

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fowler Unified

CDS Code: 10621580000000

School Year: 2021-22

LEA contact information:

Tamara Sebilian

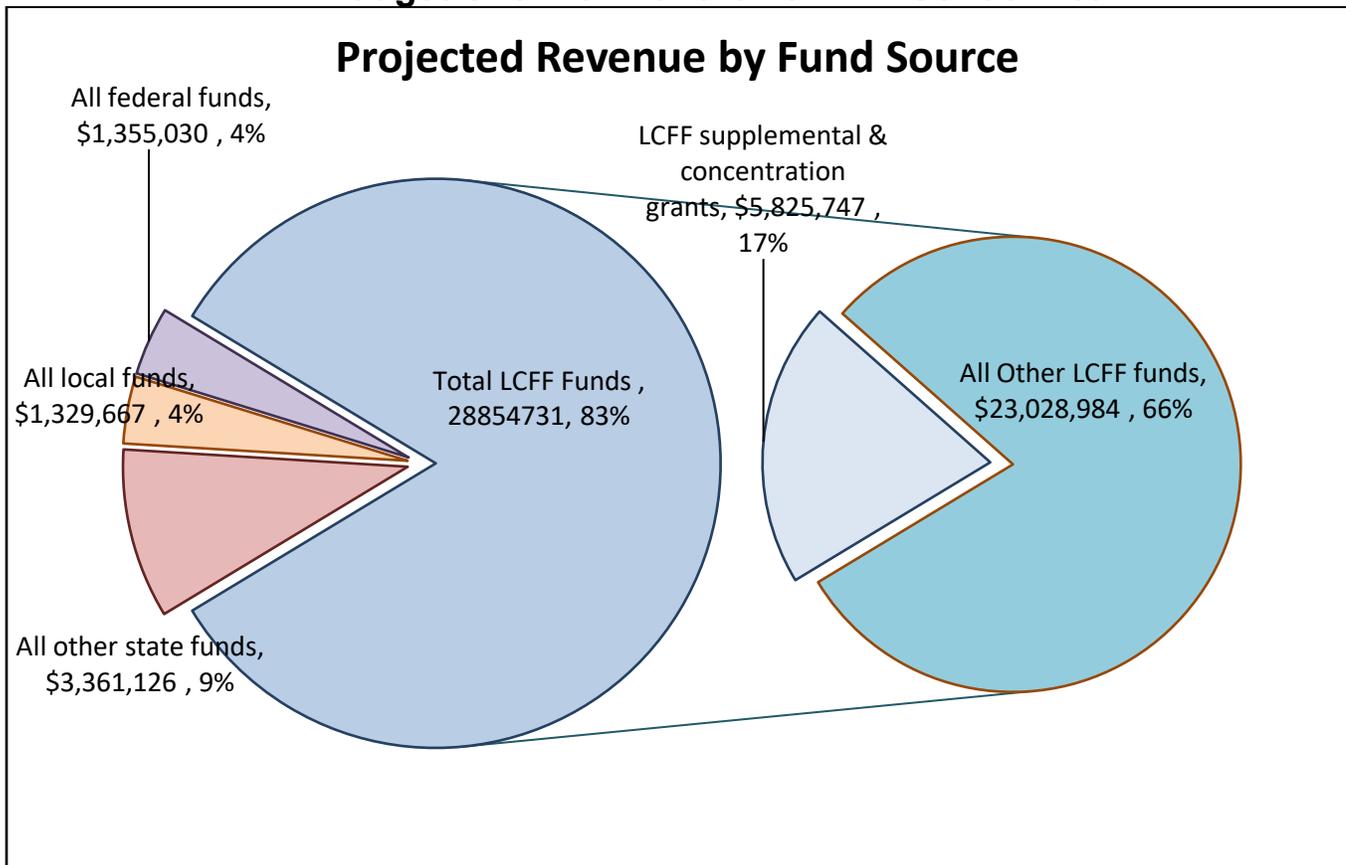
Director of Educational Services

tamara.sebilian@fowler.k12.ca.us

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 2021-22 School Year

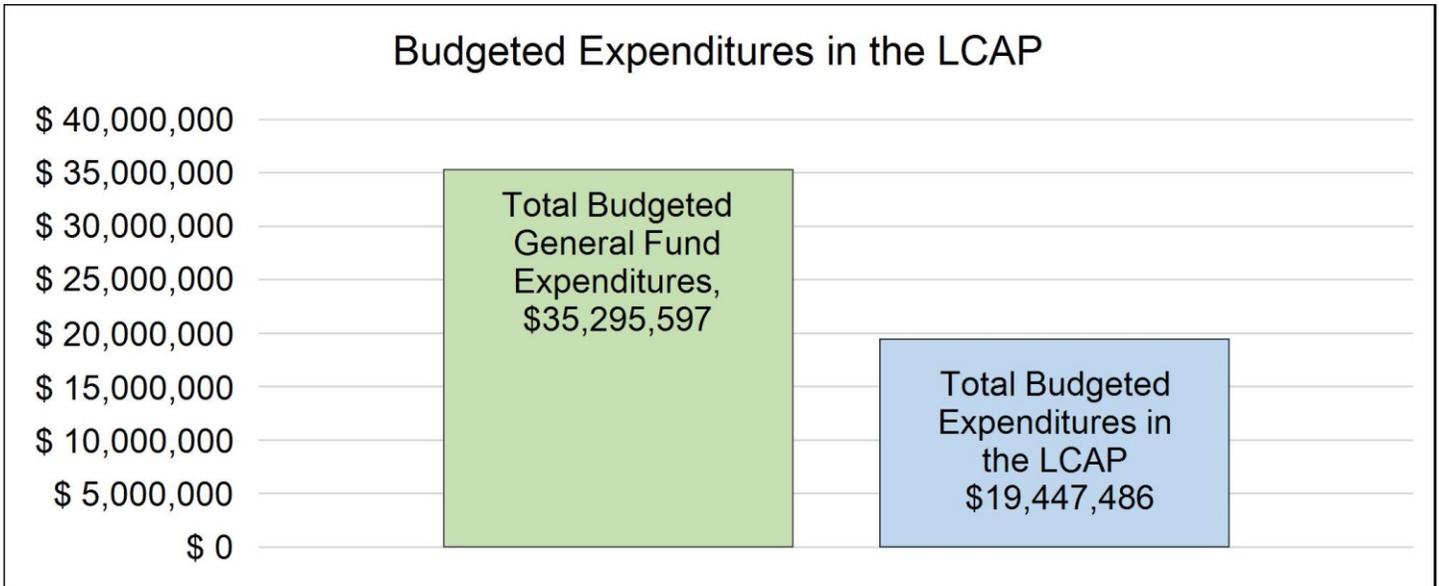


This chart shows the total general purpose revenue Fowler Unified expects to receive in the coming year from all sources.

The total revenue projected for Fowler Unified is \$34,900,554, of which \$28,854,731 is Local Control Funding Formula (LCFF), \$3,361,126 is other state funds, \$1,329,667 is local funds, and \$1,355,030 is federal funds. Of the \$28,854,731 in LCFF Funds, \$5,825,747 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Fowler Unified plans to spend \$35,295,597 for the 2021-22 school year. Of that amount, \$19,447,486 is tied to actions/services in the LCAP and \$15,848,111 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

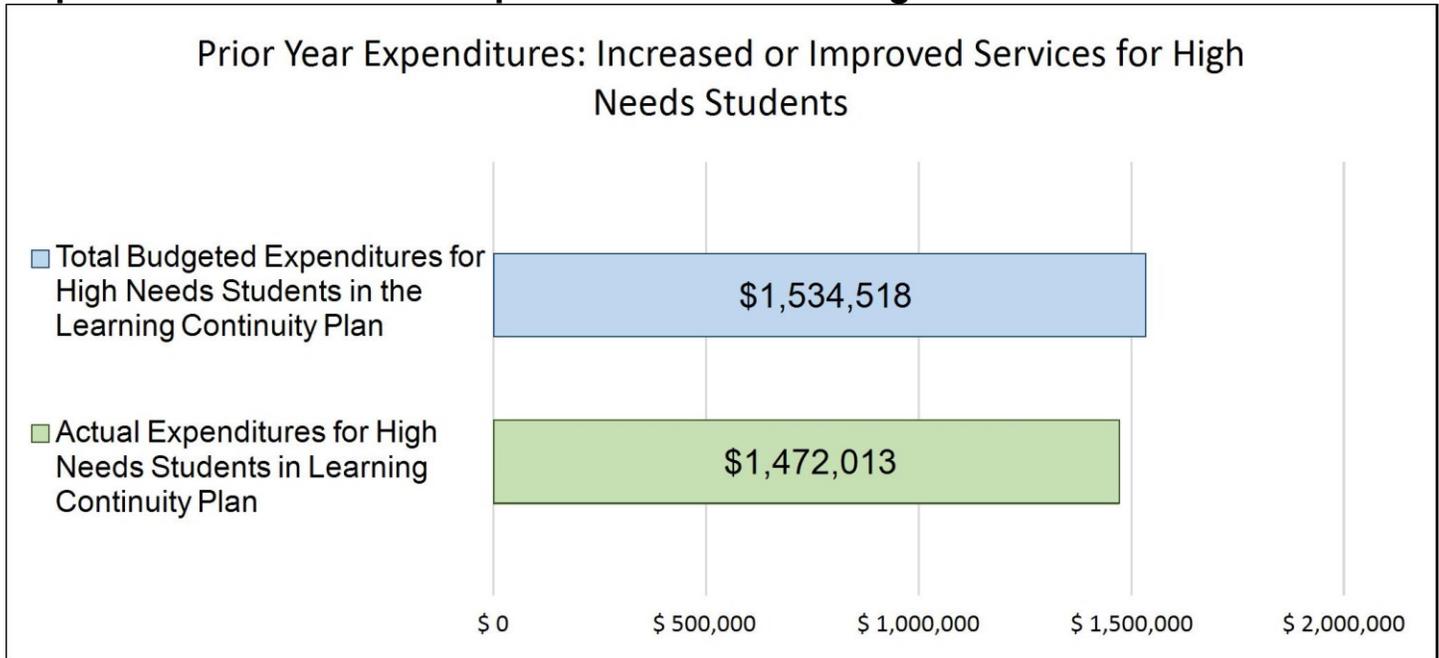
General fund expenditures not included in the Local Control and Accountability Plan (LCAP) includes general operating expenses that are basic services provided by the district such as costs of base programs, general cost for overhead, costs and contributions to programs not associated with LCAP goals 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 2021-22 School Year

In 2021-22, Fowler Unified is projecting it will receive \$5,825,747 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 \$7,522,520 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 2020-21



This chart compares what Fowler Unified budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what 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.

In 2020-21, Fowler Unified's Learning Continuity Plan budgeted \$1,534,518 for planned actions to increase or improve services for high needs students. Fowler Unified actually spent \$1,472,013 for actions to increase or improve services for high needs students in 2020-21.

The difference in budgeted and actual expenditures is \$62,505, or about 4%. The difference is due to the time the District staff and our students were in strict distance learning. Because students were not in-person, there was a slight decrease in the increased/improved services we were able to implement. While we did make an effort to provide extra supports once students were able to return to campuses, we were not able to realize the entire difference, or the 4% of unexpended funds.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Fowler Unified	Tamara Sebilian Director of Educational Services	tamara.sebilian@fowler.k12.ca.us 5598346080

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

Goal 1

Increase Academic Achievement of All Students

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator State Standardized Assessments as measured by ELA CAASPP scores Distance from Level 3</p> <p>19-20 All Students: +3.3 points to 4 Above Standard* EL: +6.5 points to 18.5 Below SED: +4.8 points to 5 Below Hisp: +4.5 points to 5 Below SWD: +9.9 points to 49 Below White: +3 points to 41.1 Above Asian: +3 points to 48.2 Above</p> <p>*(in 2018, the State Board of Education (SBE) changed “level 3” to “standard.”)</p> <p>Baseline 18.8 Below Level 3</p> <p>Metric/Indicator State Standardized Assessments as measured by MATH CAASPP scores Distance from Level 3</p>	<p>State Standardized Assessments as measured by ELA CAASPP scores Distance from Level 3</p> <p>All Students: -1.2 points to 0.6 points below standard EL: +3.6 points to 22.7 points below SED: +1.5 points to 8.5 points below Hisp: +0.1 points to 9.4 points below SWD: +10.7 points to 58.6 points below White: -5.1 points to 31.2 points above Asian: -3.3 points to 41.9 points above</p> <p>[December 2019 CA Dashboard Data]</p> <p>State Standardized Assessments as measured by MATH CAASPP scores Distance from Level 3</p>

Expected	Actual
<p>19-20 All Students: +10.5 points to 36 Below Standard* EL: +10.5 points to 55.5 Below SED: +9.9 points to 46 Below Hisp: +9.6 points to 49 Below SWD: +13.3 points to 95 Below White: +3.2 points to 2 Below Asian: +3 points to 15.2 Above</p> <p>*(in 2018, the State Board of Education (SBE) changed “level 3” to “standard.”)</p> <p>Baseline 47.6 Below Level 3</p> <p>Metric/Indicator A-G: % pupils with successful course completion</p> <p>19-20 Discontinued because original baseline was discovered to be incorrect, adjusted and moved to new line (see explanation in Analysis Section)</p> <p>Baseline 43.4%</p>	<p>All Students: +8.8 points to 37.9 points below standard EL: +13 points to 54.1 points below SED: +8.7 points to 47.4 points below Hisp: +8.1 points to 50.5 points below SWD: +22.3 points to 97.9 points below White: +20.9 points to 13.6 points above Asian: +5 points to 17.2 points above</p> <p>[December 2019 CA Dashboard Data]</p> <p>This was discontinued.</p>
<p>Metric/Indicator CTE Sequence of Study is % of students with two courses in the same pathway</p> <p>19-20 34%</p> <p>Baseline 28.76%</p>	<p>CTE Sequence of Study is % of students with two courses in the same pathway</p> <p>All students~ 63.1% Hispanic~ 58.0% Asian~ 76.9% White~ 61.5% SED~ 65.2% EL~ 16.7% SWD~ 53.8%</p> <p>[2019-20 CALPADS EOY Reports 3.14 and 3.15]</p>

