness of this action.   We believe that having libraries with culturally-responsive literature has also contributed to increases in the English Learner Progress Indicator.

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

3.13 - This action has been effective in ensuring that all students and staff have access to the technology they need to provide instruction and complete assignments.

3.14 - The effectiveness of this action is evident in the significant increases in percentages of students in the graduation cohort who completed CTE pathways. 2022 CTE completion rates were up significantly from the prior year for Low-Income students and students with exceptional needs. What is not shown in the data above is the increase in the number of Low-Income students completing pathways, up from 68 in 2021 to 108 in 2022, and SWD up from 7 to 15. English Leaner numbers showed a slight decline. The percentage of students completing both A-G requirements and a CTE pathway increased from 21.4% to 33.2%.

3.16 - All students throughout the District had access to a broad course of study, demonstrating the effectiveness of this action.

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

In its December 5, 2019 issue, Ed Week presented a "study [that] lends empirical support to the concern that the 'achievement gap' framing may have unintended negative consequences." In consideration of that possibility, for all actions under this goal -- and for the goal itself -- the term "achievement gap" has been replaced with "inequalities".

"Desired Outcome" for ELA and Math Distance from Standard and ELPAC metrics changed from "2023 California School Dashboard" to "2024 California School Dashboard" to correct typographical error. Year 2 data sources for Graduation Cohort CTE Pathway Completion Rate and Combined A-G and CTE Completion Rate changed from Dashboard Additional Reports to 2021-22 CALPADS EOY Reports 8.1, 3.14 and 3.15, since the Dashboard Additional reports related to college and career readiness were not published for 2022. Data source for "Desired Outcomes" in ELPAC Summative Assessments: English Learner Progress changed to California School Dashboard to align with the state's accountability system.

"Desired Outcome" for California School Dashboard: ELA and Math Distance from Standard changed based on 2022 CA School Dashboard results.

"SBAC ELA: Percentage of students assessed meeting or exceeding standard" and "SBAC Math: Percentage of students assessed meeting or exceeding standard" added to Measuring and Reporting Results to include another indicator of academic progress for increased transparency.

"Local Calculation" used as the data source for 2022 Reclassification rate because those data were not available on DataQuest.

"African American" data was added to the CA School Dashboard: ELA and Math Distance from Standard metrics in both the Year 2 Outcome and Desired Outcome.

"Guiding Coalitions, teams of administrators, teachers, and instructional coaches, will regularly meet at all school sites across the District. These teams are examining current practices and are developing systematic responses to meet the needs of all students. The next steps

Guiding Coalitions will take are to solidify essential standards, develop rigorous formative assessments related to those standards, and create more systematic responses to students' needs through Response to Intervention (RtI)" added to Action 3.15 to facilitate more focused data review and responses to students' needs.

The phrase "including those with exceptional needs" deleted from Action 3.8 for clarity, as the action is not intended to provide Special Education services.

Action 3.17 added for greater transparency in the provision of services for Students with Disabilities [EC 52062(a)(5)] and to address the District's eligibility for Differentiated Assistance.

To more accurately reflect statute, the metric that was titled "ELPAC Summative Assessment: Percentage of English Learners Who Increase One or More Levels" in 2021-23 has been updated for 2023-24 with the title "ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency". Additionally, the 2021-23 metric title "State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board" has been updated for 2023-24 with the title "Implementation of Standards for All Students and Enable English Learners Access to CCSS and ELD Standards: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board".

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
8,999,911	1,073,240

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.92%	17.92%	$4,534,131.39	51.84%

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

Required Descriptions

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

The actions included in the Local Control and Accountability Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis and are consistent with 5 CCR Section 15496(b). As described in the instructions to the 2021-24 LCAP, these actions are principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

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

Input from educational partners was also a significant consideration in determining students' needs, actions, and potential effectiveness. Indicators for unduplicated student groups are monitored and reported internally and with educational partners to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Goal 1: Fully engage families and the community in support of educational outcomes.

Goal 1, Action 3 --
Needs, Conditions, or Circumstances:
 Results from the 527 responses to the Family Engagement self-reflection instrument, 67% of whom identified themselves as parents of unduplicated pupils, suggest that the District has been effective, in rebuilding trust and home/school relationships post-pandemic, with 82% of families agreeing that they feel welcome at school, and 77% agreeing that the school staff works to build trusting relationships. Relating to support for learning and development at home, 79% agreed that schools provide families with information and resources. Families have expressed their appreciation of the school liaisons to both site and District staffs, as they have also been appreciative of the extra translation services provided at school events. With these indicators or success, we believe that it is important to continue this action.

The action, or aspect(s) of the action, based on these considerations:
 To support improved outcomes for English Learners, Foster Youth, and Low-Income students in academic performance and school engagement, and to decrease inequalities in performance results on state and local measures through increased family engagement, the District will establish well-defined departments and procedures to address the needs of students, staff, and community. Services will include:

- Translation services for communications at family events
- Maintaining welcoming environments at schools and District facilities
- Support Family Liaisons at school sites
- Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students

How the action is intended to help achieve an expected measurable outcome of the associated goal:
 The Family Liaisons will have a primary focus of engaging Low-Income, English Learner, and Foster Youth families in their children's education. Liaisons engage families by acting as intermediaries between families and office and/or District staff, advocating for parents, students, and families when they may experience misunderstandings or miscommunication between school and home, and by providing information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students. Additionally, enhancing the welcome families feel at schools, along with providing translation services at all events will increase family engagement. Our experience with families of English Learners, Foster Youth, and Low-Income students repeatedly shows that when they have information to access school and community resources, they are eager to do so, and feel more positive about their child's school and likelier to participate in activities.
 We expect increased family engagement as reflected in the Local Priority 3 Parent Survey Instrument and parent survey responses regarding trusting relationships and feeling welcome at schools. Survey data will provide information upon which further opportunities for engagement may be designed.
 Another significant benefit is described in the Family Engagement Framework, a California Department of Education publication, that acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."

Goal 1, Action 4 --

Needs, Conditions, or Circumstances:

The decline in the score from the state's Family Engagement self-reflection tool demonstrates the need to continue efforts to fully engage families. "Partner-Informed Decision Making" appears to be the least effective area, based on family survey responses. Only 59% of respondents agreed that staff are helping families to understand and exercise their legal rights and advocate for their own students and all students; and 64% that the schools and the District seek to involve parents in decision-making and input for policy-development. Only 65% agreed that the schools and District work together with parents to plan, design, implement and evaluate family engagement activities at school and district levels. While the percentages of families who participated in traditional family-school activities (Back to School Night, Open House, holiday events) were very high, the percentage participating in site-hosted Family Nights was only 24%. Those participating in Educational Partners' advisory meetings was 6%.

As described in the "Identified Needs" section of the plan, inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages.

Also clearly seen are the inequalities between English Learners and overall results in both subject areas. EAP data show that inequalities between Low-Income students and overall results increased from the prior year. Results for English Learners continue to show inequalities in their levels of readiness for college ELA and math courses. Additionally, the inequalities between English Learners and Low-Income students and non Low-Income students are double digit percentages.

Inequalities are also apparent between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus and overall results. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students.