Expected	Actual																												
<p>Metric/Indicator AP: Pupils Scoring 3 or higher</p> <p>19-20 Discontinued because original baseline was discovered to be incorrect, adjusted and moved to new line (see explanation in Analysis Section)</p> <p>Baseline 3.68%</p> <p>Metric/Indicator EAP: % pupils scoring "ready" or higher ELA</p> <p>19-20</p> <table data-bbox="96 690 535 941"> <tr><td>All Students:</td><td>33%</td></tr> <tr><td>EL:</td><td>2%</td></tr> <tr><td>SED:</td><td>30%</td></tr> <tr><td>Hisp:</td><td>27%</td></tr> <tr><td>SWD:</td><td>**</td></tr> <tr><td>White:</td><td>40%</td></tr> <tr><td>Asian:</td><td>64%</td></tr> </table> <p>** less than 11 students, so results not reported</p> <p>Baseline 25.2%</p>	All Students:	33%	EL:	2%	SED:	30%	Hisp:	27%	SWD:	**	White:	40%	Asian:	64%	<p>This was discontinued.</p> <p>Early Assessment Program: % pupils scoring "ready" or higher ELA</p> <table data-bbox="1052 665 1323 917"> <tr><td>All Students:</td><td>20%</td></tr> <tr><td>EL:</td><td>0%</td></tr> <tr><td>SED:</td><td>18%</td></tr> <tr><td>Hisp:</td><td>17%</td></tr> <tr><td>SWD:</td><td>0%</td></tr> <tr><td>White:</td><td>42%</td></tr> <tr><td>Asian:</td><td>23%</td></tr> </table> <p>[2019 CAASPP Reports]</p>	All Students:	20%	EL:	0%	SED:	18%	Hisp:	17%	SWD:	0%	White:	42%	Asian:	23%
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<p>Metric/Indicator EAP: % pupils scoring "ready" or higher MATH</p> <p>19-20</p> <table data-bbox="96 1282 535 1495"> <tr><td>All Students:</td><td>6%</td></tr> <tr><td>EL:</td><td>2%</td></tr> <tr><td>SED:</td><td>5%</td></tr> <tr><td>Hisp:</td><td>2%</td></tr> <tr><td>SWD:</td><td>**</td></tr> <tr><td>White:</td><td>13%</td></tr> </table>	All Students:	6%	EL:	2%	SED:	5%	Hisp:	2%	SWD:	**	White:	13%	<p>Early Assessment Program: % pupils scoring "ready" or higher MATH</p> <table data-bbox="1052 1258 1470 1477"> <tr><td>All Students:</td><td>5%</td></tr> <tr><td>EL:</td><td>0%</td></tr> <tr><td>SED:</td><td>4%</td></tr> <tr><td>Hisp:</td><td>4%</td></tr> <tr><td>SWD:</td><td>0%</td></tr> <tr><td>White:</td><td>0%</td></tr> </table>	All Students:	5%	EL:	0%	SED:	4%	Hisp:	4%	SWD:	0%	White:	0%				
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SED:	4%																												
Hisp:	4%																												
SWD:	0%																												
White:	0%																												

Expected	Actual
<p>Asian: 24%</p> <p>** less than 11 students, so results not reported</p> <p>Baseline 4.4%</p>	<p>Asian: 15%</p> <p>[2019 CAASPP Reports]</p>
<p>Metric/Indicator State Standards Implementation as measured by a rating of the State Reflection Tool</p> <p>19-20 5</p> <p>Baseline 2.7</p> <p>Metric/Indicator 100% of students with sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials"</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>State Standards Implementation as measured by a rating of the State Reflection Tool</p> <p>3.8</p> <p>2019-20 Data presented to the FUSD Governing Board, October 23, 2019</p> <p>Standard Met</p> <p>100% of students had access to sufficient core instructional materials as indicated by the September 11, 2019, Board resolution of 'Sufficiency of Instructional Materials'</p>
<p>Metric/Indicator Access to a broad course of study as measured percentage of teacher and/or master schedules</p> <p>19-20 100%, including unduplicated pupils and students with exceptional needs.</p> <p>Baseline 100%</p>	<p>100% of students, including unduplicated pupils and students with exceptional needs, had access to a broad course of study, as measured by percentage of teacher plans and master schedules.</p>

Expected	Actual
<p>Metric/Indicator College and Career Indicator (CCI) as measured by % Prepared</p> <p>19-20 All Students: +2.2 % to 62% EL: + 4.6% to 37% Hisp: +4.4% to 60% SED: +3.9% to 58%</p> <p>(All other student groups too small to be assigned a color category)</p> <p>Baseline 48.6%</p>	<p>College and Career Indicator (CCI) as measured by % Prepared</p> <p>All students~ 61.8% Hispanic~ 58.7% Asian~ 92.3% White~ 69.2% SED~ 59.1% SWD – 15.4% EL – 33.3%</p> <p>(Foster Youth and Homeless results not reported)</p> <p>[2020 School Dashboard Additional Reports]</p>
<p>Metric/Indicator AP: Pupils Scoring 3 or higher</p> <p>19-20 55%</p> <p>Baseline 38.4%</p> <p>Metric/Indicator A-G: % pupils with successful course completion</p> <p>19-20 68%</p> <p>Baseline 42.2%</p>	<p>AP: Pupils Scoring 3 or higher</p> <p>71.95%</p> <p>[AP College Board, 2020]</p> <p>All students~ 57.2% Hispanic~ 55.1% Asian~ 76.9% White~ 69.2% SED~ 51.8% SWD – 15.4% EL – 26.3%</p> <p>(Foster Youth and Homeless results not reported)</p> <p>[DataQuest, 2019-20 Four-Year Adjusted Cohort Graduation Rate]</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide state/locally approved CCSS curriculum for core content subjects to support the CCSS implementation via adoption programs.</p> <p>The district will fully pilot Ready Math in grades K-8.</p>	<p>4000-4999: Books And Supplies Base \$650,000</p>	<p>4000-4999: Books And Supplies Base 247,229</p>
<p>To support academic gains on state and local assessments, the LEA will retain/ hire intervention and support staff to provide intervention and support, principally directed to unduplicated students in grades Preschool - 12, staff, and parents. The intervention and support staff will extend assistance in the areas of content areas, technology, behavior and social/emotional needs.</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$61,281</p> <p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$669,197</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$131,637</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration 146,634</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 155,021</p> <p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration 248,292</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration 106,134</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 106,091</p> <p>4000-4999: Books And Supplies Base 0.00</p>
<p>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.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$14,896,939</p> <p>3000-3999: Employee Benefits Base \$2,855,698</p>	<p>1000-1999: Certificated Personnel Salaries Base 11,148,573</p> <p>3000-3999: Employee Benefits Base 4,046,168</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>To support academic gains on state and local assessments, the LEA will provide summer school intervention, enrichment, and original credit classes, principally directed to unduplicated students in grades TK-12, including related costs and materials and supplies.</p> <p>To support academic gains on state and local assessments, the LEA will use the iReady program which includes a data analysis system, a student assessment program or progress monitoring and data collection, and an intervention program, principally directed to address the needs of unduplicated students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$163,745</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$45,573</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$138,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration 30,332</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 6,132</p> <p>4000-4999: Books And Supplies Supplemental 140,505</p>
<p>To support academic gains on state and local assessments, the LEA will improve and increase library services, principally directed to unduplicated students at all grade levels. Services will include purchasing books, expanding libraries, and increasing computer/mobile devices.</p> <p>To support academic gains on state and local assessments, the LEA will purchase supplemental and intervention materials, including technology based instructional programs and related costs, principally directed to address the needs of unduplicated students.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$130,000</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$25,750</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$88,281</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$263,000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 79,860</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 12,245</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 35,279</p> <p>4000-4999: Books And Supplies Supplemental 8,711</p> <p>4000-4999: Books And Supplies Supplemental/Concentration 145,247</p>
<p>To support academic gains on state and local assessments, the LEA will retain/hire properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-12, principally to meet the needs of unduplicated students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,422,820</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration 811,444</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Supplemental/Concentration \$422,327	3000-3999: Employee Benefits Supplemental/Concentration 348,382
To support academic gains on state and local assessments, the LEA will provide support and services to early education teachers, including materials/supplies and professional development, principally directed to help unduplicated students be better prepared to enter school successfully.	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$259,547 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$151,453 3000-3999: Employee Benefits Supplemental/Concentration \$53,500 4000-4999: Books And Supplies Supplemental/Concentration \$20,000	2000-2999: Classified Personnel Salaries Supplemental/Concentration 100,705 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 0 3000-3999: Employee Benefits Supplemental/Concentration 0 4000-4999: Books And Supplies Supplemental/Concentration 0
To support academic gains on state and local assessments, the LEA will provide an After-School Program principally directed to meeting the needs of unduplicated students.	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$208,000 3000-3999: Employee Benefits Supplemental/Concentration \$42,000 4000-4999: Books And Supplies Supplemental/Concentration \$8,000	2000-2999: Classified Personnel Salaries Supplemental/Concentration 81,479 3000-3999: Employee Benefits Supplemental/Concentration 16,121 4000-4999: Books And Supplies Supplemental/Concentration 29,449 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 33,011 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>To support academic gains on state and local assessments, the LEA will adopt and provide ELD and supplemental and intervention programs and materials, principally directed to unduplicated students to support the CCSS implementation.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$48,900</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$9,780</p>	<p>Supplemental/Concentration 124,363</p> <p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration 0</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 0</p> <p>4000-4999: Books And Supplies Base 48,078</p>
<p>To support academic gains on state and local assessments, the LEA will provide summer school intervention, enrichment, and original credit classes for grades TK-12, and related costs, including a health tech on site.</p> <p>The LEA will improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices.</p>	<p>2000-2999: Classified Personnel Salaries Base \$8,775</p> <p>3000-3999: Employee Benefits Base \$975</p> <p>2000-2999: Classified Personnel Salaries Base \$35,650</p> <p>3000-3999: Employee Benefits Base \$7,100</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration 5,907</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 1,556</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration 19,965</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 8,820</p>

Goal Analysis

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

As a result of the pandemic, some planned expenditures were not spent as expected. In order to support students, families, teachers, and other staff, monies were re-purposed to provide distance learning, access to the curriculum, academic supports, and social / emotional supports:

- On-line curriculum and support
- Chromebooks
- Increased counseling supports

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

Prior to the closing of schools, implementation of the actions under this goal of "Increasing Academic Achievement of All Students" was successful. Prior to the pandemic, implementation was initiated for every action under this goal. The Fall iReady Diagnostic Assessments were administered in English Language Arts and Math across the district in grades K-8. This assessment provided overall results as well as grade level data, showing the students who are on or above grade level, one grade level below, and those who are two or more grade levels below their respective grade. The data from this new program were used throughout the district to determine progress in Math and ELA, and to assist in developing intervention groups.

Implementation of iReady was also successful; tools in the iReady online program were available to staff and students to help support the lessons and instruction in the classroom.

The district successfully provided teachers with ELD and supplemental and intervention programs and materials to support improved outcomes for English Learners. Elementary teachers again participated in ELD training with staff from Tulare County Office of Education (TCOE), with an emphasis on the tasks on the ELPAC test. TCOE staff also led the Fowler High School and Sutter Middle School staff through ELD training.

Staffing was continued at each site to assist with the intervention services students receive. Fowler Unified provided an extensive After School Program and has actively pursued additional grants and other options to support the After School programs – including using District funds to augment the number of slots. At the elementary schools, availability has increased from 240 to 406 slots over the past six years, and Fowler Unified will continue to explore all options to provide after school programs for students and families.

The actions contained in the goal Increase Academic Achievement of All Students led to an increase in student successes. The All Students level of achievement in ELA, 0.6 points below standard, exceeded District expectations for 2019, which was 9.6 points below. Achievement levels for all students and student groups were close to District targets for 2020, indicating that progress has been more rapid than projected. Results were significantly above the baseline of 18.8 points below standard.

The All Students level of achievement in Math, 37.9 points below standard, did not meet District expectations for 2019, which was 30.0 points below. Results were significantly above the baseline of 47.6 points below standard.

The performance of high school juniors on EAP readiness remains a concern to be addressed. While 11th grade students in the 2019 cohort came close to expectations for EAP "readiness" in math, and have increased slightly from the baseline, results remain far short of expectations in ELA.

The overall percentage of students graduating college and career ready has increased significantly over the baseline year, growing from 49% to 62%. The latter was 10% above the 2019 expected outcome. Increases have also been seen for student groups; however, the small size of some of the groups, such as English Learners (n=34), makes the year-to-year results more volatile.

The percentage of students enrolled in a "CTE sequence of study (two or more classes," was 35%, exceeding the district's 2019 goal of 32%. However, an examination of the College and Career Indicator data indicates that there were many students who had completed A-G and some CTE, who would have been deemed "prepared" had they completed the capstone class.

The percentage of students passing AP exams has increased substantially over the baseline percentage, as has the percentage of students completing the requirements for admission to UC/CSU, otherwise known as A-G.

As noted above, A-G and AP metrics were discontinued due to incorrect baseline data being reported when the metrics were originally measured, and the methods for measuring those data determined to be unreliable. Because the LCAP instructions did not allow for baseline data to be changed, the metrics were discontinued and then re-established with correct baseline data and measurement methods.

These data suggest that the actions and services in the goal have been effective in increasing the academic achievement of all students, with room for growth. We anticipate that school closures after the pandemic will require efforts in providing additional supports in ELA and math.

Due to the COVID 19 pandemic, the District was challenged with providing its planned in-person summer school intervention and enrichment programs. Health and safety guidelines did not allow for students to attend in-person courses in the summer of 2020 so the District reduced its summer school offerings to credit recovery and original credit courses for high school students through the online program Edgenuity. This allowed students to take the needed courses from the safety of their homes.

Goal 2

Increase Academic Achievement for English Learners

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator State Standardized Assessment as measured by ELA CAASPP scores Distance from level 3 for ELs</p> <p>19-20 +6.5 points to 18.5 points Below Standard*</p> <p>*(in 2018, the State Board of Education (SBE) changed “level 3” to “standard.”)</p> <p>Baseline 30.6 Below Level 3</p> <p>Metric/Indicator State Standardized Assessment as measured by MATH CAASPP scores Distance from level 3 for ELs</p> <p>19-20 +10.5 to 55.5 points Below Standard</p>	<p>State Standardized Assessment as measured by ELA CAASPP scores Distance from level 3 for ELs</p> <p>Increased +3.6 points to 22.7 points below standard</p> <p>[December 2019 CA Dashboard Data]</p> <p>State Standardized Assessment as measured by MATH CAASPP scores Distance from level 3 for ELs</p> <p>Increased +13 points to 51.4 points below standard</p> <p>[December 2019 CA Dashboard Data]</p>

Expected	Actual
<p>*(in 2018, the State Board of Education (SBE) changed “level 3” to “standard.”)</p> <p>Baseline 53.7 Below Level 3</p> <p>Metric/Indicator EL Reclassification Rate</p> <p>19-20 15%</p> <p>Baseline 10% (16-17)</p>	<p>19.6%</p> <p>[2019-20 DataQuest English Learners Annual Reclassification Rate]</p>
<p>Metric/Indicator EL access State Standards & ELD Standards as measured with State Reflection Tool</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>EL access State Standards & ELD Standards as measured with State Reflection Tool</p> <p>100%</p>
<p>Metric/Indicator EL annual growth percentage as measured by CELDT/ELPAC (one year's growth).</p> <p>19-20 40.5%</p> <p>Baseline 38.99% (N = 193)</p>	<p>EL annual growth percentage as measured by CELDT/ELPAC (one year's growth).</p> <p>44.4%</p> <p>[December 2019 CA Dashboard Data]</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire Secondary ELD Intervention Specialist who will provide targeted English Language Learners (ELs), specifically Long Term English	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Learners (LTELs) and Newcomers with intervention and English Language Development (ELD).	Supplemental/Concentration \$100,800 3000-3999: Employee Benefits Supplemental/Concentration \$20,200	Supplemental/Concentration 103,733 3000-3999: Employee Benefits Supplemental/Concentration 36,029
Continue using programs/tools for tracking progress, specifically for creating Individual Learning Plans for English Learners. Contract with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.	4000-4999: Books And Supplies Supplemental/Concentration \$6,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$25,000	4000-4999: Books And Supplies Supplemental/Concentration \$0 5000-5999: Services And Other Operating Expenditures Other 19,000
English Language Development (ELD) intervention and supplemental materials and Reading/Literacy/Technology instructional programs to increase reading level so as to meet grade level proficiency requirements and related costs. To support academic gains on state and local assessments, the LEA will provide an Academic Coach at each site to provide intervention services principally directed to English Learners.	4000-4999: Books And Supplies Supplemental/Concentration \$9,000 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$64,000 3000-3999: Employee Benefits Supplemental/Concentration \$12,800	4000-4999: Books And Supplies Supplemental/Concentration 2,042 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 376,538 3000-3999: Employee Benefits Supplemental/Concentration 135,128
To support academic gains on state and local assessments, the LEA will provide intervention and support staff at school sites.	1000-1999: Certificated Personnel Salaries Base \$1,110,000	1000-1999: Certificated Personnel Salaries Other 164,412 3000-3999: Employee Benefits Other 33,867
To support academic gains on state and local assessments, the LEA will provide intervention and support in Math and ELA, principally directed to English Learners, via Academic Coaches.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$249,630	1000-1999: Certificated Personnel Salaries Supplemental/Concentration 376,538

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Supplemental/Concentration \$50,937	3000-3999: Employee Benefits Supplemental/Concentration 135,128
To support academic gains on state and local assessments, the LEA will provide intervention and support at the 9-12 level, principally directed to English Learners.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$6,800 3000-3999: Employee Benefits Supplemental/Concentration \$1,400	1000-1999: Certificated Personnel Salaries Supplemental/Concentration 6,072 3000-3999: Employee Benefits Supplemental/Concentration 1,623
To support academic gains on state and local assessments, the LEA will provide instructional aides principally directed to provide intervention and support for English Learners.	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$27,100 3000-3999: Employee Benefits Supplemental/Concentration \$6,200	2000-2999: Classified Personnel Salaries Supplemental/Concentration 60,403 3000-3999: Employee Benefits Supplemental/Concentration 17,770

Goal Analysis

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

As a result of the pandemic, some planned expenditures were not spent as expected. In order to support students, families, teachers, and other staff, monies were re-purposed to provide distance learning, access to the curriculum, academic supports, and social / emotional supports for our unduplicated students. Supplemental online curricula were purchased and additional instructional staff time allotted to provide unduplicated students with access to additional supports. Providing low-income students and families with home access to technology and the internet, and staff support to ensure such access, were major shifts in expenditures.