Chronic absenteeism rates continued to increase from the prior year and the baseline year. Significant inequalities are evident when comparing Low-Income students, English Learners, and Foster Youth to non Low-Income students.

The data show that Low-Income students were suspended at a rate more than twice that of non Low-Income students. English Learners were also suspended at higher rates than the latter. Foster Youth, students with exceptional needs, and African American students were all suspended at rates far above the overall and for non Low-Income.

The action, or aspect(s) of the action, based on these considerations:

To support improved outcomes for English Learners, Foster Youth, and Low-Income students in academic performance and school engagement, and to decrease inequalities in performance results on state and local measures through increased family engagement, the District will provide activities which include Town Hall Meetings, Family Empowerment Workshops, Parent University, and the use of survey data as opportunities to collect information to make informed decisions that affect our school communities.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

A significant benefit is described in the Family Engagement Framework, a California Department of Education publication, that acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years." The Parent University program will enable and empower parents to actively engage in their child's education and strengthen parent-school collaboration in order to improve the academic success of students. Empowering parents and guardians to be fully involved in the decisions regarding their child's education, and to advocate for them, will also increase family engagement. Workshops and Parent University courses will support families in navigating school resources and how families can support college and career readiness. Based on this evidence, we expect increased family engagement as reflected in the Local Priority 3 Parent Survey Instrument, and increased academic outcomes on state and local assessments. Survey data will provide information upon which further opportunities for engagement may be designed.

Goal 2: Provide a positive environment that will improve student outcomes and decrease inequalities in performance results.

Goal 2, Action 1 --

Needs, Conditions, or Circumstances:

As described in the "Identified Needs" section, chronic absenteeism rates continued to increase from the prior year and the baseline year. Significant inequalities are evident when comparing Low-Income students, English Learners, and Foster Youth to non Low-Income students, who generally have easier and more extensive access to preventative health care.

The actions, or aspect(s) of the actions, based on these considerations:

The District will create a plan to support Low-Income students, English Learners, and Foster Youth's health needs at school. The District will provide contracted health services for LVN support for students that are beyond the required specialized physical health care services prescribed by a child's licensed physician that require medically related training for the individual who performs the services and which are necessary during the school day to enable the child to attend school. Schools will also provide information on access to health services both on campus and off campus through local agencies that provide wrap-around services to students with health needs.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

To help ensure the best conditions for teaching and learning, health must be a top priority. The pandemic accentuated the link between health and learning, especially among groups in which inequities of access exist. Our Low-Income students are twice as likely to be absent than non-Low-Income students often for reasons beyond their control. A survey of local circumstances indicates that those Low-Income students experience unstable housing, unreliable transportation and a lack of access to health care. Additionally, absences result in less instructional time and adversely affect student learning. Providing increased access to health services at school sites and better information on accessing services in the community, will result in better health and increased school connectedness for our English Learners, Foster

Youth, and Low-Income students. Increased attendance for these students will be another result, which additionally leads to lower Chronic Absenteeism rates and higher graduation rates.

Goal 2, Action 2 --
Needs, Conditions, or Circumstances:
 As described in the "Identified Needs" section, chronic absenteeism rates continued to increase from the prior year and the baseline year. Significant inequalities are evident when comparing Low-Income students, English Learners, and Foster Youth to non Low-Income students.
 The data from that same section show that Low-Income students were suspended at a rate more than twice that of non Low-Income students. English Learners were also suspended at higher rates than the latter. Foster Youth, students with exceptional needs, and African American students were all suspended at rates far above the overall and for non Low-Income.
 Student educational partners noted that student emotional supports were important, as did family, teacher educational partners. In response to their suggestions, culture and climate TOSAs and site-based SEL teams to support implementation of best practices in classrooms were added to action 2.2 to reflect the District's increasing commitment to expanding SEL and supports for students and staff. Partners also suggested that students and staff who demonstrate the positive, student- and peer-affirming behaviors that reflect social-emotional growth and development be recognized for their efforts.
 On a positive note, the District's graduation rate and the results of student surveys indicate that this action is having success in addressing those metrics. The FUSD grad rate continues to be among the highest in Fresno County at 96.0%. Rates for all student groups increased, with rates for Low-Income students and English Learners are within one percentage point of that standard. English Learner grad rates increased by 9.8% from the prior year, and students with exceptional needs increased by 13.9%. The District still maintains expectations of raising the overall and group rates to 98.8% or above. We were very pleased to see that the social-emotional supports and positive behavior system put in place seem to be having a positive impact, as the percentage of students who responded to the survey prompt that they feel safe at school increased from 47.9% in 2022, to 80.4% in 2023. The percentage of respondents who agreed that they feel connected to their school rose from 50.3% to 77.6%.

The actions, or aspect(s) of the actions, based on these considerations:
 The District will create school environments that welcome and support all of our students with particular focus on English learners, Foster Youth, and Low-Income student populations by hiring and/or retaining intervention and support staff, including Student Support Specialists to provide behavior intervention and support, primarily based on their identified needs, their parents, and the staff who work with them; increasing social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning, including culture and climate teachers on special assignment, and site-based SEL teams to support implementation of best practices in classrooms; recognition of students and staff who demonstrate the positive, student- and peer-affirming behaviors that reflect social-emotional growth and development; and by providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.

How the action is intended to help achieve an expected measurable outcome of the associated goal:
 Research shows that Social Emotional Learning activities not only improve achievement by an average of 11 percentile points, but it also increase prosocial behaviors (such as kindness, sharing, and empathy), improve student attitudes toward school, and reduce depression and stress among students (Durlak et al., 2011) [https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-

[gullotta]. Our experience as educators confirms that students who experience prosocial behaviors help establish positive relationships, which, in turn, cause students to feel safer and more connected to school. Additionally, students who feel increased school connectedness are less likely to be chronically absent. Increased attendance rates will also have a positive impact on graduation rates, as Low-Income students, English Learners, and Foster Youth need to be in school to increase the likelihood of their graduating.

We expect to see increased connectedness to school, increased feelings of safety, declines in chronic absenteeism, increases in attendance rates, and increases in graduation rates for our Low-Income students, and Foster Youth, including those with exceptional needs, as a result of the programs implemented in this action.

Goal 2, Action 4 --

Needs, Conditions, or Circumstances:
Since the inception of this action, Parent Advisory Committee (PAC) expressed the idea of the District using Parent Square to send out a message to families regarding the importance of attendance in a format that is user-friendly. Members of the District English Learners Advisory Committee (DELAC) expressed similar feelings, that the use of ParentSquare was working well for families and they would like to the see the use of it continue. They stated that teachers were responding to parents faster than ever by using ParentSquare and that communication was much clearer. Members of the Parent Advisory Committee (PAC) provided feedback that echoed DELAC members in that they felt that ParentSquare was a valuable tool. Communication with teachers and school officials is reliable and consistent. PAC members felt that they are now getting more information than in the past and communications are now much quicker.
School administration partners identified the need for additional approaches to address Chronic Absenteeism inequalities added to Action 2.4.
On a positive note, the District's graduation rate and the results of student surveys indicate that this action is having success in addressing those metrics. The FUSD grad rate continues to be among the highest in Fresno County at 96.0%. Rates for all student groups increased, with rates for Low-Income students and English Learners are within one percentage point of that standard. English Learner grad rates increased by 9.8% from the prior year, and students with exceptional needs increased by 13.9%. The District still maintains expectations of raising the overall and group rates to 98.8% or above. We were very pleased to see that the social-emotional supports and positive behavior system put in place seem to be having a positive impact, as the percentage of students who responded to the survey prompt that they feel safe at school increased from 47.9% in 2022, to 80.4% in 2023. The percentage of respondents who agreed that they feel connected to their school rose from 50.3% to 77.6%.

The actions, or aspect(s) of the actions, based on these considerations:
The District is committed to providing behavior support and at-promise intervention programs. Principally intended to support Low-Income students, English Learners, and Foster Youth, including those with exceptional needs, these services will include:
Positive Based Intervention and Support (PBIS)

- Opportunities for Service Learning
- School Attendance and Review Board (SARB)
- The use of Parent Square to allow better communication regarding student attendance.
- The District will use Concentration Grant Add-on funds to hire and train campus supervisors at schools with 55% or greater enrollment of unduplicated students to connect with students in support of mental health and well-being that will help lower Chronic Absenteeism rates for Low-Income, English Learners, and Foster Youth.

- The District will use Concentration Grant add-on funds to hire an employee who will monitor the air quality at all schools with 55% or greater enrollment of unduplicated students to ensure proper ventilation at each school site that will support our Low-Income students', English Learners, and Foster Youth's respiratory health and prevent absences due to air-borne disease.
- School site staffs will regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance.
- Schools will establish local attendance incentive programs.

How the action is intended to help achieve an expected measurable outcome of the associated goal:
A critical component to student success in learning is a positive school climate that engages English Learners, Low-Income students, andFoster Youth in learning. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction. PBIS focuses on preferred behaviors and rewards those, rather than telling students what not to do and focusing on punishments. A 2004 study by Scott and Barrett found that students saved, on average, almost 80 days of instructional time per year following the implementation of a school-wide positive behavior support system. Luiselli, Putnam, Handler, and Feinberg (2002) found that PBIS helped increase reading and math scores, and another study found that classrooms using the system saved up to 20 hours of teaching time per week for students who usually missed class for behavior issues. With the continued implementation of PBIS and the additional supports, we expect students to feel increasingly connected to school and safe there, as well. Connectedness will improve attendance and reduce chronic absenteeism rates.
Service learning is designed to create a culture of strong personal relationships as students interact with each other and the community; beneficial social and communication skills; and important life skills as students learn to plan, contribute to a team effort, resolve conflicts, speak in public, make good decisions, and take responsibility for their efforts. These skills are among those that come about from social-emotional learning, an essential concept within education, that provides a framework through which students acquire the skills required to navigate through school, working life, and beyond. Youth,gov cites evidence on their website that students who participate in service learning "have shown increased attachment to school, engagement, and motivation." They also note that service learning promotes increased school connectedness and promotes social-emotional skills. We know from experience and research that stronger social-emotional skills, coupled with with significant relationships, will result in increased school connectedness. We expect to see increased connectedness to school for our Low-Income students, and Foster Youth, including those with exceptional needs, as a result of the programs implemented in this initiative.
Our SARB model will implement a multi-tiered approach, driven by data, to engage students and families in school. It will include a three-phase program of: 1. Early intervention, in which members recognize their role as the catalyst in supporting and improving student attendance and behavior, with a focus on Tier 1 early interventions is key to de-escalating trends toward chronic absenteeism; 2. Professional development focused on enhancing cultural competencies, elevating social and emotional learning, and recognizing and addressing mental health needs supported by counselors who respond rapidly and positively to mitigate the needs of disengaged students; and 3. Family engagement and school connectedness through the means described in goal 1 and through the use of Parent Square. As a result of implementation, we expect to see decreases in chronic absenteeism and increases in school attendance.
Our parent educational partners have verified the importance as a communication method, particularly for communications regarding attendance. With this continued support, we anticipate that attendance rates will increase and chronic absenteeism rates decline.
Hiring campus supervisors is an additional means to provide Low-Income students, English Learners, and Foster Youth students with significant adult relationships in support of mental health and well-being that will help increase school connectedness. The results we saw in the student surveys are confirmed by a recent Ed Trust article (2021), that "Building and maintaining strong "developmental relationships"

that reconnect students with adults in school buildings will matter more now and in coming months than in previous school years. Without these trusting relationships and connections, educators cannot catch students up." Our experience, and the research cited by Ed Trust, is that strong relationships between students and adults kin campus is one of the most effective ways of building school connectedness. Hiring and training campus supervisors to build relationships with students will result in increased school connectedness.

To help ensure the best conditions for teaching and learning, health must be a top priority. The pandemic has accentuated the link between health and learning, especially among groups in which inequities of access to care exist. Unduplicated students, particularly low-income students, are four times more likely to be absent than others often for reasons beyond their control, including a lack of access to health care. Additionally, absences result in less instructional time and adversely affect student learning. These factors can also contribute to higher suspension rates and behavior problems. Ensuring that HVAC is operating properly, with filters changed on schedule to promote students' respiratory health, will result in better attendance and lower chronic absenteeism for our students.

Regularly reviewing students' attendance data and notifying families of students are on course to be chronically absent, and providing recognition for good attendance is expected to curtail chronic absenteeism.

This action also addresses the District's eligibility for Differentiated Assistance due to very high rates for students with with disabilities.

Goal 2, Action 6 –
Needs, Conditions, or Circumstances:
As listed in the "Identified Needs" section, Chronic Absenteeism rates remain extremely high for Foster Youth (50%), leading to concerns about future school success for those students. Students who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by third grade—which would make them four times more likely to drop out of high school than proficient readers (https://files.eric.ed.gov/fulltext/ED592870.pdf).

Educational partners have recognized and supported the need to provide Foster Youth with social-emotional supports.

The actions, or aspect(s) of the actions, based on these considerations:
It has been our experience that a foster child is often abruptly and even unexpectedly moved from one home to another, landing in a new school with no acquaintances and no system of support. Without individualized attention and help, the lack of connection and the trauma of losing prior relationships can result in withdrawal or frustration, which, in turn, may result in chronic absenteeism. The District will provide transitional services and supports to Foster Youth new to the District in order to affect a more positive transition and address the trauma of severed relationships with the prior family. The trauma of being placed into the foster care system and changes in family and relationships can last far beyond the transitional period and impact their positive relationships that lead to feelings of school connectedness. The District will also provide ongoing social/emotional and academic supports for all our Foster Youth in order to provide a source of positive relationships and increase their feelings of connectedness to school. These supports may include auxiliary school materials (backpacks, binders, etc.), clothing or personal necessities, and/or contracted counseling services.

How the action is intended to help achieve an expected measurable outcome of the associated goal:
The District has included actions in the LCAP targeted toward Foster Youth and homeless students. We anticipate that providing the resource of a Family Liaison at each site to identify and reach out to the families of those students will increase their school connectedness and help improve attendance. The Family Liaisons will work in concert to provide the services that will have a positive impact on decreasing

chronic absenteeism for Foster Youth.