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

Prior to the closing of schools, implementation of the actions under this goal of "Increase Academic Achievement for English Learners" was successful. Prior to the pandemic, implementation was initiated for every action under this goal. The district continued to make significant investments in personnel, materials, and professional learning opportunities for staff in order to improve outcomes for our English Learner students, including continuing the position of a Secondary ELD Intervention Specialist who provided Long-Term English Learners (LTELs) and Newcomers with intervention and English Language Development (ELD) services.

Each site further refined its plan for diagnostic assessments and use of data to determine intervention strategies for students that were struggling. These services were provided by teachers and certificated tutors. Academic coaches and instructional aides were also provided to each school to support interventions and

English language acquisition. Supplementary materials were purchased to support classroom instruction and additional interventions. The district provided extensive professional learning opportunities in strategies to support best first teaching for English Learners, and English Language Development (ELD). Teachers again participated in ELD training with staff from Tulare County Office of Education (TCOE); with an emphasis on the tasks on the ELPAC test. TCOE staff also, again, led the Fowler High School and Sutter Middle School staff through ELD training as well, focusing on integrating listening and speaking skills.

We are heartened that the most recent state assessment data for English Learners did show significant increases in ELA and math as shown above, 3.6 points and 13 points, respectively. Also, the percentage of English Learners making appropriate progress (one year's growth) has increased 5.5% between the base year and the 2019 ELPAC assessment results.

English Learner students have shown increases in ELA and math performance over the baseline year. However, consistent improvement remains a challenge, as the results have been up-and-down, and the improvement from baseline to 2019 has not been great enough to result in significant progress in closing achievement gaps. The most recent (2019) state assessment results for English Learners at the high school level who met or exceeded standards in ELA and math (7.83% and 5.01%, respectively) show a significant achievement gap in comparison to all students (57.27% and 32.24%). Supports for EL academic success, particularly at the high school, will continue to be an important area to address moving forward.

Additionally, the 2019-20 reclassification rate was above expectation.

The District experienced a challenge with the full implementation of ELD curriculum and instruction experts. Dates that were planned for the spring of 2020 for teachers to work with county office ELD consultants had to be cancelled due to the COVID 19 pandemic so the district did not pay consultants for the cancelled days nor did they pay for substitutes for teacher release time.

The planned action of using programs to track student progress for creating Individual Learning Plans for English Learners was a challenge to meet because staff did not find the program useful. In response to the lack of use, the District discontinued the intended program.

Goal 3

Increase 21st Century Learning

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Meet or exceed current district participation rate for visual and performing arts for grades 6 - 12.</p> <p>19-20 74% FHS 52% Sutter</p> <p>Both including unduplicated pupils and students with exceptional needs.</p> <p>Baseline 71% (16-17) FHS 58% (16-17) Sutter</p> <p>Metric/Indicator Provide % of academic teachers with instructional technology and digital tools.</p> <p>19-20</p>	<p>Percentage of students participating in a visual or performing arts course in 2019-2020</p> <p>FHS: 60.9% of students Sutter: 52.9% of students</p> <p>CALPADS- selected courses, totaled by site, divided by total official enrolled in CBEDS report</p> <p>Provide % of academic teachers with instructional technology and digital tools.</p> <p>100%, including teachers of unduplicated pupils and students with exceptional needs.</p>

Expected	Actual
<p>100%, including unduplicated pupils and students with exceptional needs.</p> <p>Baseline 100%</p> <p>Metric/Indicator Provide % of K - 12 grade students access to instructional technology and digital tools for instructional programs during the instructional day.</p> <p>19-20 100%, including unduplicated pupils and students with exceptional needs.</p> <p>Baseline 100%</p>	<p>Provide % of K - 12 grade students access to instructional technology and digital tools for instructional programs during the instructional day.</p> <p>100%, including unduplicated pupils and students with exceptional needs.</p>
<p>Metric/Indicator Provide % of 6 - 12 grade students access to instructional technology and digital tools for extended learning activities beyond the instructional day.</p> <p>19-20 100%, including unduplicated pupils and students with exceptional needs.</p> <p>Baseline 100%</p> <p>Metric/Indicator Meet or exceed current district participation rate for Career Technical Education/ ROP classes.</p> <p>19-20 60%, including unduplicated pupils and students with exceptional needs.</p> <p>Baseline 88%</p>	<p>Provide % of 6 - 12 grade students access to instructional technology and digital tools for extended learning activities beyond the instructional day.</p> <p>100%, including unduplicated pupils and students with exceptional needs.</p> <p>The high school CTE participation rate was 61.89%. [2019-20 CALPADS]</p>
<p>Metric/Indicator</p>	<p>Meet or exceed current district participation rate for STEM Pathway courses.</p>

Expected	Actual
<p>Meet or exceed current district participation rate for STEM Pathway courses.</p> <p>19-20 25% Sutter, including unduplicated pupils and students with exceptional needs.</p> <p>Baseline 37.8% FHS 10.5% Sutter</p>	<p>Sutter Middle School 24% of our students are taking STEM related courses.</p> <p>STEM Classes Male: 44% Female: 56% EL Students: 0%</p> <p>Coding Male: 67% Female: 33% EL Students: 0%</p> <p>Engineering: Male: 94% Female: 6% EL Students: 2%</p> <p>FHS does not currently offer a STEM pathway.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.	4000-4999: Books And Supplies Base \$250,000	4000-4999: Books And Supplies Supplemental/Concentration 247,501
Retain/Hire personnel to maintain technology devices and infrastructure and related costs.	2000-2999: Classified Personnel Salaries Base \$250,000	2000-2999: Classified Personnel Salaries Base 257,472 3000-3999: Employee Benefits Base 87,304
To support college and career readiness through the increased participation of unduplicated students and students with exceptional needs in CTE/ROP courses, the LEA will retain/hire personnel for coursework in the areas of Career Technical Education/ ROP classes, extra and co-curricular/ visual performing arts, and Science, Technology	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$110,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration 250,905

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Engineering and Mathematics (STEM) classes, and related costs, including materials and supplies.	3000-3999: Employee Benefits Supplemental/Concentration \$22,000	3000-3999: Employee Benefits Supplemental/Concentration 80,843
To support college and career readiness through the increased participation of unduplicated students in CTE/ROP courses, the LEA will retain/hire personnel to maintain technology devices and infrastructure and related costs in order to provide services for unduplicated students.	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$20,000	5000-5999: Services And Other Operating Expenditures Base 22,761

Goal Analysis

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

Due to the pandemic, the District changed its intent for Action 1 under this goal. The original intent had been maintenance of the technology infrastructure and computer replacement. With the closure of schools and assumption of distance learning for the remainder of the 2019-20 school year, the shift was made to provide technology for home use for low-income students. Once we recognized the need for at-home technology for those low-income students who did not have the necessary hardware at home, and limited or no access to tech support, we shifted the focus of the action. We expected that providing home access to technology and the internet, rather than dependence of paper packets of materials, would result in better academic outcomes for those students.

Conducting STEM, ROP, CTE, etc. classes to provide greater college/career options for our unduplicated students, while maintaining safe practices of social distancing and virtual instruction, as possible, were significant challenges. In order to do so, it was necessary to contract for additional staff hours for planning, implementation, and outreach to low-income and English Learner students, more than doubling our expected personnel expenditures.

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

Prior to the closing of schools, the overall implementation of the actions and services to “Increase 21st Century Learning” described in Goal 3 was satisfactory. Prior to the pandemic, implementation was initiated for every action under this goal.

The district continued to provide teachers with ready access to instructional technology and resources for expanding knowledge. The district also increased its commitment to provide and train staff for expanded Career and Technical Education (CTE) opportunities, and increased Science, Technology, Engineering, and Math (STEM) course offerings, including coding.

LCAP survey results showed that 85.6% of parents felt that the district has made significant progress toward increasing 21st century learning while 82.9% of teachers indicated that the district has made significant progress toward the same goal. Academic programs, extra-curricular activities, and access to technology continued to be the services that were highest-ranked by students.

CTE/ROP course enrollment at Fowler High School represented 35% students. At Sutter Middle School, 24% of students participated in STEM courses in 2019-20.

The program enhancements offered to students through additional curricular and extra/co-curricular programs, technology, and CTE/ROP courses are recognized as improving student opportunities with 21st century learning by parents, teachers and students. CTE course completion was a significant contributor

to College and Career readiness; over one-third (36.2%) of graduates who qualified as “prepared” did so through CTE completion. A challenge continues to be the lack of a STEM pathway at Fowler High.

Conducting STEM, ROP, CTE, etc. classes to provide greater college/career options for our unduplicated students, while maintaining safe practices of social distancing and virtual instruction, as possible, were significant challenges.

FHS has identified the need for continued training in certification courses by its teachers, and ongoing professional learning in the area of PBL in order to maintain or increase its Green status in the College and Career Indicator. Fowler High will continue to look to expand pathways and push courses down to the middle school levels as entry level courses.

Metrics will be dropped and the focus will be on the metrics for completion of CTE courses of study. The actions related to this goal that the District will continue will be subsumed under Goal 3.

Goal 4

Increase Parent Involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parental Engagement as measured by Fowler USD LCFF/LCAP survey participation rate.</p> <p>19-20 84%, including parents of unduplicated pupils and parents of students with exceptional needs.</p> <p>Baseline 80%</p>	<p>94.1% of parents who completed an LCAP survey stated they participated in parent engagement opportunities.</p> <p>[ERS LCAP Survey, Spring, 2020]</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>To support gains on state and local assessments through increased parent engagement, the LEA will provide school/district communications and parent involvement opportunities principally directed to the unduplicated student population, and including parents of students with exceptional needs, Preschool – 12.</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$35,000</p> <p>4000-4999: Books And Supplies Base \$8,000</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration 32,957</p> <p>4000-4999: Books And Supplies Supplemental/Concentration 160</p>
<p>We will support gains on state and local assessments -- including entry level early childhood assessments -- by expanding and promoting preschool/ Transitional Kindergarten/ Early learning services and</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$10,000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration 56,238</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
opportunities, principally directed to increasing the participation of parents and community members representing unduplicated students.	4000-4999: Books And Supplies Base \$2,000 3000-3999: Employee Benefits Supplemental/Concentration \$1,500	3000-3999: Employee Benefits Supplemental/Concentration 16,545 4000-4999: Books And Supplies Base 0

Goal Analysis

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

When the pandemic and school closures shut down the ability to host in-person parent engagement events, including face-to-face meetings, the District had to modify its means of assessing school readiness and supporting the transition from preschool to Kindergarten. Fowler USD responded to the safety concerns presented by COVID 19 by holding events and conferences virtually on-line and accessible by phone with parents of incoming students. Also, the District needed to reach out to families of preschoolers who did not continue attendance, virtually. These efforts resulted in the need for significantly more classified support staff time to conduct outreach, provide translation services, help administer assessments online, and support parents in completing forms and registration for school.

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

The district and schools made consistent efforts to implement Goal 4 in a manner that “Increased Parent Engagement.” Prior to the pandemic, implementation was initiated for every action under this goal.

As noted above, the District was successful in providing a myriad of opportunities for participation that ranged from workshops in parenting skills, English language comprehension, digital literacy, and civics and citizenship, to formal committees, to the traditional Fall Parent Conferences and Back-to-School Nights.

Additionally, the district was pleased to and to continue to provide supports for children -- and their parents – transitioning from pre-school to TK to Kindergarten. Actions and services are providing parents with opportunities to learn new skills and interact with their children, the school and other parents all of which contribute to positive feedback and attainment of Goal 4. Parent survey data indicate that parent participation among respondents is at 94.1%. 72.2% of parents rated the district positively in its efforts to increase parent involvement, and 79.5% responded that they feel welcome to participate at their child’s school.

As also described in the actions under this goal, one of the expected outcomes of increased parent participation is improved academic outcomes. Since the inception of this plan, the increases in student achievement detailed under Goals 1 and 2 indicate that those outcomes are improving.

Parent Engagement data in future will be based on the CDE Family Engagement Self-Reflection Instrument.

The onset of COVID 19 in the Spring of 2020 did present challenges that shut down the ability to host in-person parent engagement events including School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, family engagement nights, Open House Nights, and spring parent conferences just to name a few. Fowler USD responded to the safety concerns presented by COVID 19 by holding events virtually on-line and accessible by phone. Some examples of these events included SSC, ELAC, DELAC, virtual graduation ceremony for Fowler High School, virtual promotion ceremony for Sutter Middle School, academic award celebrations, scholarship presentations, and interactive Town Hall meetings where parents could freely engage with both district and site administration.



Goal 5

Provide a Positive School Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Attendance Rate</p> <p>19-20 98.5%</p> <p>Baseline 97.7% (15/16)</p>	<p>Attendance Rate</p> <p>All Students -- 95.8%</p>
<p>Metric/Indicator Chronic Absenteeism as measured by % students with 10% or more absenteeism</p> <p>19-20 All Students -- 6.0% SWD – 10.0% White – 6.5% Foster Youth – 10.0% Hispanic – 6.5% SED – 7.5% EL – 4.5% Homeless – 4.3% Asian – 2%</p> <p>Baseline</p>	<p>Chronic Absenteeism as measured by % students with 10% or more absenteeism</p> <p>All Students -- 7.0% SWD – 14.4% White – 3.2% Foster Youth – 17.4% Hispanic – 7.4% SED – 8.0% EL – 5.3% Homeless – 8.3% Asian – 5.7%</p> <p>[December 2019 CA Dashboard Data]</p>

Expected	Actual
6.7% (15/16)	
<p>Metric/Indicator Middle School Dropout Rate</p> <p>19-20 0%</p> <p>Baseline 0% (15/16)</p> <p>Metric/Indicator High School Dropout Rate</p> <p>19-20 0%</p> <p>Baseline 0% (15/16)</p>	<p>0</p> <p>[2018-19 CALPADS Report 8.1c]</p> <p>1.4%</p> <p>[DataQuest, 2018-19 Four-Year Adjusted Cohort Outcome]</p>
<p>Metric/Indicator High School Graduation Rate</p> <p>19-20 All Students -- 98% Hispanic – 98% SED – 97.5% EL – 96%</p> <p>(All other student groups in the graduation cohort were too small to be assigned a color category)</p> <p>Baseline 97.7% (15/16)</p> <p>Metric/Indicator Suspension Rate</p> <p>19-20 All Students -- 1.1% SWD – 3.2%</p>	<p>High School Graduation Rate</p> <p>All Students -- 97.1% Hispanic – 98.1% SED – 97.6% EL – 91.2%</p> <p>[December 2019 CA Dashboard Data] (All other student groups in the graduation cohort were too small to be assigned a color category)</p> <p>Suspension Rate</p> <p>All Students -- 1.6% SWD – 1.2% White – 1.3% Foster Youth – 0.0%</p>

Expected	Actual
<p>White – 1.5% Foster Youth – 0.0% Hispanic – 1.4% SED – 1.6% EL – 0.8% Homeless – 7.0% Asian – 0.5%</p> <p>Baseline 3.58% (14/15)</p>	<p>Hispanic – 1.8% SED – 1.8% EL – 0.7% Homeless – 0.0% Asian – 0.4%</p> <p>[December, 2019 CA Dashboard Data]</p>
<p>Metric/Indicator Expulsion Rate</p> <p>19-20 .03%</p> <p>Baseline .04% (14/15)</p>	<p>.04%</p> <p>[DataQuest, 2018-19 Expulsion Rate]</p>
<p>Metric/Indicator School Climate Survey % responses high levels for school connectedness.</p> <p>19-20 61%, including unduplicated pupils and students with exceptional needs.</p> <p>Baseline 57% (14-15 CHS)</p>	<p>65.5%</p> <p>[District Survey, Spring 2020]</p>
<p>Metric/Indicator School Climate Survey % responses feel very safe at school.</p> <p>19-20 82%, including unduplicated pupils and students with exceptional needs.</p> <p>Baseline 77% (14-15 CHS)</p>	<p>66.2%</p> <p>[District Survey, Spring 2020]</p>

Expected	Actual
<p>Metric/Indicator Facilities Maintained at the rate of “good or better” on the FIT for all sites.</p> <p>19-20 MET</p> <p>Baseline Met (16/17)</p>	<p>Facilities were determined "good or better" at all sites as reported to the Board on October 9, 2019.</p> <p>MET</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Recognizing the link between better attendance and success in school, the district will address disparities in suspension and chronic absenteeism rates between all students and some unduplicated student groups by providing behavior support and at-risk intervention programs as well as training at all sites. These services will be principally directed toward unduplicated students and will include students with exceptional needs.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$135,000</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$28,150</p>	<p>1000-1999: Certificated Personnel Salaries Other 184,408</p> <p>3000-3999: Employee Benefits Other 73,799</p>
<p>District routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience by facilitating greater access for unduplicated students in the library and learning commons; retain/hire maintenance personnel.</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$1,100,000</p>	<p>5000-5999: Services And Other Operating Expenditures Base 301,108</p>
<p>Provide student transportation to and from school during school year and summer school; provide security to improve campus safety.</p>	<p>2000-2999: Classified Personnel Salaries Base \$308,000</p> <p>3000-3999: Employee Benefits Base \$128,000</p> <p>4000-4999: Books And Supplies Base \$131,000</p>	<p>2000-2999: Classified Personnel Salaries Base 453,532</p> <p>3000-3999: Employee Benefits Base 229,989</p> <p>4000-4999: Books And Supplies Base 136,656</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Base \$225,000	5000-5999: Services And Other Operating Expenditures Base 146,346 6000-6999: Capital Outlay Base 15,264 Base 0
In order to support increased student achievement through improved and sustained attendance, the district will contract with outside agencies to provide access to health services, principally directed to unduplicated students, who are four times less likely to have access to such services.	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$125,000	5700-5799: Transfers Of Direct Costs Supplemental 70,159
<p>The district recognizes that safe, comfortable, well-maintained classroom environments with access to up-to-date technology and equipment are essential to support academic gains on state and local assessments, and to close gaps in student success. To meet these needs for our unduplicated students, the district will provide the following:</p> <ul style="list-style-type: none"> • An effective library layout that will strengthen the learning experience of students with upgraded furniture, technology and library equipment. • Improved music facilities that are conducive to providing an optimal learning environment and increased access for music education, especially for our unduplicated students. • Upgraded electrical and technology infrastructure to specific classrooms that supports additional technology, as well as workstations within classrooms to accommodate students working on expanded projects and advanced technology. This will increase the capacity for best first instruction and the use of technology to enhance that instruction. • Improved facilities to optimize the classroom experience, based on the most recent list of classes provided to the students for VEA/ROP/AG, that will enhance the Career Technology Education related opportunities for our unduplicated students, and provide additional opportunities for students to be prepared for College and Career. 	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$150,000	5700-5799: Transfers Of Direct Costs Supplemental/Concentration 0

Goal Analysis

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

Due to the trauma associated with the pandemic, and the disengagement and disconnection immediately evident after school closures, the District increased the availability of counseling, mental health services, and social-emotional supports for students, teachers, staff, and families in Spring, 2020.

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

Implementation of the planned actions and services to "Provide Positive School Climates" was generally academically successful. Prior to the pandemic, implementation was initiated for every action under this goal.

All schools utilized the Positive Behavior and Intervention Strategies (PBIS) and continued to be recognized for their outstanding implementation efforts. FUSD continued the three Student Support Specialists across the District who provided 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), and a referral and required permission process for the services. Staff, parents, and students were all able to refer someone to the Student Support staff, through a confidential referral system.

Maintenance personnel kept facilities safe and in good repair, and they were rated good or better on the Facilities Inspection Tool (FIT). Work was completed or continued for upgraded facilities and school sites to enhance school libraries and learning commons. The district moved forward on a CTE/Ag facility at FHS with projected completion of the facility in Summer 2021. Students were transported safely to and from school, and to extra- and co-curricular events during the school year and summer school. Security efforts supported and improved students' safety on campuses.

Health services provided by Supplemental Health allowed for LVNs to be at all sites and provide assistance to Health Techs throughout the year with student health issues and required medical documentation. Parents, teachers, and administration alike regard the health services as a much-needed service that has enhanced our district.

As a result of qualifying for the USDA's direct certification process, the District offered free lunches to all students at Marshall, Malaga, Fremont, and Fowler Academy, beginning this school year.

Finally, the district continued the work of improving and upgrading learning environments to support students' success. Additional libraries were updated with new furniture and many new books so as to meet the demands of the 21st century library standards.

Facilities were rated good or better on the Facilities Inspection Tool (FIT).

The District's Graduation Rate continues to be among the highest in Fresno County and the Central Valley at 97.1%, in the Blue category. The District still maintains expectations of raising that rate to 98% or above. The districtwide Suspension Rate experienced a slight increase (.3%), but still remained low at 1.6%. The Suspension rates for most student groups were in the "Green" or "Blue" categories; rates for Students with Disabilities showed a significant decrease, falling by 2.4%. Expulsion rates were very low at 0.04% in 2018-19, as one student was expelled districtwide. While the 2018-19 high school dropout rate was low at 1.4%, or three students, the District considers the loss of any student from matriculating high school as a challenge to address. Chronic Absenteeism was maintained at 7% overall, slightly higher than the targeted outcome for 2019. Of particular concern is that Chronic Absenteeism Rates increased for student groups that already have high rates of absenteeism -- Students with Disabilities, Foster Youth, and Homeless. The District will continue the steps described above to reduce absenteeism among student groups and districtwide.

The Survey that was administered to students was opened in mid January 2020, which was pre-pandemic, and the window closed on April 1st during the pandemic. The majority of student responses were collected pre-pandemic.

As described in Goal 1, student academic indicators have shown significant increases over the baseline year, outcomes upon which the actions and services of this goal were predicated. We believe the actions under Goal 5 have contributed to that success.

Survey data show that, across all stakeholders, there was a 72.6% positive rating for this goal.

Both state and local data indicate that the district's actions and services are generally having the desired academic effects.

Reaching our goals for school climate, especially the metrics of students' feelings of connectedness and safety remain challenges. In the Spring, 2020, survey, 76% of students responded to surveys. The data show that only 65.5% of student respondents felt connected to school, and 66.2% of student respondents felt safe at school.

Goal 6

Provide Strategic Professional Development Opportunities

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review - Priority 1</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% of teachers appropriately credentialed and assigned.</p>
<p>Metric/Indicator % of teachers receive CCSS related training in their subject areas to implement new state standards.</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% of teachers received CCSS-related training in their subject areas to implement new state standards.</p>
<p>Metric/Indicator % of teachers will receive training in student engagement strategies, technology, lesson and unit design, and writing.</p>	<p>100% of teachers received training in student engagement strategies, technology, lesson and unit design, and writing.</p>

Expected	Actual
19-20 100% Baseline 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>To support gains in state and local assessments for unduplicated students, and to close achievement gaps between districtwide results and those of our unduplicated student groups and students with exceptional needs, the LEA will contract with curriculum and instruction experts to provide professional development in best practices for core content teachers and instructional aides in the areas of CCSS, Ready Math, ELD, technology, student engagement, lesson/unit design and writing; substitute teacher costs for release days and related costs.</p> <p>Each school will organize Achievement Teams to more effectively use student data.</p>	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$175,000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 18,000
<p>To support gains in state and local assessments for unduplicated students, and to close achievement gaps between districtwide results and those of our unduplicated student groups and students with exceptional needs, the LEA will provide newly hired teachers with district created training/ professional development designed to provide background knowledge, skills, and information in the areas of the California State Standards, technology, special education programs and student engagement.</p>	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$93,000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 24,000

Goal Analysis

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

Due to the pandemic, the budgeted monies under this goal were shifted to provide greater access to technology, additional supplementary academic materials and interventions, and increased social-emotional supports for the learning community.

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

Prior to the pandemic and school closures, Fowler Unified prioritized professional learning for educators at all stages of their careers in order to “Provide Strategic Professional Development Opportunities.” Most of those activities took place in Summer of 2019. Teachers were disappointed that the pandemic cut short the Spring, 2020, professional learning schedule and implementation was limited.

This professional learning goal was successful, as participation in professional learning continued to be high prior to the pandemic and teachers report it as a benefit of working in Fowler Unified. Beginning and second-year teachers especially appreciated their summer training, which is designed to provide new teachers with an understanding of their content areas, technology, special education and instructional expectations. New teachers were supported throughout the year by teacher mentors and academic coaches who focused on individual teacher needs. In August of 2020, the professional learning opportunities offered to new teachers had to be restructured due to the pandemic and the inability to meet in-person. This was a challenge for the District, as minimal professional development was offered to new teachers before the school year began. To fill these gaps during the 2020-2021 school year, teacher mentors, district academic coaches, and site administrators worked with individual teachers and differentiated supports based on teacher need.

The actions and services continue to be key factors as to the attainment of Goal 6. Teachers gave the district a 91% positive rating for progress in meeting this goal.

85.5% of parents and close to 71.5% of students rated teachers throughout the district as well-qualified to teach students, and similar results were noted regarding teachers being knowledgeable in their subject areas. Almost 97% of teachers felt confident in their abilities to use effective instructional strategies.

The successes in student outcomes described in the analyses of Goals 1, 2, and 5 may be attributed, in part, to the effectiveness of the professional learning activities under this Goal.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Safe Classroom Environment: All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trashcans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget or loses their face mask. Desk plexiglass dividers will be provided to primary grades classrooms that have workstation tables for students. All teachers will be provided with sanitization training aligned with the CA Department of Public Health guidelines and district policy.	55,500.00	206,516	No
2. Minimizing Class Sizes: At the elementary school level, available classroom spaces will be used to minimize the number of students within each room. New temporary teachers will be hired to occupy normally empty classrooms to reduce classroom numbers and allow the district to better address student learning loss and accelerate learning while adhering to social distancing guidelines.	174,535.00	162,787	Yes
3. Classroom Technology: Classroom technology will be updated in order to make learning clearly visible in classroom spaces. Larger screens will be installed in classrooms to enable all students to clearly view lessons and projected materials from all points within each classroom.	58,000.00	663,071	No

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

The necessary personal protection equipment necessary to provide safe classroom environments for in-person learning were far more expensive than anticipated, due to the state and county requirements to be met before students could return to schools. The same is true of the technology required to ensure that all students in hybrid classrooms had access to lessons and projected materials.

Analysis of In-Person Instructional Offerings

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

The health and safety of Fowler and Malaga students and staff was the top priority when making the decision to physically reopen Fowler Unified School District school campuses to in-person learning. In order to guard against students' exposure to COVID-19 and experience greater learning loss, the District followed School Safety Guidelines. The safety protocols were successfully implemented. Students – even the youngest -- and staff have done an excellent job of observing those in order to create safe environments. At each school site, all students and staff were screened daily upon arrival and before being admitted on campuses to ensure only healthy individuals were in schools. Masks were provided to any individual in need of one. The disinfection of surfaces was prioritized and this was done several times throughout each day across all Fowler USD campuses. Drinking fountains at school sites were replaced with water bottle refill stations and plexiglass dividers were provided in classrooms which had workstation tables. Staff also completed sanitization training aligned with guidelines and policies. Each school site created and implemented an individual reopening plan based on the needs of the grade levels, size of the school, and resources available. Classrooms and office spaces were cleared of non-essential furniture to maintain social distancing.

Fowler USD began the year with targeted, small cohorts of students on each campus while the large majority of students participated in a distance learning model. The students were instructed virtually but were on campuses each day in order to support their engagement with the learning. Priority for the cohorts were targeted to students who struggled with internet connectivity, foster youth, homeless, English learners, low income, students with disabilities, students at risk of not graduating, and disengaged students. In the Fall of 2020, Fowler USD was granted a waiver to bring elementary students back on campuses in a hybrid learning format. The cohorts continued at the elementary sites so that the targeted students would be on campus five days a week, rather than just the two days that were a part of the hybrid schedules at Fremont and Malaga Elementary Schools. All secondary schools continued the cohort model until students were brought back to full in-person learning on April 20, 2021.

Here is an outline of the hybrid schedules the District utilized in the fall and winter months of the 2020-2021 school year:

- AM /PM Staggered Schedules (Marshall School)

All grade levels TK-2nd grade were on AM/PM rotations so each student attended on-site classes each day. There was also staggered start and dismissal times. The bell schedule accommodated multiple recesses, lunch periods, and multiple meal distribution points, along with time for students to engage in hand sanitizing before entering classrooms.

- A /B (Two-Day) Alternating Days Blended Learning Model (Malaga, Fremont, Sutter, FHS)

Students reported to school on two designated days based on cohort for on-site instruction. On the other days, students are engaged in distance learning aligned with academic goals. On Mondays, all students were engaged in distance learning opportunities and teachers engaged in collaborative planning and/or professional learning opportunities. An important consideration was maximizing instructional minutes. Family members were included in cohorts across Fremont, Sutter, and FHS as much as possible.