Goal 2, Action 8 --

Needs, Conditions, or Circumstances:
 Student and parent educational partners have indicated that, for low-income students, transportation to and from after school activities is often not possible from family members. The opportunities for these students to participate is impacted by the lack of available, reliable transportation.
 As described in the "Identified Needs" section, chronic absenteeism rates continued to increase from the prior year and the baseline year. Significant inequalities are evident when comparing Low-Income students, English Learners, and Foster Youth to non Low-Income students, who generally have easier and more extensive access to preventative health care.
 Over a two-year span (2021-22 to 2022-2023), the social-emotional supports and positive behavior system put in place seem to be having a positive impact, as the percentage of students who responded to the survey prompt that they feel connected to their school rose from 50.3% to 77.6%. Of those students, 70% were Low-Income students. This positive result suggests to the District that providing the service described below has been effective in attaining its intended results and should be continued.

The actions, or aspect(s) of the actions, based on these considerations:
 The District will provide transportation to and from school to Low-Income students for extra-curricular activities outside of normal school hours.

How the action is intended to help achieve an expected measurable outcome of the associated goal:
 Providing Low-Income students with safe, reliable transportation to and from afterschool activities will increase the participation in afterschool activities of students who might otherwise not be able to do so. Reed concluded in his 2014 study that "extracurricular participation significantly show[s] positive relationships with ACT, GPA, and absences after controlling for gender, race, and lunch status." Results also showed that "academics, attendance, and behavior all were perceived to be positively related to extracurricular participation as well. Survey results showed that behavior was perceived to have the greatest impact as a result of extracurricular participation." [https://aquila.usm.edu/dissertations/368]. Catherine Olson (2008) conducted a study which concluded that the absentee rate was significantly lower for the students who were involved in fine arts activities as compared to those students who didn't participate in any extracurricular activities at all. She also determined that participation in extracurricular activities is reliably related with regularity in attendance. We expect reduced chronic absenteeism rates for our our Low-Income students as a result of implementing this action, as well as increased feelings of school connectedness.

Goal 3: Provide high-quality instruction to increase student achievement and decrease inequalities in academic outcomes for all students.

Goal 3, Action 4 --

Needs, Conditions, or Circumstances:

As described in the "Identified Needs" section of the plan, inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Also clearly seen are the inequalities between English Learners and overall results in both

subject areas. "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

EAP data show that inequalities between Low-Income students and overall results increased from the prior year. Results for English Learners continue to show inequalities in their levels of readiness for college ELA and math courses. Additionally, the inequalities between English Learners and Low-Income students and non Low-Income students are double digit percentages.

Inequalities are also apparent between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus and overall results. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students.

Though the Foster Youth population is too low for academic indicator results to be reported, experience and teacher observations from assessments conducted conducted by site administrators confirm that they tend to experience similar results as those of Low-Income students.

The actions, or aspect(s) of the actions, based on these considerations:

The 2022 CA Dashboard data on the academic indicators for both math and English Language Arts revealed inequalities between student groups that necessitate the need for the District to provide additional interventions in support of student academic growth. The District will retain/hire intervention and support staff to provide intervention and support for English Learners, Foster Youth, and Low-Income students in grades TK–12. The intervention staff will include certificated tutors, District coaches, Guidance Instructional Specialists, instructional aides, SST Coordinators, and intervention teachers. Interventions will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

The data cited above clearly show there are achievement between student groups including English learners, Foster Youth, and Low-Income students in our District. Even after those students have received appropriate interventions, it is possible that "some well-designed and implemented cognitive, social and emotional interventions produce immediate impacts on child and adolescent outcomes. Sharp reductions in subsequent intervention effects are typically observed …" (Bailey, et. al., 2018). Data also show that the impact has been most felt by our low-income students. In order for interventions and supports to sustain effectiveness, the supports must be well-designed, implemented with integrity, and sustained over time. That is the fundamental purpose of the intervention teams created by this action. The Guidance Instructional Specialists will coordinate, facilitate, and monitor the work of the intervention teams at each school site to ensure that students' needs are identified and addressed. SST Coordinators will support the collection of data and identification of needs. District coaches will model strategies and provide guidance to teachers in the implementation of effective intervention instructional strategies. Providing students with ongoing supports from intervention teachers, instructional aides- including a Punjabi speaking aide, and tutors will help sustain the positive outcomes of interventions. Paraprofessionals will work closely with the teachers to provide small group or individual instructional support to accelerate learning in ELA, math, and ELD. Feedback and acceleration in a small group setting is expected to have an effect size on improvement of almost twice (.76) the threshold for gains. Guidance Instructional Specialists and instructional coaches will

assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented.

It is our expectation that, with the implementation of this action, our English learners, Foster Youth, and Low-Income students will show improved outcomes in state and local ELA and math assessments.

Goal 3, Action 5 –

Needs, Conditions, or Circumstances:

The need to continue iReady as a supplemental program for both reading and math was highlighted by the PAC in 2022-23, and a request to continue student access to the program over the summer continues to be implemented. Through surveys, families and students expressed the need for additional extracurricular academic activities, especially in the sciences area. In response, the District provides additional those in the expanded learning program after school.

As described in the "Identified Needs" section of the plan, inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Also clearly seen are the inequalities between English Learners and overall results in both subject areas. "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

EAP data show that inequalities between Low-Income students and overall results increased from the prior year. Results for English Learners continue to show inequalities in their levels of readiness for college ELA and math courses. Additionally, the inequalities between English Learners and Low-Income students and non Low-Income students are double digit percentages.

Inequalities are also apparent between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus and overall results. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students.

Though the Foster Youth population is too low for academic indicator results to be reported, experience and teacher observations confirm that they tend to experience similar results as those of Low-Income students.

The actions, or aspect(s) of the actions, based on these considerations:

The District will use the iReady program, which includes a data analysis system, a student assessment program, a progress monitoring and data collection element, and an intervention program, focused on supporting students including English Learners, Foster Youth, Low-Income students. Students will be provided summer access to the program in order to address learning recovery and acceleration.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

The Curriculum Associates Research team found that "Students who are English Learners (EL), students with disabilities (SWD), and students with socioeconomic disadvantages (SED) using i-Ready Personalized Instruction all saw statistically significantly greater growth than students from the same subgroups who did not have access to the program during the 2017–2018 school year."

We expect that our English Learners, Foster Youth, Low-Income students will show similar growth in ELA and math as demonstrated on the SBAC, local assessments, and EAP results.

Goal 3, Action 6 –
Needs, Conditions, or Circumstances:
 Our Low-Income students and English Learners have limited access to public libraries and extra reading materials outside of school, due to limited available transportation and the cost of traveling to the nearest bookstore and buying books. Many student educational partners expressed appreciation for their school library, where they can find a peaceful, comfortable place.
 As described in the "Identified Needs" section of the plan, inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Also clearly seen are the inequalities between English Learners and overall results in both subject areas. "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.
 EAP data show that inequalities between Low-Income students and overall results increased from the prior year. Results for English Learners continue to show inequalities in their levels of readiness for college ELA and math courses. Additionally, the inequalities between English Learners and Low-Income students and non Low-Income students are double digit percentages.
 Inequalities are also apparent between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus and overall results. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students.
 Though the Foster Youth population is too low for academic indicator results to be reported, experience and teacher observations confirm that they tend to experience similar results as those of Low-Income students.