- Regular Schedule (Fowler Academy)

Due to the small enrollment numbers and the option for parents to place their students on fully online learning, it was possible for this school site to return fully and allow for six feet of distance learning in all classrooms.

The minimizing of elementary class sizes allowed the District to have students attend in-person classes in a hybrid model November

2020-March 2021, following the 6 feet apart guidance. When the spacing guidance was adjusted to 3 feet between students in April 2021, Fowler USD was able to accommodate full day learning, 5 days a week for all students enrolled in the in-person program. This led to increased student learning and engagement, as teachers and instructional aides were able to address individual student learning gaps immediately with students physically in front of them every day.

All classrooms across Fowler USD were updated with large Viewsonic panels, which allowed better visibility for students who were spread out across classroom spaces.

In-person instruction has been impacted by the short amount of time that students are actually with the teachers in class, from August 2020 through April 2021. A challenge for teachers has been identifying and focusing on the most essential skills and knowledge in order to use the time most efficiently. As a result, the number of hands-on and project-based lessons have substantially decreased. The use of manipulatives in elementary math instruction was down due to COVID concerns and shortened minutes during the hybrid format, which negatively impacted math growth. In addition, science lessons that were normally hands-on had to be adjusted.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Online Virtual Learning Academy Curriculum & Support: Fowler Unified will purchase the A-G accredited Edgenuity curriculum, including the coaching component, to be used as core content for students attending the fully online model in grades six through twelve.	63,500.00	44,331	Yes
2. Pupil Devices & Connectivity: All students will be provided with the necessary technology tools to engage in distance learning. This includes a Chromebook that can access the Google Suite and online versions of adopted curriculum materials.	272,764.00	376,370	No
3. Hotspots: The District will identify students whose families do not have access to internet at home and provide free WIFI hotspots to those who do not have connectivity.	31,638.00	36,565	Yes
4. Programs to Support Student Learning: To best maximize pupil learning in the distance learning format and close achievement gaps, the LEA will purchase additional online programs.	41,939.00	42,074	Yes
5. Teacher Technology Tools: The District will purchase technology devices that will support teachers and other instructional support staff in the more effective delivery of distance learning lessons.	174,500.00	264,544	No

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

Edgenuity expenditures were significantly less than expected because secondary teachers found it was more appropriate to use other resources and curricula to provide instruction in elective areas such as some CTE courses, visual and performing arts courses, and Spanish. The necessary technology and staff support required to ensure that all students had access to virtual learning, including hardware, tech support, and internet access cost significantly more than anticipated. The same is true of the tech resources teachers needed to deliver distance lessons and instructional support.

Analysis of the Distance Learning Program

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

Continuity of Instruction

With guidance from their teachers, students became increasingly facile in using the District's distance learning platform – even kindergartners were able to use breakout rooms to complete tasks. Many classrooms successfully created productive structures.

As of the middle of the second semester, 20% of families across the District were still continuing in distance learning and planning to remain so. The District supported the families' decision providing that option to all interested families, with Edgenuity provided for high schoolers to meet a-g requirements and/or credit recovery. Because middle school students who remained in distance learning were struggling with Edgenuity, the District provided its own core curriculum to them in the second semester of the school year.

Access to Devices and Connectivity

Observations by administrators, technology coach, peers, and parents confirmed most teachers used tech better, exhibiting more creative, engaging, and interactive lessons. Their savviness with technology far exceeded where they were at the beginning of distance learning, as they were often able to troubleshoot their own tech challenges. This has led to an unexpected challenge of addressing a widening gap between those who have embraced technology and those who are still at a fundamental level.

For some families, internet connectivity was an ongoing challenge despite the District's provision of devices and hotspots. For those students, the District created cohorts and provided transportation to school sites, observing strict safety protocols. Elementary students were synchronous five days per week; secondary four days, with one asynchronous day.

Pupil Participation and Progress

Engaging many of the secondary students was a challenge. Some refused to log in, and the numbers of students that are behind in credits has increased. Teaching to depth was also a challenge through distance learning as a result of the difficulties with engagement and time constraints. Engaging Kindergarten and first grade students through distance learning was a challenge for both students and teachers. The attention span of a five- or six-year-old is short enough in-person; through distance, it took even greater ingenuity, which our teachers showed. Estimates from the high school, based on progress of delivering standards, is that students have received a reduced amount of course content.

Distance Learning Professional Development

The District Technology Coach was successful in supporting skill development and building teachers' capacity. She has also been assiduous in expanding her own skill set. Teachers were successfully offered opportunities to participate in professional learning to improve skills in developing and presenting virtual lessons, and the tech skills generally increased significantly.

Lesson development was a focus of professional development and coaching, and the successes of all District Academic Coaches is reflected in the capacity they have built for teachers to create and present innovative lessons. They have also trained long-term substitute teachers to use technology more effectively, in addition to lesson pacing.

At elementary sites, the Technology Coach and the GIS collaborated to provide paraprofessionals with trainings in best practices to support online and in-person instruction. Professional learning opportunities specifically designed to increase the skills of paraprofessionals appear to have done so, with the added benefit of creating growth mindsets.

Staff Roles and Responsibilities

All Fowler Unified employees worked together for the benefit of serving students and their families during the pandemic. In some cases, required shifts in the work that some employees did. For example, those in the transportation department delivered meals to specific bus stops throughout the district to ensure students had access to meals while students were learning at home through distance learning. Instructional aides continued to support students but did so in a virtual format by running breakout rooms monitored by teachers that focused on building skills with small groups of students. Instructional aides also support office staff with contacting students and families that were struggling to engage on a regular basis. Fowler Unified's bilingual aides focused on supporting English learners virtually by providing translations when needed. Library technicians supported virtual classroom instruction by acting as instructional aides.

Support for Pupils with Unique Needs

Paraprofessionals were a success in providing additional supports to students online and in-person. Teachers became more strategic in using paraprofessional support. The communication between teachers and aides improved significantly contributing to an "instructional partnership". Increasingly, instructional aides also advocated for students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. To address learning loss and to accelerate learning, the District will continue its expanded learning (after school) program.	172,305.98	160,000	Yes
2. The District will offer math support classes at the high school level.	34,625.57	34,625	Yes
3. The District will purchase Cengage for English Learners at the secondary level that will support accelerated English language acquisition improvement.	12,528.43	12,542	Yes
4. Paraprofessionals will work closely with the teachers to provide synchronous, small group or individual instructional support to accelerate learning in ELA, math, and ELD.	555,348.00	597,032	Yes
5. The District will expand the use of iReady in ELA and math to accelerate learning for struggling readers and students experiencing math difficulties.	64,505.00	64,505	Yes
6. The District will provide targeted small group instruction for students to address learning loss in the areas of mathematics, English language development, and English language arts.	66,726.00	56,921	Yes

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

Students' needs for small group and individual support were greater than initially expected, so the District offered interested paraprofessionals additional hours to work with students who were experiencing academic difficulties.

Analysis of Pupil Learning Loss

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

After School Program has experienced both challenges and success throughout the school year. When school sites were on full distance learning so was the after school program; when students returned to campuses in a hybrid schedule the after school program followed suit by mirroring site schedules in order to serve students. Extended learning personnel participated in trainings led by Fowler USD's technology coach on best practices for supporting students virtually. Training topics included Google Meet (troubleshooting, setting up meetings, and meeting security), online safety and digital citizenship, tools for using Google Classroom,

and online meeting engagement strategies. After school program personnel implemented the strategies and tools they received training on to support student learning virtually. Assisting with homework completion both while virtual and in-person was a goal of the after school program to accelerate learning.

Fowler High School provided five periods of math support classes to students enrolled in Math 1 or Math 2 classes in the 2020-2021 school year. This was an increase in sections offered in the previous school year. All five sections of math support were scheduled in the first semester of the school year to address learning gaps from the Spring of 2020 and also to accelerate learning of students in preparation of math courses they would take in Spring 2021. Informal qualitative data from teachers shows this was an effective support.

Cengage was utilized as supplemental materials for English learners in grades 6-12 for the first time this school year to accelerate the acquisition of the English language. These materials have engaged students and moved them forward in strengthening their skills in listening, speaking, writing, and reading. Due to the gains students have made in listening and speaking skills, teachers have requested we continue to use the program as a supplement in the future.

Paraprofessionals have been a success in providing additional supports to students online and in-person. Teachers have been more strategic in using paraprofessional support. The communication between teachers and aides has improved significantly contributing to an “instructional partnership”.

Increasingly, instructional aides are also advocating for students.

Targeted small group instruction was implemented across the district, with priority given to low-income students, Foster Youth, pupils with exceptional needs, homeless youth, and English Learner students. Teachers administered formative assessments often and strategically to gauge student learning of targeted skills and concepts. Reflection on the data by both teachers and site administrators formed plans on how best to serve students. The implementation of small group instruction was more effective at the elementary level in comparison to the secondary level. Elementary teachers relied heavily on iReady data and the embedded small grouping tool in the program. After examining iReady data and grouping students, teachers and instructional aides delivered targeted skill-based iReady lessons to small groups of students. At the secondary level, small group instruction proved to be more challenging because there was not an all inclusive tool like iReady used. Small group instruction was more fluid and less structured which made it minimally effective.

iReady use was expanded in both ELA and math in K-8, including professional development opportunities for teachers. However, of 18 professional development sessions available from the company, only five were completed. Implementation of the expanded program resulted in both successes and challenges. The data below show that learning loss in math may have been mitigated, as it was not as great as expected in most grades, and showed improvement in grades 7 and 8 from Winter of 2020.

To determine the levels of possible learning loss in grades K-8, iReady assessment data from Winter, 2020, was compared to the Winter, 2021, the most recent assessment. iReady assessments are included as academic progress indicators on the approved verified data list adopted by the SBE on November, 2020. The levels of performance that were measured by the assessment were:

"Mid On-Grade or Above" (students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level); "Early On-Grade" (students who have partially met these grade-level expectations); "1 Grade Below" (students placed one year below grade level); "2 Grades Below" (students placed two years below grade level); "3+ Grades Below" (students placed three years or more below grade level)

Reading, Winter, 2021: Percentage "Early On-Grade" or "Mid On-Grade or Above" and change in percentage from Winter, 2020

Overall -- 34%, - 5
Grade K -- 71%, +4
Grade 1 -- 28%, - 11
Grade 2 -- 28%, - 10
Grade 3 -- 38%, - 15
Grade 4 -- 31%, - 1
Grade 5 -- 23%, - 8
Grade 6 -- 25%, +2
Grade 7 -- 29%, - 14
Grade 8 -- 39%, +11

Performance by Reading Domain Level, placing "Mid On-Grade or Above" and change from Winter, 2020

Phonological Awareness -- Kindergarten students results remained the same as the prior year; 1st and 2nd graders showed significant decreases from 2020 (54% to 33% and 87% to 78%, respectively)

High Frequency Words -- In this domain, Kinder students showed a slight increase (39% to 43%), while 1st (46% to 28%) and 3rd (94% to 87%) grade percentages declined significantly from 2020. 2nd grade also experienced a slight decrease in percentage points.

Phonics -- With the exception of Kindergarten (25% to 31%), every grade level declined in the percentages of students Mid On-Grade or Above in Phonics. Fifth (-4% points) and 8th (-3%) grade declines were relatively small; 1st (-7%), 6th (-5%), and 7th (-8%) were a few points more; and 2nd (-10%), 3rd (-18%), and 4th (10%) were significantly greater.

Vocabulary -- Vocabulary results compared to the prior year were up and down across the grade levels. Most changes were minimal, except for Kindergarten, which improved by 10 percentage points; sixth grade, which increased by 9% points; and 8th grade, showing a 22% point increase.

Comprehension, Literature -- Kindergartners, again, produced results that exceeded the 2020 assessments, with 8% more scoring "Mid On-Grade or Above". No other grade level showed this kind of increase; most showed losses ranging from 1% point to 6% points. The most significant decrease was in 5th grade, which showed a 10% points decline from the prior year. Sixth grade was an exception, with a 2% points increase.

Comprehension, Informational Text -- Declines in this area were generally greater than in Literature Comprehension, indicating a likely need for increased efforts in comprehending informational text. Seventh grade showed a decline of 12% points, followed by declines of 9% points in both 1st and 2nd grades, 7% in 4th grade, 5% in grade 3, and 3% in 5th. Sixth and 8th grades had slight increases over the prior year. Consistent with other domains, Kindergarten assessment results were increased by 9% points from 2020.

Changes: Based on research from the NWEA, Collaborative for Student Growth (April, 2020), the District anticipated greater learning loss than iReady results indicate. The difference between 2020 and 2021 Reading Winter assessments indicate that, while learning loss appears to have impacted our overall population, it did not have the expected overwhelming impact, and appears to be most concentrated in the lower elementary grades. Since the foundation for reading success is laid in the early elementary years, these data underscore the need to provide additional supports and interventions for those students in future years. The districtwide decline in students at "mid" or "early" grade level was only 5 percentage points. Grades 5 and 7 results also indicate the needs for supports and interventions, including extended learning opportunities. Declines at certain grade levels and in all domains indicate an area of learning loss to be addressed.

The school also looked at cohorts of students, comparing the current year to the same group's prior year results. The 2020 fifth grade cohort more than tripled the percentage of students scoring 3 or more grade levels below (10% to 38%). The percentage of the 2020 fourth grade cohort scoring at 2 grade levels below also more than tripled (9% to 29%).

Math, Winter, 2021: Percentage "Early On-Grade" or "Mid On-Grade or Above" and change in percentage from Winter, 2020

Overall -- 26%, - 4
Grade K -- 51%, +6
Grade 1 -- 18%, - 8
Grade 2 -- 18%, - 8
Grade 3 -- 19%, - 1
Grade 4 -- 18%, - 21
Grade 5 -- 23%, - 12
Grade 6 -- 26%, - 7
Grade 7 -- 29%, +5
Grade 8 -- 49%, +14

Performance by Math Domain Level, placing "Mid On-Grade or Above" and change from Winter, 2020

Numbers and Operations -- Kinder students showed a significant increase from 20% to 29%, as did 3rd and 8th grade students, rising from 7% to 12%, and 16% to 25%, respectively. Grades 4 and 6 had significant declines (15%, 8%) in this domain, while the remain grade levels showed little or no change.

Algebra and Algebraic Thinking. followed by Algebra and Algebraic Thinking -- Kinder and 8th grade students again showed significant increases, rising from 23% to 31%, and 10% to 16%, respectively. Grades 3, 4 and experienced declines of five percentage points or more (5%, 15%, 5%) in this domain, while the remain grade levels showed little or no change.

Measurement and Data -- Seventh grade students joined Kinder and 8th grade students in showing significant increases in this domain. The former two each increased by 10 percentage points, and 8th graders by 8. The most significant declines were in 4th and 5th grades, while the other grades changes by four points or less.

Geometry -- In this domain, significant declines were in 1st and 2nd grades which declines from 26% to 19% and 20% to 14%, respectively. The other grade levels had minimal changes, with the exception of 8th grade, which improved from 11% to 17%.