The actions, or aspect(s) of the actions, based on these considerations:
 The District will work to continuously improve library services to meet the needs of English Learners, Foster Youth, Low-Income students. Improved services will include:

- Purchasing books, materials, and increasing computer/mobile devices that reflect the diversity of our learning community, language acquisition for English Learners, and literacy supports for high needs students,
- Staffing and training of library techs that enables educationally- and culturally- responsive library services.

How the action is intended to help achieve an expected measurable outcome of the associated goal:
 We expect that, in providing culturally-responsive materials in our libraries, and training library staff in culturally-responsive literature, we will

support English Learners, Low-Income and Foster Youth in developing reading skills. Books that reflect the diversity of our student populations will: "bridge the gap between the school and the world of the student; provide positive perspectives on parents and families; demonstrate cultural sensitivity" and support culturally-responsive instruction. Literature relevant to our students' cultures can support increased academic achievement, promote educational equity, and teach all students to understand a wider perspective and appreciate cultural differences within a collaborative community.

Library staff meet four times each year to discuss best practices in guiding students in the selection of materials that are in a reading "zone of proximal development" (ZPD), the readability range within which pupils should read to best develop their reading, while avoiding frustration. They also meet with library staff from FCSS for professional learning to improve their skills and enhance their knowledge of digital literacy. This benefits our Low-Income students, English Learners, and Foster Youth who are struggling with reading by providing support targeted to the students' abilities and selected to improve their reading skills.

The library is also often used by students researching information for class assignments. From surveys and home contacts the District conducted in regarding technology access, we learned that many of our Low-Income families, Foster families, and families of English Learner students conflate cell-phone service with internet access, and have limited experience in identifying appropriate sources of information for research. Having the necessary computer devices and access to technology in our libraries, with staff trained in digital literacy, age-appropriate sites, and accessing culturally-relevant information will be a boon to those students.

With the implementation of this action, we expect that our English Learners, Foster Youth, Low-Income students will show growth in ELA achievement as demonstrated on SBAC assessments and EAP results, percentages of students completing requirements for UC/CSU admission, and local measures.

Goal 3, Action 7 --

Needs, Conditions, or Circumstances:

Increased academic support and explanation, in and out of the classroom, was another request from many of our student educational partners.

As described in the "Identified Needs" section of the plan, inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Also clearly seen are the inequalities between English Learners and overall results in both subject areas. "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

EAP data show that inequalities between Low-Income students and overall results increased from the prior year. Results for English Learners continue to show inequalities in their levels of readiness for college ELA and math courses. Additionally, the inequalities between English Learners and Low-Income students and non Low-Income students are double digit percentages.

Inequalities are also apparent between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus and overall results. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students.

Though the Foster Youth population is too low for academic indicator results to be reported, experience and teacher observations confirm that they tend to experience similar results as those of Low-Income students.

The actions, or aspect(s) of the actions, based on these considerations:

The District will provide a summer extended learning program for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades K-12.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

Across grades K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. Expanded learning time in summer school provides extended time for teachers to work with students on basic literacy and mathematics skills. English learners will receive additional English language development opportunities. Enrichment classes will build background knowledge that is necessary for building vocabulary and increasing reading and writing achievement.

By providing expanded teaching and learning time, including summer school and before- and after-school programs that address English language development, ELA, and math, we expect to accelerate improved academic outcomes for SBAC ELA and math achievement and EAP results, percentages of students completing requirements for UC/CSU admission, and local measures, for our Low-Income students, English Learners, and Foster Youth.

Goal 3, Action 8 --

Needs, Conditions, or Circumstances:

As described in the "Identified Needs" section of the plan, inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Also clearly seen are the inequalities between English Learners and overall results in both subject areas. "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

EAP data show that inequalities between Low-Income students and overall results increased from the prior year. Results for English Learners continue to show inequalities in their levels of readiness for college ELA and math courses. Additionally, the inequalities between English Learners and Low-Income students and non Low-Income students are double digit percentages.

Inequalities are also apparent between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus and overall results. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students.

Though the Foster Youth population is too low for academic indicator results to be reported, experience and teacher observations confirm that they tend to experience similar results as those of Low-Income students.

Increased academic support and explanation, in and out of the classroom, was another request from many of our student educational partners.

The actions, or aspect(s) of the actions, based on these considerations:

The District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs to provide interventions and additional supports for Low-Income students, English Learners, and Foster Youth. These materials may include supplementary materials provided by the publishers of the Board-adopted instructional programs and/or other supplemental materials determined by the site administration and staff as they engage in on-going assessments of the needs of Low-Income students, English Learners, and Foster Youth in academic subject areas.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

Supplemental materials provide instructors a means to fill in identified inequalities within the prescribed instructional materials and can offer additional approaches to motivate students. Complementary supplemental learning materials can also aid instructors in meeting the diverse needs of different learners. Administrators and instructional coaches will assist teachers in determining, by examining research and results, which materials have the greatest potential for positive impacts and how they might be best implemented.

By identifying needs for additional academic supports, purchasing and implementing evidence-based supplemental materials, and providing coordinated supplemental services, materials, and instruction that address English language development, ELA, and math, we expect improved academic outcomes for our English Learners, Foster Youth, Low-Income students, demonstrated by growth in SBAC assessments and EAP results, percentages of students completing requirements for UC/CSU admission, and local measures.

Goal 3, Action 9 –

Needs, Conditions, or Circumstances:

As described in the "Identified Needs" section of the plan, inequalities in percentages of students meeting or exceeding standard are clearly apparent between English Learners and overall results in both ELA and math. "Distance from Standard" results show that inequalities persist in the achievement of English Learners when compared to the overall student achievement. English Learners also experienced greater declines than their peers overall.

EAP results for English Learners continue to show inequalities in their levels of readiness for college ELA and math courses. Additionally, the inequalities between English Learners and Low-Income students and non Low-Income students are double digit percentages.

Inequalities are also apparent between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus and overall results.

While the data cited above demonstrate the need for the District to continue its efforts to diminish inequalities between English Learners and the overall student population, there were some bright spots to suggest this action, in supplement of Action 3.3, is having positive impact and should be continued. English Learner Progress indicator shows that, in the most recent CA School Dashboard results, Fowler Unified English learners are performing at a high level on the English Language Proficiency Assessments for California (ELPAC), with 55.6% of students making progress towards English language proficiency. This is an improvement of over 11 percent since 2019, and we are proud of the hard work our students and teachers have put in to achieve this improvement.

The actions, or aspect(s) of the actions, based on these considerations:

The District will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including redesignated English Learner students who experience academic difficulties. These Reading/Literacy/Technology instructional programs are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities to support the best use of these materials and programs.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

Supplemental materials and supports for English Learners will accelerate language acquisition through the use of evidence-based programs and training in language acquisition strategies. These materials contain highly engaging content and target gaps in vocabulary and writing skills. Paraprofessionals to support small group practice will also aid language acquisition. Feedback and acceleration in a small group setting is expected to have an effect size on improvement of almost twice (.76) the threshold for gains (.40). As noted throughout this section, culturally-responsive practices and a focus on literacy supports will also accelerate language acquisition. We expect that providing support, as needed, to redesignated English Learner students who experience academic difficulties subsequent to reclassification will help those students maintain their gains in English language development.

By providing these supports and services to English Learners, we expect to accelerate improved academic outcomes for SBAC assessments and EAP results, percentage of students completing requirements for UC/CSU admission, and local measures for those students, in addition to increased percentages of English Learners annually achieving "well-developed" levels on the annual summative ELPAC.

Goal 3, Action 10 –
Needs, Conditions, or Circumstances:
 As described in the "Identified Needs" section of the plan, inequalities in percentages of students meeting or exceeding standard are clearly

apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Also clearly seen are the inequalities between English Learners and overall results in both subject areas. "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

 EAP data show that inequalities between Low-Income students and overall results increased from the prior year. Results for English Learners continue to show inequalities in their levels of readiness for college ELA and math courses. Additionally, the inequalities between English Learners and Low-Income students and non Low-Income students are double digit percentages.

 Inequalities are also apparent between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus and overall results. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students.

 Though the Foster Youth population is too low for academic indicator results to be reported, experience and teacher observations confirm that they tend to experience similar results as those of Low-Income students.

The actions, or aspect(s) of the actions, based on these considerations:
 The District will hire and retain properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-12, principally to provide additional support to high needs students.

How the action is intended to help achieve an expected measurable outcome of the associated goal:
 Glass and Smith concluded in their 1979 study of the impact of class size on student achievement that "A clear and strong relationship between class size and achievement has emerged... There is little doubt, that other things being equal, more is learned in smaller classes." [https://tinyurl.com/Class-Size-Study]. Based on research, and in our experience, having smaller class sizes allows teachers and instructional aides to provide extra, more individualized support to students in math to support acceleration is expected to increase learning outcomes for English learners, Foster Youth, and Low-Income students who are struggling. Feedback and acceleration in a small group setting is expected to have an effect size on improvement for those students of almost twice (.76) the threshold for gains.

By providing smaller class sizes in grades 4-12, we expect that our English Learners, Foster Youth, Low-Income students will show increased achievement in ELA and math as demonstrated on SBAC assessments and EAP results, percentages of students completing requirements for UC/CSU admission, and local measures.
Goal 3, Action 12 –

Needs, Conditions, or Circumstances:

Increased academic support and explanation, in and out of the classroom, was another request from many of our student educational partners.

As described in the "Identified Needs" section of the plan, inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Also clearly seen are the inequalities between English Learners and overall results in both

subject areas. "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

EAP data show that inequalities between Low-Income students and overall results increased from the prior year. Results for English Learners continue to show inequalities in their levels of readiness for college ELA and math courses. Additionally, the inequalities between English Learners and Low-Income students and non Low-Income students are double digit percentages.

Inequalities are also apparent between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus and overall results. Low-Income students continue to lag behind the overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students.

Though the Foster Youth population is too low for academic indicator results to be reported, experience and teacher observations confirm that they tend to experience similar results as those of Low-Income students.

The actions, or aspect(s) of the actions, based on these considerations:

The best model for an effective after-school program has a youth development framework rather than a deficit-based or risk-behavior model. Children and teens respond better to positive reinforcement and being told what they can do better than they react to being told what not to do. The after-school program provided by the Fresno County Superintendent of Schools is designed to include enrichment activities, social development, homework help, and interactive learning experiences. The District will contract with FCSS to provide this program. Because the state funding for the program is not sufficient to meet the requests by high needs students for after school enrollment the District will fund additional slots prioritized for Low-Income students, English Learners, and Foster Youth in need of academic supports.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

Across grades K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. One theme of the 2023 responses from student educational partners, 70% of whom are Low-Income students, was an appreciation for the many activities are provided as part of the expanded learning program. Fowler Unified believes that these results point to our students experiencing an increase in positive academic motivation.

Fowler USD expects that participation by Low-Income students, English Learners, and Foster Youth in the program will result in improved performance on SBAC assessments and EAP results, percentages of students completing requirements for UC/CSU admission, and local measures, including iReady assessments.

Goal 3, Action 13 --
Needs, Conditions, or Circumstances:

As described in the "Identified Needs" section of the plan, inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Also clearly seen are the inequalities between English Learners and overall results in both subject areas. "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

EAP data show that inequalities between Low-Income students and overall results increased from the prior year. Results for English Learners continue to show inequalities in their levels of readiness for college ELA and math courses. Additionally, the inequalities between English Learners and Low-Income students and non Low-Income students are double digit percentages.

Inequalities are also apparent between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus and overall results. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students.

Though the Foster Youth population is too low for academic indicator results to be reported, experience and teacher observations confirm that they tend to experience similar results as those of Low-Income students.

Issues accessing technology at home remain problematic for many Low-Income and English Learner families, especially those in more rural locales. Many of our low-income and families of English Learner students conflate cell-phone service with internet access. A lack of computers in their homes limits their child's ability to complete assignments there, since they cannot access online dictionaries, encyclopedias, or other resources, placing those students at a disadvantage and promoting continued learning loss. A 2020 MIT News article stated that "Disparities in access to information and communication technologies can exacerbate existing educational inequalities. Students without access at school or at home may struggle to complete web-based assignments and may have a hard time developing digital literacy skills."

The actions, or aspect(s) of the actions, based on these considerations:
The District will provide computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs that increases access for English learners, Foster Youth, and Low-Income students, and provides them home access to computers and internet.

How the action is intended to help achieve an expected measurable outcome of the associated goal:
"Incorporating the use of several technological applications allows for students to participate in higher-order thinking, enhance communication, engage in collaborative problem-solving activities and discussions, critically reflect on content and expand digital competencies (Schindler et al., 2017). Studies have compared differences in academic achievement between students who have been taught with technological enhancement (i.e. lecture recordings and podcasts) and those who been taught without it. The results demonstrated that students who learned academic content in the technology enhanced classroom outperformed those who learned the content without technology (Carle, Jaffee & Miller, 2009)" [https://techandcurriculum.pressbooks.com/chapter/engagement-and-success].
"Numerous studies have supported the idea that overall student motivation and engagement in learning is enhanced by the implementation of instructional technology (Mo, 2011)" and we believe that increased engagement will also support improved academic results.

Because of the limited access described above, and our students' increasing dependence on technology and connectivity to access learning, the District is committed to removing any technology barriers. Additional staff will ensure that Chromebook and system repairs and

connectivity or software issues are addressed right away so students don't go without a Chromebook for a period of time. Additional supplies/materials/Chromebooks on hand to repair or trade out will ensure that our Low-Income students, English Learners, and Foster Youth have devices to continue learning in class and from home. Having increased access to devices at school and home is expected to result in improved performance on SBAC assessments and EAP results, percentages of students completing requirements for UC/CSU admission, and local measures, including Illuminate assessments.