Changes: Based on research from the NWEA, Collaborative for Student Growth (April, 2020), the District anticipated learning loss in math could exceed 50% of our students and the percentage of students scoring "early" to Mid-" grade level decrease to 15% or less. We also expected Math learning losses to far exceed those in Reading. The difference between 2020 and 2021 Math Winter assessments indicate that, while learning loss appears to have impacted all grades 1-6, it did not have the expected overwhelming impact, and appears to be most concentrated in the upper elementary grades. Kindergarten, 7 and 8 appear to have experienced no grade level-wide learning loss. The districtwide decline in students at "mid" or "early" grade level was only 4 percentage points. Not shown in the data above was that the most significant change was in the percentage "2 Grades Below," which increased from 9% to 15%.

The District also looked at cohorts of students, comparing the current year to the same group's prior year results. While it is understood that the cohorts change somewhat from year-to-year, the cohort comparisons for all grades are more indicative of learning loss for each group, with the exception of current 8th graders compared to last year's 7th grade.

Data from domains, lesson pass rates, and other measures will be examined at grade level, classroom, and individual student levels to plan instruction, supports, and interventions for 2021-22. Preliminary examination of results confirm that the learning loss has occurred disproportionately in unduplicated pupil groups, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction.

It should be noted that, with the exception of Kindergarten students, all other grade levels had significantly more students take the assessments at outside of school. In the case of 6-8 grades, all students completed the assessments outside school. These more "uncontrolled assessment environments may have impacted the reliability of the results.

The strategy of using iReady small group lessons in grades K-8 to target growth in the student populations for foster youth, homeless, low-income, students with exceptional needs, and English learners was more effective in grades K-5 than in grades 6-8. This was largely due to the K-5 classrooms having instructional aide support, which allowed them to help support teachers in the delivery of the small group lessons. Classrooms in grades 6-8 did not have instructional aide support in every classroom.

Analysis of Mental Health and Social and Emotional Well-Being

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

Students have experienced trauma ranging from loss of family members to losing connections with friends. Several have self-referred for help. If teachers see any evidence of possible social or mental health problems, the referral process is followed. The process appears to be working as the District has seen an increase in requests for mental health services and has accommodated those.

When students were on distance learning schedules, those who were identified for social-emotional supports were placed on a Google Meet schedule and received support from student support specialists, and/or school psychologist, and/or a counselor from All4Youth; when deemed necessary, select students were brought onto campuses to receive support through sessions face-to-face. During in-person instruction schedules, face-to-face meetings were held. Second Step curriculum was implemented in some elementary classrooms across the district. Various mindfulness strategies and techniques were implemented in classrooms throughout Fowler Unified.

Student support specialists were placed at all Fowler USD schools, with the exception of Fowler Academy who shared a student support specialist with Fowler High School due to low enrollment numbers at Fowler Academy. The student support specialists supported the social-emotional needs of students and staff alike. The student support specialists provided professional development for staff at the school sites which included encouraging teachers to support social-emotional learning, monitoring mental health, and addressing trauma. Additionally, the specialists sent out monthly calendars with mental health tips and organized various activities across campuses to highlight mental health awareness.

The return to in-person learning has provided preliminary anecdotal data that students at the elementary level may need to relearn appropriate classroom behaviors and how to interact with large groups of people. The relative isolation of distance learning and hybrid, coupled with the other outside impacts of the pandemic appear to have measurably impacted younger students, who are exhibiting more misbehaviors than prior to the school closure. The District will be addressing this need as part of its revised LCAP Goal 2.

The District is keenly aware of the need to continue to support the social-emotional and mental well-being of staff and students into the future and plans to grow its supports.

Analysis of Pupil and Family Engagement and Outreach

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

Fowler USD highly values the use of clear, frequent communication. To assist in communication with families through the pandemic, the District purchased Parent Square. This tool facilitated communication among parents, teachers, administrators, and students in grades 6-12 in an easy and accessible manner. Parent Square has proven to be a highly effective tool, as 99% of families get

information through this method. The 1% of families who are not connected receive information through phone calls and letters mailed home. Fowler USD will continue to use Parent Square into the future due to the positive feedback the District has received from families due to the ease of use. Of the 621 parents who responded to the Spring, 2021, parent survey, 80.8% agreed or strongly agreed that the District was providing effective two-way communication.

Greater understanding and empathy for students and their families has been an unexpected outcome of distance learning. Anecdotal evidence indicates that having students on Google Meet gave many teachers insights into their lives that they might not have otherwise had.

Because engaging many of the secondary students has been a challenge, the District has partnered with the Fowler Police Department as part of the SARB process. Officers have joined District personnel in making home visits in order to impress upon parents that they have a legal responsibility to ensure their child attends school, whether in-person or online.

Partnerships with parents have grown thanks, in large part, to distance learning and parents observing teachers in action. Many are watching live instruction for the first time since they were in school and are eager to support the teachers. Teachers, in turn, have seen into homes in ways they have not had before, and are reaching out to families to collaborate more.

School sites across Fowler USD held virtual family engagement nights to continue partnerships with families and the communities of Fowler and Malaga. These engagement nights included science night, math night, literacy night, art night, and an informational night on teen vaping. Participation in several of these events was high and so some virtual family nights might continue into the future.

Analysis of School Nutrition

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

Fowler Unified continued to provide nutritionally adequate meals that met the required guidelines for all students daily, no matter which learning format students were engaged in. Daily meals were available to all students, which included free or reduced-price meals. Fowler Unified's preparation and distribution processes begin with employees self-monitoring and screening prior to stepping foot onto campuses. All employees were required to stay home if they had a fever, feel unwell, or have shortness of breath. Part of the screening process was asking each employee a series of questions before they reported for duty. Each employee will completed the daily screening questions through the Parent Square application or on paper in order to document the responses. Fowler USD will practiced general sanitization and provided ample and proper PPE for every employee. All employees were required to frequently wash hands, change gloves, use hand sanitizer, wear a mask and remain socially distanced while in the kitchen, preparation areas, and while serving.

On days when students were on full distance learning, Fowler USD served both breakfast and lunch at the same time each morning to reduce the amount of contacts. This also allowed for crews to sanitize kitchens in the afternoons in order to prepare for serving the next day. During meal distribution, employees remained socially distanced from one another. They were also not be permitted to

touch the recipients in the food queue. The recipients of the meals remained in their vehicles and families popped their trunks or rolled down a passenger window so the food could be dropped onto the seat safely without any hands coming in contact with each other. All equipment, tables, trays, and carts used for distribution were sanitized. All Fowler USD students were given a child nutrition identification card that was scanned by a Fowler USD employee from a safe distance to document the child had collected their daily meals. Meals were provided free of charge to all students under the age of 18.

When Fowler USD resumed in-person instruction, all health and safety guidelines were followed. Students were served nutritionally adequate breakfast and lunch meals on campus and were required to follow social distancing practices. This included consuming meals outdoors on days when the weather permitted, as well as eating lunch in classroom spaces to maintain student cohorts. School sites staggered meal times where necessary to reduce the amount of students eating at the same times. Meals were delivered to classrooms in a pre-packaged form or students collected pre-packaged meals from grab-n-go kiosks to minimize contact. Surfaces that students ate at were disinfected upon completion of the meal times.

Successes experienced by the Fowler USD Child Nutrition team included meeting the nutrition needs of students during the uncertainty of a pandemic. The team worked to coordinate employee schedules while following all health, safety, and spacing guidelines. All employees had access to PPE, which included thermometers, gloves, face masks, hand sanitizer, disinfectant wipes, and plexiglass guards; each team member followed protocols by completing daily health screenings. In order to maintain a safe and healthy work environment, resources were successfully obtained to make food preparation and distribution run smoothly. These resources included tents for outdoor/drive up service, heaters, fans, ice chests, wagons, utility carts, and insulated food bags for transport.

The Fowler USD Child Nutrition Department did experience challenges brought on by the pandemic. At times, it was difficult to obtain food from suppliers and manufacturers and there were delays in the chain supply for edible and dry goods. This led to challenges in menu planning, as the District did not have access to a variety of foods at times. An additional challenge occurred when schools were in the distance learning format in that it was difficult to distribute food to some families in the communities of Fowler and Malaga. The Child Nutrition Department teamed up with the Transportation Department to set up food drop off locations throughout Malaga and Fowler. However, some families had issues with getting to the food drop-off locations or the school sites that were distributing meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Fowler USD Child Nutrition staff will practice general sanitization and will be provided proper PPE for every employee. In addition, cold/hot storage lines will be purchased along with Cambro for water.	30,000.00	26,127	No
Pupil Engagement and Outreach	The District has purchased Parent Square to facilitate communication among parents, teachers, and administrators, with student access at the high school level, and synchronous translation.	14,500.00	14,500	No
Mental Health and Social and Emotional Well-Being	Students will be regularly monitored for social-emotional needs. Those who have been identified for social-emotional supports will be placed on a Google Meet schedule, as appropriate, to meet with a student support specialist and/or school psychologist.	316,867.00	260,631	Yes

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

The District made every effort to hire additional counseling staff, including student support specialists and a psychologist to provide additional social-emotional supports for students. While this was ultimately accomplished, finding highly qualified applicants and securing their services took longer than anticipated, so the cost for those services turned out to be less than budgeted.

Overall Analysis

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

Distance learning, followed by the return to in-person, showed the heavy emotional impacts of relative isolation on our students at all levels. Typical levels of necessary social-emotional supports have been exacerbated by more than a year of exceptional circumstances. In order to address these needs, the District will create school environments that welcome and support all of our student populations by:

- Hiring and/or retaining intervention and support staff, including Student Support Specialists, to provide behavior intervention and support, principally directed to unduplicated students in grades TK-12, their parents, and the staff who work with them.
- Increase students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.
- 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.

Another result of school closure and the shift to virtual learning was the increased disconnection by many of our students. Chronic absenteeism grew to 10% overall in 2019-20, higher than the targeted outcome in the last LCAP. Of particular concern is that Chronic Absenteeism Rates increased for student groups that already have high rates of absenteeism -- Students with Disabilities, Foster Youth, and Homeless. The District will address chronic absenteeism in a variety of ways, including the supports listed above, the continued implementation of PBIS, and by providing contracted health services for LVN support for students and 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.

Parent input from stakeholder meetings have indicated a need to improve communication methods. Communication systems and applications. In order to cover the widest range of communication platforms, the District will use various social media 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.

Another concern that was raised from stakeholders was that many of our low-income students do not have access to reliable transportation, so are limited in their participation in after-school activities, both academic and extra-curricular. The District will provide student transportation to and from school for extra-curricular activities outside of normal school hours as many of our high needs students do not have access to private transportation outside of school hours.

FHS has identified the need for continued training in certification courses by its teachers, and ongoing professional learning in the area of PBL in order to maintain or increase its Green status in the College and Career Indicator. Fowler High will continue to look to expand pathways and push courses down to the middle school levels as entry level courses.

We have also become cognizant during the past year that the materials available in our libraries and media centers must be culturally responsive if we are to successfully engage English Learners, Foster Youth, and low-income students in independent reading, one of the keys to becoming a better reader. In order to better engage those students in reading for pleasure or information, the District will:

- Purchase 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.

To ensure the needs of Foster and homeless youth are addressed, the District will create discrete actions in Goal 3 to provide additional supports for those students.

The successes in building the skills of paraprofessionals through targeted learning opportunities will be continued in the 2021-24 LCAP, as the aide positions will be continued, and school principals will identify targeted needs for professional learning and provide those opportunities.

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

The difference between 2020 and 2021 Reading Winter assessments indicate that, while learning loss appears to have impacted our overall population, it did not have the expected overwhelming impact, and appears to be most concentrated in the lower elementary grades. Since the foundation for reading success is laid in the early elementary years, these data underscore the need to provide additional supports and interventions for those students in future years. The difference between 2020 and 2021 Math Winter assessments indicate that, while learning loss appears to have impacted all grades 1-6, it did not have the expected overwhelming impact, and appears to be most concentrated in the upper elementary grades. The 2020 fifth grade cohort more than tripled the percentage of students scoring 3 or more grade levels below in Reading (10% to 38%). The percentage of the 2020 fourth grade cohort scoring at 2 grade levels below in Reading also more than tripled (9% to 29%).

The strategy of using iReady small group lessons in grades K-8 to target growth in the student populations for foster youth, homeless, low-income, students with exceptional needs, and English learners was more effective in grades K-5 than in grades 6-8. This was largely due to the K-5 classrooms having instructional aide support, which allowed them to help support teachers in the delivery of the small group lessons. Classrooms in grades 6-8 did not have instructional aide support in every classroom.

The District will continue to use iReady to monitor the levels of learning recovery in grades K-8. iReady assessments are included as academic progress indicators on the approved verified data list adopted by the SBE on November, 2020. The levels of performance that will be measured by the assessment are: "Mid On-Grade or Above" (students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level); "Early On-Grade" (students who have partially met these grade-level expectations); "1 Grade Below" (students placed one year below grade level); "2 Grades Below" (students placed two years below grade level); "3+ Grades Below" (students placed three years or more below grade level).

Data from domains, lesson pass rates, and other measures will be examined at grade level, classroom, and individual student levels to plan instruction, supports, and interventions for 2021-22. Preliminary examination of results confirm that the learning loss has occurred disproportionately in unduplicated pupil groups, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction.

To address learning loss in the 2021-24 LCAP:

The District will retain/hire intervention and support staff to provide intervention and support for high needs students and students with exceptional needs in grades TK–12. These may include, but not be limited to:

- Certificated Tutors
- District Coaches
- Guidance Instructional Specialists
- Instructional Aides
- SST Coordinators

Implementation of 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 unduplicated students and students with exceptional needs will be continued. Students will be provided summer access to the program in order to address learning recovery and acceleration.

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. Additionally, 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 students in need of academic supports.

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

The difference in budgeted and actual contributing expenditures was only \$62,505 out of a budget of more than \$1.5 million.

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

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

The district believes that the correct actions are being implemented but needs time to go deeper and focus on these initiatives. Over the course of the 2019-2020 school year, prior to the pandemic, the district initiated an iReady program primarily focused on ELA and math that will benefit unduplicated students and help to close the missing pieces in the students' skills and knowledge, including language acquisition for English Learners. The district believes that this will take time but will benefit students with continued support and monitoring of data.

iReady ELA and math programs were welcomed by the teachers, and there is evidence from “Two separate studies [that] found that students with disabilities demonstrated positive and statistically significant higher growth on the i-Ready diagnostic in both reading and mathematics, and one of these studies also found positive and statistically significant results for students who were English Learners and students who were economically disadvantaged.” [<https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact/>]. Data from domains, lesson pass rates, and other measures will be examined at grade level, classroom, and individual student levels to plan instruction, supports, and interventions for 2021-22. Preliminary examination of results confirm that the learning loss has occurred disproportionately in unduplicated pupil groups, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction.

English Learner students have shown increases in ELA and math performance over the baseline year. However, consistent improvement remains a challenge, as the results have been up-and-down. Happily, the improvement from baseline to 2020 has been great cause for celebration. After an off year in 2018-19, the 2020 reclassification rate was 19.6%. Rather than rest on our laurels, ELA, math, and English language development will remain areas to address in the future by providing additional interventions and supports. A newly revised English Learner Master Plan, aligned with the EL Roadmap, to provide explicit direction and focus, will also be part of the 2021-24 LCAP.

Cengage materials have engaged students and moved them forward in strengthening their skills in listening, speaking, writing, and reading. Due to the gains students have made in listening and speaking skills, teachers have requested we continue to use the program as a supplement in the future.

Advancement Via Individual Determination (AVID) is designed to close the opportunity gap and prepare all students for post-secondary success. In order to close achievement gaps exacerbated by the loss of in-person instruction, we will continue high school level AVID elective courses to provide students with the support and the organizational and study skills necessary to take advanced level coursework in order to be prepared for and accepted into college.