Goal 3, Action 15 --

Needs, Conditions, or Circumstances:

As described in the "Identified Needs" section of the plan, inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Also clearly seen are the inequalities between English Learners and overall results in both subject areas. "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

EAP data show that inequalities between Low-Income students and overall results increased from the prior year. Results for English Learners continue to show inequalities in their levels of readiness for college ELA and math courses. Additionally, the inequalities between English Learners and Low-Income students and non Low-Income students are double digit percentages.

Inequalities are also apparent between English Learners' rate of completion of the requirements for admission to a U.C. or C.S.U. campus and overall results. Low-Income students continue to lag behind the Overall rate. Significant inequalities are also seen between Low-Income students and English Learners when compared to results for non Low-Income students.

Though the Foster Youth population is too low for academic indicator results to be reported, experience and teacher observations confirm that they tend to experience similar results as those of Low-Income students.

Over half (60%) of the teachers responding to the 2023 survey indicated a need for "support for teachers on the standards they have not yet mastered during the prior school year."

The actions, or aspect(s) of the actions, based on these considerations:

District instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions, and enhances the available strategies that teachers have to promote learning for Low-Income students, English Learners, and Foster Youth, including students with exceptional needs, in order to support academic gains and to decrease inequalities in academic outcomes on state and local assessments by designing lessons that are social-economically and culturally sensitive, and by providing differentiated instruction. Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Professional Learning Communities (PLCs) will enhance instructional skills through focusing on using data to drive instruction during weekly Advancing Academic Achievement days (AAA). Guiding Coalitions (site-based teams of teachers who support the overall work of departmentalized PLCs), teams of administrators, teachers, and instructional coaches, will regularly meet at all school sites across the District to use current data to assess the immediate instructional needs of Low-

Income students, English Learners, and Foster Youth, including students with exceptional needs. Additionally, a P.E. teacher for grades 3-5 will allow for teacher teams to meet collaboratively to review data and plan supports for low-income and English learner students.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

Professional learning activities that have been identified through survey input and that are evidence based, followed by peer coaching and collaboration, will be essential in enhancing our teachers' self-efficacy, an educator's belief in his or her ability to impact student learning that is one of the most powerful determiners of student success (Hattie, 2008). The District will provide professional development and support that builds each teacher's self-efficacy. We are confident that enhancing the self-efficacy of individual teachers will also build team effectiveness, enabling enhanced data analysis, more confident and responsive lesson planning, and increasingly engaging instructional delivery that will result in improved outcomes for students in all of the metrics associated with this goal.

Implementation of these professional development activities is expected to result in improved performance on SBAC assessments and EAP results, percentages of students completing requirements for UC/CSU admission, and local measures, including Illuminate assessments.

Most of these actions and services are being performed on a schoolwide or districtwide basis in order to increase the positive impacts of these actions and services for our Low-Income students, English Learners, and Foster Youth. This means of delivering services and use of resources is believed to be the best way of engaging those students in ways that avoid tracking or forced segregation into a "class Structure." C. T. Vang found in a 2005 study, that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing most services districtwide, we will be able to decrease inequalities in academic outcomes and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture. The exceptions are Action 2.6, which is limited to Foster Youth, and Action 3.9, which is specifically for English Learners.

Funded by Expanded Learning Opportunity Grant funds this year, the District will also provide a summer extended learning program for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades TK-12. Across grades TK–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs," [Kidron and Lindsay, 2014]. The expenditures for these actions will not be considered "contributing" to the District meeting its mandatory percentage of increased/improved services, but these supports are directed towards addressing the needs of our high-risk populations who have been disproportionately adversely affected – academically, emotionally, and physically -- by the pandemic.

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

The Fowler Unified School District provides a basic instructional program designed to provide learning opportunities for all students. However, the District's budget of $35,578,372 in LCFF base funding constrains the services the District is able to provide. After examining the needs of our English learners, foster youth, and low-income students, the District uses its LCFF supplemental and concentration (S/C) funds of $8,999,911 and other resources to provide the additional actions and services as described above. For example, in order to increase graduation rates, and improve academic outcomes for our high-needs students, the District has used S/C funds to hire properly credentialed teachers and provide clean, safe spaces for the purpose of reducing class sizes as needed for grades 4-12.

Most increased/improved services are LEA-Wide initiatives aimed at increasing success for all students by using strategies principally directed to improve the educational outcomes of English Learners, Foster Youth, and Low-Income students. The exceptions are Action 2.6, which is limited to Foster Youth, and Action 3.9, which is specifically for English Learners. These actions and services would not be provided or increased and/or improved to the degree to which they are available to those groups of students without the availability of the S/C funds.

While all students may receive some of the services, the actions/services described in this section are principally directed at increasing or improving services and outcomes for English learners, foster youth, and low-income students. We believe no action provides a disproportionate increase or improvement in services for the students not included in the English Learner, Foster Youth, and Low-Income student groups.

The percentage of all increased/improved services for English learners, foster youth, and low-income students is 51.84%, exceeding the 33.92% noted at the top of this section.

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

Each school site in Fowler USD has a population of Foster Youth, English Learners, and Low-Income students that comprises greater than 55% of its total population. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at each school. Determination for how these funds were utilized was based on a comprehensive assessment to determine needs. These actions are outlined in the Goals and Actions sections of the LCAP as follows:

The District will use Concentration Grant Add-on funds to maintain and hire campus supervisors at schools with 55% or greater enrollment of unduplicated students to connect with students in support of mental health and well-being (Action 2.4).
The District will use Concentration Grant add-on funds to maintain an employee to will monitor the air quality at all schools with 55% or greater enrollment of unduplicated students to ensure proper ventilation at each school site that will support students' respiratory health (Action 2.4).

The District will use Concentration Grant add-on funds to maintain and increase instructional aide FTE to support student learning at schools with 55% or more of unduplicated students (Action 3.4).
The District will also use Concentration Grant add-on funds to maintain Certificated Tutors FTE and add intervention teachers to support student learning at schools with 55% or more of unduplicated students (Action 3.4).

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$20,022,317.00	$9,803,470.00	$181,608.00	$1,434,585.00	$31,441,980.00	$12,306,285.00	$19,135,695.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Improve Communication to District Educational Partners	All	$33,000.00				$33,000.00
1	1.2	Increase Community Outreach and Family Engagement	All	$10,000.00				$10,000.00
1	1.3	Address the Needs of Our Learning Community	English Learners Foster Youth Low Income	$443,058.00			$1,635.00	$444,693.00
1	1.4	Partner-Informed Decision Making	English Learners Foster Youth Low Income	$158,416.00			$23,900.00	$182,316.00
2	2.1	Access to Services	English Learners Foster Youth Low Income	$506,422.00				$506,422.00
2	2.2	Social and Emotional Learning and Supports	English Learners Foster Youth Low Income	$1,967,476.00	$400,000.00			$2,367,476.00
2	2.3	Meeting the Needs of Homeless Students	Homeless Students All				$500.00	$500.00
2	2.4	Student Behavior and Attendance Supports	English Learners Foster Youth Low Income	$1,181,306.00				$1,181,306.00
2	2.5	Speech Services	Students with Disabilities		$143,176.00			$143,176.00
2	2.6	Foster Youth Supports	Foster Youth	$1,000.00				$1,000.00
2	2.7	Facilities	All	$375,477.00				$375,477.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	Additional Transportation	Low Income	$120,585.00				$120,585.00
3	3.1	Qualified Teachers	All	$3,575,046.00	$7,818,988.00			$11,394,034.00
3	3.2	Standards-Aligned Curriculum	All		$218,000.00			$218,000.00
3	3.3	English Language Acquisition	English Learners All	$15,000.00				$15,000.00
3	3.4	Intervention and Support Staff	English Learners Foster Youth Low Income	$4,039,539.00			$864,652.00	$4,904,191.00
3	3.5	Supplemental Learning Program	English Learners Foster Youth Low Income	$143,000.00				$143,000.00
3	3.6	Library Support Services	English Learners Foster Youth Low Income	$538,131.00				$538,131.00
3	3.7	Summer School	English Learners Foster Youth Low Income	$35,000.00			$236,106.00	$271,106.00
3	3.8	Supplemental/Intervention Materials	English Learners Foster Youth Low Income	$341,300.00			$107,792.00	$449,092.00
3	3.9	English Learner Supports	English Learners	$35,000.00				$35,000.00
3	3.10	Reducing Class Sizes	English Learners Foster Youth Low Income	$3,020,119.00				$3,020,119.00
3	3.11	Early Education Support	All				$200,000.00	$200,000.00
3	3.12	After School Program	English Learners Foster Youth Low Income		$712,450.00			$712,450.00
3	3.13	Technology Implementation	English Learners Foster Youth Low Income	$574,624.00				$574,624.00
3	3.14	CTE/ROP	All		$444,356.00	$181,608.00		$625,964.00
3	3.15	Professional Development	English Learners Foster Youth Low Income	$647,774.00	$66,500.00			$714,274.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	**3.16**	Access to a Broad Course of Study	All	$630,974.00				$630,974.00
3	**3.17**	Services for Students with Exceptional Needs	Students with Disabilities	$1,630,070.00				$1,630,070.00

2023-24 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
26,529,240	8,999,911	33.92%	17.92%	51.84%	$13,752,750.00	0.00%	51.84 %	**Total:**	$13,752,750.00
								LEA-wide Total:	$13,716,750.00
								Limited Total:	$36,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Address the Needs of Our Learning Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$443,058.00	0
1	**1.4**	Partner-Informed Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,416.00	0
2	**2.1**	Access to Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$506,422.00	0
2	**2.2**	Social and Emotional Learning and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,967,476.00	0
2	**2.4**	Student Behavior and Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,181,306.00	0
2	**2.6**	Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$1,000.00	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 (%)
2	2.8	Additional Transportation	Yes	LEA-wide	Low Income	All Schools	$120,585.00	0
3	3.4	Intervention and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,039,539.00	0
3	3.5	Supplemental Learning Program	Yes	LEA-wide	English Learners Foster Youth Low Income	K-8	$143,000.00	0
3	3.6	Library Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$538,131.00	0
3	3.7	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	0
3	3.8	Supplemental/Intervention Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$341,300.00	0
3	3.9	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$35,000.00	0
3	3.10	Reducing Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: FHS, SMS, Fremont, Malaga 4-12	$3,020,119.00	0
3	3.12	After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0
3	3.13	Technology Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$574,624.00	0
3	3.15	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$647,774.00	0

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$22,189,328.00	$21,993,347.00

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	Improve Communication to District Educational Partners	No	$25,400.00	19,407
1	1.2	Increase Community Outreach and Family Engagement	No	$22,900.00	4,841
1	1.3	Address the Needs of Our Learning Community	Yes	$277,676.00	340,500
1	1.4	Partner-Informed Decision Making	Yes	$35,000.00	11,850
2	2.1	Access to Services	Yes	$316,966.00	419,000
2	2.2	Social and Emotional Learning and Supports	Yes	$955,388.00	984,790
2	2.3	Meeting the Needs of Homeless Students	No	$2,000.00	2,000
2	2.4	Student Behavior and Attendance Supports	Yes	$587,274.00	242,609
2	2.5	Speech Services	No	$186,350.00	130,033
2	2.6	Foster Youth Supports	Yes	$2,000.00	1,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Facilities	No	$850,000.00	959,409
2	2.8	Additional Transportation	Yes	$140,000.00	171,455
3	3.1	Qualified Teachers	No	$9,213,307.00	10,806,600
3	3.2	Standards-Aligned Curriculum	No	$157,000.00	158,189
3	3.3	English Language Acquisition	No	$27,688.00	11,400
3	3.4	Intervention and Support Staff	Yes	$3,297,460.00	2,042,121
3	3.5	Supplemental Learning Program	Yes	$155,000.00	68,000
3	3.6	Library Support Services	Yes	$251,427.00	255,830
3	3.7	Summer School		$258,498.00	352,275
3	3.8	Supplemental/Intervention Materials	Yes	$155,375.00	193,100
3	3.9	English Learner Supports	Yes	$52,320.00	44,003
3	3.10	Reducing Class Sizes	Yes	$2,068,333.00	1,730,800
3	3.11	Early Education Support	No	$120,000.00	85,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.12	After School Program	Yes	$320,000.00	488,200
3	3.13	Technology Implementation	Yes	$466,472.00	327,200
3	3.14	CTE/ROP	No	$1,269,964.00	1,296,560
3	3.15	Professional Development	Yes	$487,920.00	375,938
3	3.16	Access to a Broad Course of Study	No	$487,610.00	471,237

2022-23 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)
8,210,848	$8,857,124.00	$5,663,284.00	$3,193,840.00	0.00%	0.00%	0.00%

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	1.3	Address the Needs of Our Learning Community	Yes	$277,676.00	340,500	0	0
1	1.4	Partner-Informed Decision Making	Yes	$20,000.00	6,000	0	0
2	2.1	Access to Services	Yes	$122,966.00	419,000	0	0
2	2.2	Social and Emotional Learning and Supports	Yes	$860,388.00	587,490	0	0
2	2.4	Student Behavior and Attendance Supports	Yes	$587,274.00	242,609	0	0
2	2.6	Foster Youth Supports	Yes	$2,000.00	1,000	0	0
2	2.8	Additional Transportation	Yes	$140,000.00	171,455	0	0
3	3.4	Intervention and Support Staff	Yes	$3,143,604.00	1,269,000	0	0
3	3.5	Supplemental Learning Program	Yes	$155,000.00	68,000	0	0
3	3.6	Library Support Services	Yes	$251,427.00	255,830	0	0
3	3.8	Supplemental/Intervention Materials	Yes	$128,744.00	25,900	0	0
3	3.9	English Learner Supports	Yes	$52,320.00	5,700	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.10	Reducing Class Sizes	Yes	$2,068,333.00	1,730,800	0	0
3	3.12	After School Program	Yes	$160,000.00	0	0	0
3	3.13	Technology Implementation	Yes	$466,472.00	327,200	0	0
3	3.15	Professional Development	Yes	$420,920.00	212,800	0	0

2022-23 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)
25,306,591	8,210,848	7.85	40.30%	$5,663,284.00	0.00%	22.38%	$4,534,131.39	17.92%

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 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]).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

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

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which 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 Service 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 the LEA estimates it will actually receive based on of 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%).

    o 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **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)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - 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 + 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)

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

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