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 found that PBIS helped increase reading and math scores (<http://ccsd.net/internal/cms/doc-vault/resources/archive/luiselli-et-al.-2005.pdf>) 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. We will continue the program in expectation of similar results.

Distance learning, followed by the return to in-person, showed the heavy emotional impacts of relative isolation on our students at all levels. Typical levels of necessary social-emotional supports have been exacerbated by more than a year of exceptional circumstances. In order to address these needs, the District will create school environments that welcome and support all of our student populations by:

- Hiring and/or retaining intervention and support staff, including Student Support Specialists, to provide behavior intervention and support, principally directed to unduplicated students in grades TK-12, their parents, and the staff who work with them.

- Increase students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.

- 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.

Another result of school closure and the shift to virtual learning was the increased disconnection by many of our students. Chronic absenteeism grew to 10% overall in 2019-20, higher than the targeted outcome in the last LCAP. Of particular concern is that Chronic Absenteeism Rates increased for student groups that already have high rates of absenteeism -- Students with Disabilities, Foster Youth, and Homeless. The District will address chronic absenteeism in a variety of ways, including the supports listed above, the continued implementation of PBIS, and by providing contracted health services for LVN support for students and 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.

Parent input from stakeholder meetings have indicated a need to improve communication methods. Communication systems and applications. In order to cover the widest range of communication platforms, the District will use various social media and tools including --

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Another concern that was raised from stakeholders was that many of our low-income students do not have access to reliable transportation, so are limited in their participation in after-school activities, both academic and extra-curricular. The District will provide

student transportation to and from school for extra-curricular activities outside of normal school hours as many of our high needs students do not have access to private transportation outside of school hours.

FHS has identified the need for continued training in certification courses by its teachers, and ongoing professional learning in the area of PBL in order to maintain or increase its Green status in the College and Career Indicator. Fowler High will continue to look to expand pathways and push courses down to the middle school levels as entry level courses.

The District will continue to explore options to provide English Learners greater access to high school elective offerings, including summer and afterschool programs.

We have also become cognizant during the past year that the materials available in our libraries and media centers must be culturally responsive if we are to successfully engage English Learners, Foster Youth, and low-income students in independent reading, one of the keys to becoming a better reader. In order to better engage those students in reading for pleasure or information, the District will:

- Purchase 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.

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The successes in building the skills of paraprofessionals through targeted learning opportunities will be continued in the 2021-24 LCAP, as the aide positions will be continued, and school principals will identify targeted needs for professional learning and provide those opportunities.

Instructions: Introduction

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	27,814,445.00	22,465,963.00
Base	21,967,137.00	17,140,480.00
Other	0.00	475,486.00
Supplemental	0.00	299,235.00
Supplemental/Concentration	5,847,308.00	4,550,762.00
	5,847,308.00	4,550,762.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	27,814,445.00	22,465,963.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	19,129,284.00	13,880,892.00
2000-2999: Classified Personnel Salaries	1,237,072.00	1,221,695.00
3000-3999: Employee Benefits	3,865,527.00	5,416,574.00
4000-4999: Books And Supplies	1,669,562.00	1,038,535.00
5000-5999: Services And Other Operating Expenditures	1,913,000.00	822,844.00
5700-5799: Transfers Of Direct Costs	0.00	70,159.00
6000-6999: Capital Outlay	0.00	15,264.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	27,814,445.00	22,465,963.00
	Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	16,006,939.00	11,148,573.00
1000-1999: Certificated Personnel Salaries	Other	0.00	348,820.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	3,122,345.00	2,383,499.00
2000-2999: Classified Personnel Salaries	Base	602,425.00	711,004.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	79,860.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	634,647.00	430,831.00
3000-3999: Employee Benefits	Base	2,991,773.00	4,363,461.00
3000-3999: Employee Benefits	Other	0.00	107,666.00
3000-3999: Employee Benefits	Supplemental/Concentration	873,754.00	945,447.00
4000-4999: Books And Supplies	Base	1,041,000.00	431,963.00
4000-4999: Books And Supplies	Supplemental	0.00	149,216.00
4000-4999: Books And Supplies	Supplemental/Concentration	628,562.00	457,356.00
5000-5999: Services And Other Operating Expenditures	Base	1,325,000.00	470,215.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	19,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	588,000.00	333,629.00
5700-5799: Transfers Of Direct Costs	Supplemental	0.00	70,159.00
5700-5799: Transfers Of Direct Costs	Supplemental/Concentration	0.00	0.00
6000-6999: Capital Outlay	Base	0.00	15,264.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	22,817,928.00	18,291,733.00
Goal 2	1,689,867.00	1,468,283.00
Goal 3	652,000.00	946,786.00
Goal 4	56,500.00	105,900.00
Goal 5	2,330,150.00	1,611,261.00
Goal 6	268,000.00	42,000.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$288,035.00	\$1,032,374.00
Distance Learning Program	\$584,341.00	\$763,884.00
Pupil Learning Loss	\$906,038.98	\$925,625.00
Additional Actions and Plan Requirements	\$361,367.00	\$301,258.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,139,781.98	\$3,023,141.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$113,500.00	\$869,587.00
Distance Learning Program	\$447,264.00	\$640,914.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$44,500.00	\$40,627.00
All Expenditures in Learning Continuity and Attendance Plan	\$605,264.00	\$1,551,128.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$174,535.00	\$162,787.00
Distance Learning Program	\$137,077.00	\$122,970.00
Pupil Learning Loss	\$906,038.98	\$925,625.00
Additional Actions and Plan Requirements	\$316,867.00	\$260,631.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,534,517.98	\$1,472,013.00

Local Control 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 Director of Educational Services	tamara.sebilian@fowler.k12.ca.us 5598346080

Plan Summary [2021-22]

General Information

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

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 (6,495 approximate population) and Malaga (947 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 98.2%, 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 approximately 2,589 students and employs over 260 individuals, including teaching and support staff.

The District demographic data show that 74.5% of students qualify for free/reduced lunch, 18.3% of students are classified as English learners, 79.9% Hispanic, 8.8% White, 9.2% Asian, 1.2% Black/African American, 0.6% two or more races, and 0.2% of students are 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 74.6% (CALPADS, March, 2021) 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, thus closing the achievement gap for identified groups.

In the midst of the global pandemic brought on by COVID 19 in the Spring of 2020, Fowler USD has been a beacon of stability for the communities of Fowler and Malaga, as the District worked diligently to minimize the impact on students. Some successes include the District providing consistent meals to all students and mental health services to struggling students. However, many challenges were presented in Spring 2020 through Spring of 2021 for students and their families, some of which include an increase in chronic absenteeism and widening of academic achievement gaps. Fowler USD will target supports for students affected by the challenges caused by the pandemic.

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 achievement gaps 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 and the Central Valley at 98.2%, in the Blue category. The District still maintains expectations of raising that rate to 98.8% or above.

In the Spring of 2019, Fowler High School graduated 14 students who earned a Golden State Seal Merit Diploma. In the Spring of 2020, 15 Fowler High School graduates earned the CA State Seal of Biliteracy and 14 students earned this prestigious award in Spring 2021. 61.4% met the criteria to attend a UC or CSU campus.

The 2020 AP pass rate of 71.95% was almost double the baseline year's rate.

Malaga Elementary was named a 2020 CA Distinguished School for the academic gains that students made which were supported by student digital portfolios for learning and student data binders to monitor ongoing growth.

Fowler Unified experienced solid gains in student achievement on the Spring 2019 California Assessment of Student Performance Progress (CAASPP), as recorded on the CA Dashboard. All students had an improvement of 8.8 points on distance from standard in the area of mathematics. Increased performances were seen in the following student groups on the mathematics portion of the 2019 CAASPP: Hispanic students improved 8.7 points, low income students grew 8.7 points, English learners improved 13 points, students with disabilities improved 22.3 points, and White students improved 20.9 points. Closing learning gaps in mathematics has been a focus in the district and progress is moving our learners forward.

On the English language arts portion of the 2019 CAASPP, Fowler Unified saw a 10.6 point improvement for students with disabilities and English learners improved 3.1 points.

The percentage of English learners making appropriate progress (one year's growth) has increased 5.5% between the base year and the 2019 ELPAC assessment results.

The overall percentage of students graduating college and career ready has increased significantly over the baseline year, showing an increase of 2.1% on the 2020 Dashboard CCI Report. The overall percentage of students graduating college and career ready has increased significantly over the baseline year, growing from 49% to 62%. The latter was 10% above the 2019 expected outcome. Increases have also been seen for student groups; however, the small size of some of the groups, such as English Learners (n=18), makes the year-to-year results more volatile. CTE course completion was a significant contributor to College and Career readiness; 50% of graduates who qualified as “prepared” did so through CTE completion.

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 42.2% to 57.2%.

In 2018-2019, the district-wide suspension rate experienced a slight increase (.3%), but still remained low at 1.6%. The suspension rates for most student groups were in the "Green" or "Blue" categories; rates for Students with Disabilities showed a significant decrease, falling by 2.4%. The suspension rate for homeless youth also decreased significantly, by 8.3%. In the 2019-2020 school year, the suspension rate dropped to 0.5%.

Expulsion rates were very low at 0.0% in 2019-20, with no students expelled. While the 2020 high school dropout rate was low at 1.2%, or two students, the District considers the loss of any student from matriculating high school as a challenge to address.

All three elementary school sites, Sutter Middle School, and Fowler High School have all earned the gold status in recognition of the high quality Positive Behavior Interventions and Supports (PBIS) programs that are positively impacting student behavior.

These data suggest that the actions and services in the District’s LCAP have 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.

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 from the Learning Continuity Plan implemented in 2020-21, and any additional actions identified through stakeholder input and/or a review of the data that will address students' academic and social-emotional needs as a result of the COVID-19 pandemic.

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.

Though there are no district-wide indicators in the Red or Orange categories, Fowler Unified School District recognizes that there are several needs to be addressed, including performance gaps in the areas of College and Career Readiness and Graduation Rate. In other indicators, there are also student groups in the Orange category needing particular focus.

Results for all students on the English language arts CAASPP assessment indicate that there was an increase of distance from standard from 0.6 points above standard in 2018 to 0.6 points below standard in 2019. Student groups that experienced declines in the English language arts indicator include Hispanic (decline of 0.1 points), Asian (decline of 3.3 points), and White (decline of 5.1 points). 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 close learning gaps.

Using iReady assessment data from Winter, 2020, as a baseline, students were assessed again in Winter, 2021, to measure if there were learning loss as a result of opening schools with distance learning and using a hybrid model when students returned to school. The levels of performance that were measured by the assessment were: "Mid On-Grade or Above" (students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level); "Early On-Grade" (students who have partially met these grade-level expectations); "1 Grade Below" (students placed one year below grade level); "2 Grades Below" (students placed two years below grade level); "3+ Grades Below" (students placed three years or more below grade level). Results were compared and changes noted.

Performance by Reading Domain Level, placing "Mid On-Grade or Above" and change from Winter, 2020

Phonological Awareness -- Kindergarten students' results remained the same as the prior year; 1st and 2nd graders showed significant decreases from 2020 (54% to 33% and 87% to 78%, respectively);

High Frequency Words -- In this domain, Kinder students showed a slight increase (39% to 43%), while 1st (46% to 28%) and 3rd (94% to 87%) grade percentages declined significantly from 2020. 2nd grade also experienced a slight decrease in percentage points;

Phonics -- With the exception of Kindergarten (25% to 31%), every grade level declined in the percentages of students Mid On-Grade of Above in Phonics. Fifth (-4% points) and 8th (-3%) grade declines were relatively small; 1st (-7%), 6th (-5%), and 7th (-8%) were a few points more; and 2nd (-10%), 3rd (-18%), and 4th (10%) were significantly greater;

Vocabulary -- Vocabulary results compared to the prior year were up and down across the grade levels;

Comprehension, Literature -- Kindergartners, again, produced results that exceeded the 2020 assessments. No other grade level showed this kind of increase; most showed losses ranging from 1% point to 6% points. The most significant decrease was in 5th grade, which showed a 10% points decline from the prior year. Sixth grade was an exception, with a 2% points increase;

Comprehension, Informational Text -- Declines in this area were generally greater than in Literature Comprehension, indicating a likely need for increased efforts in comprehending informational text. Seventh grade showed a decline of 12% points, followed by declines of 9% points in both 1st and 2nd grades, 7% in 4th grade, 5% in grade 3, and 3% in 5th. Sixth and 8th grades had slight increases over the prior year.

Consistent with other domains, Kindergarten assessment results were increased by 9% points from 2020.

The District also looked at cohorts of students, comparing the current year to the same group's prior year results. The 2020 fifth grade cohort more than tripled the percentage of students scoring 3 or more grade levels below (10% to 38%). The percentage of the 2020 fourth grade cohort scoring at 2 grade levels below also more than tripled (9% to 29%).

Teachers of Kindergarten and first grade students used additional reading assessments to identify strengths and areas of growth in word recognition vocabulary, phonemic awareness, and comprehension. Other assessments, oral and written, administered by teachers were combined with the iReady to identify skills and knowledge to be addressed. Since the foundation for reading success is laid in the early elementary years, these data underscore the need to provide additional supports and interventions for those students in future years. The

districtwide decline in students at "mid" or "early" grade level was 5 percentage points. Grades 5 and 7 results also indicate the needs for supports and interventions, including expanded learning opportunities. Declines at certain grade levels and in all domains indicate areas of learning loss to be addressed.

Performance by Math Domain Level, placing "Mid On-Grade or Above" and change from Winter, 2020

Numbers and Operations -- Grades 4 and 6 had significant declines (15%, 8%) in this domain, while the remaining grade levels showed little or no change;

Algebra and Algebraic Thinking -- Grades 3, 4 and experienced declines of five percentage points or more (5%, 15%, 5%) in this domain, while the remaining grade levels showed little or no change.

Measurement and Data -- The most significant declines were in 4th and 5th grades, while the other grades changed by four points or less. The most significant change was in the percentage "2 Grades Below," which increased from 9% to 15%.

The District also looked at cohorts of students, comparing the current year to the same group's prior year results. While it is understood that the cohorts change somewhat from year-to-year, the cohort comparisons for all grades are more indicative of learning loss for each group, with the exception of current 8th graders compared to last year's 7th grade.

At the high school level, teachers were asked to complete an assessment of the standards taught in their subject(s) and level(s), with particular focus on Math 1, 2, and 3, English at each grade level, and students receiving ELD supports. Counselors have been monitoring students' progress and will be proactive in identifying students who are in danger of not graduating and/or deficient in credits. Several standards in each area were found to have been only partially taught, or not taught at all.

Preliminary examination of results confirm that the learning loss has occurred disproportionately in unduplicated pupil groups, so those data will be examined in more depth.

Further focus is needed in the area of College and Career preparedness for English Learners. Even though students, overall, increased on this indicator, English learners have not made the same gains, increasing over the baseline by 1%. An examination of the data showed that almost one-third (10) of EL students in the 2019 graduation cohort had completed CTE Capstone course, but not an additional measure, consequently only "approaching prepared." The district will increase its efforts, through reviewing master schedules, access to courses, opportunities for college-credit classes, etc., to support English Learners in CTE pathways in successfully completing additional measures and achieving "prepared" status.

The steps described above will also support increasing graduation rates for English Learners, especially increasing access to A-G courses.

In 2020, progress was made in the Suspension Rate, as it dropped to 0.5% but this data reflects a partial year of distance learning and may not be a valid data point when compared to a full year of in-person learning. The district will continue to provide behavior supports and at-risk intervention services to reduce suspension rates among all students at all school sites.

English Learner Progress was added to the CA Dashboard for the first time in 2019. This indicator shows that Fowler Unified English learners are performing at a low level on the English Language Proficiency Assessments for California (ELPAC), with 44.4% of students making progress towards English language proficiency. The district only missed the medium level by 0.6% and it is our goal to move into the

medium level in 2020. In order to do this, teachers are participating in professional development sessions that are focused on integrated and designated English language development instruction to better support the needs of students.

Chronic Absenteeism grew to 10% overall in 2019-20, higher than the targeted outcome in the last LCAP. Of particular concern is that Chronic Absenteeism Rates increased for student groups that already have high rates of absenteeism -- Students with Disabilities, Foster Youth, and Homeless. 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.

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 close achievement gaps 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. Teacher survey results (2019) show that they are increasingly confident in their areas of professional development, with two-thirds of teachers who responded expressing that they are "very confident" in delivering instructional strategies. In a 2021 teacher survey, 70% of respondents indicated that the District was successful at identifying professional development needs of staff members. At the completion of a district professional development session held in October 2020, teachers rated 88% of sessions as beneficial to their work.

Parent engagement also continues to be a focus for Fowler Unified School District and plays a key feature in the LCAP. Each school site provides a minimum of four family involvement nights which provide 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 have increased significantly. Fowler USD believes a partnership with parents contributes to student achievement, warranting the continued focus in the LCAP.

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 Unified School District has no schools eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The revised Local Control and Accountability Plan (LCAP) Goals and Actions are the result of a collaboration between the community and the District to build the Fowler Unified School District Strategic Plan. The strategic planning process focused on answering four important questions: Where do we want to go? How will we get to where we want to go? How will we know we have arrived? Finally, how will we evaluate our success during and at the end of the process?

The results of this process were to:

1. Create and implement a three-year strategic plan aligned with the LCAP and school plans
2. Engage in the planning and implementation of the strategic plan
3. Use the plan to reflect on who we are, where we want to go, and make a collective effort to get there.

The work was accomplished in three phases. In Phase I, the stakeholders:

- Evaluated 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.).
- 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, and threats (SWOT).
- Codified the “Fowler Unified School District Promise, Core Values, and Goals” by reaching agreement that shared belief and buy-in of the “Promise, Core Values, and Goals” is critical to the success of the strategic plan and all aligned plans.

In Phase II, stakeholders:

- Developed strategic actions aligned with the District’s goals. The “Promise, Core Values, and Goals” served as the guideposts for the development of measurable strategic actions which were reviewed to ensure strategies were appropriate, feasible, acceptable, and in alignment with established goals.

Phase III saw the Strategic Plan finalized and published.

The Fowler USD strategic plan is a living document which guides us toward continuous improvement. It provides us a direction to mobilize our efforts and keeps us constantly striving to get better.

The stakeholder engagement process was continued during the Fall and Spring of the 2020-21 school year. After school started, the District sought input from the community to inform major portions of the District’s instructional plan. Site administrators and school liaisons also reached out to families to encourage participation. Fowler Unified School District held a Parent Advisory Committee (PAC) meeting to review and provide input on topics that included addressing learning loss, providing supports to students, and meeting the needs of struggling learners on September 2, 2020. On September 3, 2020, the District English Learner Advisory Committee (DELAC) met to review and provide input on topics that included providing supports to students who are English Learners and meeting the needs of those ELs struggling to keep pace in English language acquisition and accessing core subject-matter knowledge and skills. Both meetings were accessible to the public for in-person attendance in limited numbers in order to follow social distancing requirements at the District's Instructional Services building. Meetings were also made accessible virtually through Zoom so the public could access via electronic device or by phone call. A Spanish translator was available in the event that parents needed to access those services.

The District's proposed goals and actions to provide a comprehensive instructional program for all of our students, with increased or improved services to support our neediest students, was a primary topic at all meetings. Translation was provided orally at DELAC and ELAC meetings.

Additional formal meetings to gather concerns and present proposed actions were held during the winter and spring months. Stakeholder groups were asked to provide input regarding interventions and supports, including extended learning opportunities. During meetings with stakeholders, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) were asked to provide:

- Clarifying questions and/or comments;
- Input/suggestions for assessing and addressing learning loss;
- Supports for students who are struggling or have special needs;
- Supports for social and emotional well-being; and
- Access to technology.

Students, parents, teachers, and support staff were surveyed again in the Winter/Spring of 2021. Responses from those surveys were also examined to inform development of the LCAP.

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

District Administration/Principals Meeting – Ongoing through the school year.

Classified Bargaining Unit including all Classified Staff Stakeholder Input Meeting -- April 22, 2021

Certificated Bargaining Unit including teachers Stakeholder Input Meeting -- April 21, 2021

Community Stakeholder Input Meeting – Surveyed Fall, 2020, met April 13, 2021

Student Input Meeting – Surveyed Fall, 2020, Spring 2021

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 nine 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.

Parent Advisory Committee (PAC) Input on LCAP Draft Meeting -- April 15, 2021

District English Learner Advisory Committee (DELAC) Input on LCAP Draft Meeting – March 24, 2021

During stakeholder input 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 21- May 28, 2021. A draft of the LCAP was made available to stakeholders by request at the sites and on the school website. Comments could be provided to school site administrators for consideration. The public hearing of the plan was held on May 26, 2021.

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 Plan was approved at the Board meeting of June 16, 2021. Additionally, the Board also approved the Budget and Local Indicator outcome evidence was presented at this meeting.

Submitted to FCSS -- June 17, 2021

A summary of the feedback provided by specific stakeholder groups.

A key result of the feedback process, from early on, was all groups stressing the need to provide students with social-emotional supports.

The 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 was more user-friendly. The PAC also brought up providing additional supports for students who are struggling academically, including summer access to iReady. The PAC liked the plan to retain a student support specialist and an LVN at each site.

Members of the District English Learners Advisory Committee (DELAC) provided feedback that some families were having trouble gaining access to the internet, even though they had been provided a Chromebook and WIFI hotspot because they live in more rural areas where connection signals are not as strong. The District will work with individual families to provide solutions. DELAC members expressed they would like additional supports for struggling students offered outside of school hours in a small group format.

Echoing their parents, over 30% of students indicated that they would like more homework help.

In the parent surveys, respondents identified “homework help,” “using technology,” “healthy lifestyles,” and “math” as their top choices for parent workshops the District might provide.

About two-thirds of students responded that teachers or adults at their school care about them. 75% of English Learners indicated that they receive the support they need in class.

60% of teachers felt the District was addressing the needs of individual teachers for professional learning. Three-quarters of the support staff had the same response.

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

Stakeholder input by all groups is highly valued in Fowler USD. The District’s Parent Advisory Committee (PAC), as well as the District English Learners Advisory Committee (DELAC), expressed the importance of the District, schools sites, and teachers communicating often with families. Members of these committees found the newly implemented Parent Square application to be an easy tool for use and would

like to see it continue into the future. Highlighted was the fact that parents can receive the information in their home language, as Parent Square automatically translates communications. Messages regarding the importance of attendance in the user-friendly format of Parent Square were sent home to families. Both the PAC and DELAC expressed the need for the District to offer family workshops to support families in mental health practices and supports to meet needs brought on by the pandemic. This same feedback was echoed by families throughout the district on the parent survey. Actions under goal one in this plan were heavily influenced by this stakeholder input.

The new action of meeting the needs of homeless students was added under goal 2 due to the input of the PAC members. In the past, the District had not included a specific action targeted at supporting homeless students and the PAC felt this specific population 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. 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 addition to school administrators throughout the district.

Goal 3 includes various actions that were influenced by the various stakeholder groups. The need to continue iReady as a supplemental program for both reading and math was highlighted by the PAC and a request to continue student access to the program over the summer was made and will be implemented. Through surveys, families and students expressed the need for additional supports offered outside of school hours for struggling students. In response, the District will continue to provide additional slots in the extended learning program after school.

Goals and Actions

Goal

Goal #	Description
1	<p>Fully engage families and the community in support of educational outcomes.</p> <p>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.</p>

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 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	<p>MET -- Results Reported</p> <p>3.9 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool</p>				<p>MET -- Results Reported</p> <p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[June, 2021, Report to the FUSD Governing Board]				parent and family engagement [June, 2024, Report to the FUSD Governing Board]

Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve Communication to District Stakeholders	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps 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:</p> <p>Communication systems and applications</p> <p>Various social media platforms and tools including -- ParentSquare Fowler SuperGram Twitter School Newsletters Fowler Unified School District website</p> <p>This includes the development of the Fowler Unified School District website as a resource for our parents and our communities.</p>	\$43,000.00	No
2	Increase Community Outreach and Family Engagement	The District will support improved student outcomes in academic performance and school engagement, and closing gaps on state and local measures through increased family engagement, through the	\$22,900.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>development of:</p> <p>Stakeholder advisory meetings:</p> <ul style="list-style-type: none"> • District English Learner Advisory Committee • Parent Advisory Committee • Town Hall Meetings <p>The information garnered at the stakeholder advisory meetings will be disseminated and discussed at:</p> <ul style="list-style-type: none"> • District-level departments • Regular cabinet and leadership meetings <p>To support academic gains and to close achievement gaps 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:</p> <ul style="list-style-type: none"> • Parenting Workshops • Site hosted Family Nights <p>Back to School Night Open House Academic Awards STEM, Literacy, Math, Art, Technology, etc.</p>		
3	Address the Needs of Our Learning Community	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures through increased family engagement, the District will establish well-defined departments and procedures to address the needs of our students, staff, and community, procedures will include, but not be limited to:</p> <ul style="list-style-type: none"> • Translation services for communications at family events • Maintaining welcoming environments at schools and District facilities • Support family liaisons at school sites 	\$233,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students 		
4	Stakeholder-Informed Decision Making	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures through increased family engagement, the District will use multiple sources of data to make informed decisions that affect our school communities. This includes the use of survey data, Town Hall Meetings, and Advisory committee meetings, including but not limited to:</p> <p>Family Empowerment Workshops Parent University PIQE</p>	\$35,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	<p>Provide a positive environment that will improve student outcomes and close performance gaps.</p> <p>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.</p>

An explanation of why the LEA has developed this goal.

All three elementary school sites, Sutter Middle School, and Fowler High School have all earned the gold status in recognition of the high-quality Positive Behavior Interventions and Supports (PBIS) programs that are positively impacting student behavior and will continue those programs to support positive learning environments.

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.

Based on data that aligns with school climate and student engagement, the District believes that the activities in which it has engaged have generally been effective. Prior to the pandemic and school closures, the District's Graduation Rate was among the highest in Fresno County and the Central Valley at 97.1%, in the Blue category. The District still maintains expectations of raising that rate to 98% or above.

Chronic Absenteeism grew to 10% overall in 2019-20, higher than the targeted outcome in the last LCAP. Of particular concern is that Chronic Absenteeism Rates increased for student groups that already have high rates of absenteeism -- Students with Disabilities, Foster Youth, and Homeless.

Expulsion rates were very low at 0.0% in 2019-20, with no students expelled. While the 2020 high school dropout rate was low at 1.2%, or two students, the District considers the loss of any student from matriculating high school as a challenge to address.

In 2020, progress was made in the Suspension Rate, as it dropped to 0.5% but this data reflects a partial year of distance learning and may not be a valid data point when compared to a full year of in-person learning. The district will continue to provide behavior supports and at-risk intervention services to reduce suspension rates among all students at all school sites.

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 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	<p>MET -- Results Reported</p> <p>3.9 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool</p> <p>[June 2021, Report to the FUSD Governing Board]</p>				<p>MET -- Results Reported</p> <p>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 parent and family engagement</p> <p>[June 2024, Report to the FUSD Governing Board]</p>
High School Graduation Rate	<p>All students~ 98.2%</p> <p>Hispanic~ 97.8%</p> <p>White~ 100%</p> <p>Asian – 100%</p> <p>SED~ 99.2%</p> <p>EL~ 100%</p> <p>SWD – 84.6%</p> <p>[California School Dashboard, 2020 District Graduation Rate Report]</p>				<p>All Students -- 99%</p> <p>Hispanic -- 100%</p> <p>Asian -- 100%</p> <p>White -- 100%</p> <p>SED -- 100%</p> <p>EL -- 100%</p> <p>SWD -- 99%</p> <p>Foster Youth – 100%</p> <p>Homeless Youth – 100%</p> <p>[California School Dashboard, 2023]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					District Graduation Rate]
Attendance	All Students -- 95.8% [2019-20 District Attendance Calculations]				All Students -- 98% [2023-24 District Attendance Calculations]
Suspension Rate	All Students – 0.5% Hispanic – 0.6% 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]				All Students – 0.2% Hispanic – 0.2% 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% [2022-23 DataQuest]
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 -- 7.5% Hispanic -- 7.5% Asian -- 7.5% White -- 7.5% SED -- 7.5% EL -- 7.5% SWD -- 7.5% [2022-23 CALPADS Report 14.1]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0% [2019-20 DataQuest]				0% [2022-23 DataQuest]
High School Dropout Rate	1.2% [2019-20 DataQuest Four-Year Cohort Outcomes]				0% [2022-23 DataQuest Four-Year Cohort Outcomes]
Middle School Dropout Rate	0.5% [2020-21 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 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 --	MET -- Results Reported 76.1% of students surveyed responded				90% of students surveyed will respond that they feel safe at school MET

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Students Feeling Safe at School	that they feel safe at school [June, 2021, Report to the FUSD Governing Board]				[June, 2024, Report to the FUSD Governing Board]
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, 2024 Report to the FUSD Governing Board]

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Services	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will create a plan to support students' health at school. The District will provide contracted health services for LVN support for students and 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.	\$393,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Social and Emotional Learning and Supports	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will create school environments that welcome and support all of our student populations by:</p> <ul style="list-style-type: none"> -Hiring and/or retaining intervention and support staff, including Student Support Specialists, to provide behavior intervention and support, principally directed to unduplicated students in grades TK-12, their parents, and the staff who work with them. -Increase students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. -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. <p>For 2021, these services will be paid for, in part, by state Expanded Learning Opportunities Grant funds. When those funds are expended, the District will continue the program with LCFF funding. For more details, see the ELO Plan at: https://www.fowlerusd.org/Page/4148 .</p>	\$295,377.00	Yes
3	Meeting the Needs of Homeless Students	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps 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.</p>	\$2,000.00	No
4	Student Behavior and Attendance Supports	<p>Recognizing the link between better attendance and success in school, the district will address disparities in suspension and chronic absenteeism rates between all students and at-promise unduplicated student groups by providing behavior support and at-promise intervention programs. Principally intended to support high needs students and students with exceptional needs, these services will</p>	\$132,743.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>include:</p> <ul style="list-style-type: none"> • 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. 		
5	Speech Services	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will provide partially contracted speech therapy services from an outside agency for students in grades Preschool - 12.</p> <p>The District will also employ a full-time speech therapist.</p>	\$182,086.00	No
6	Foster Youth Supports	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will provide transitional services and supports to foster youth new to the District. The District will also provide social/emotional and academic supports for all our Foster Youth.</p>	\$2,000.00	Yes
7	Facilities	<p>The LEA will conduct routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students.</p>	\$850,000.00	No
8	Additional Transportation	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will provide student transportation to and from school for extra-curricular activities outside of normal school hours as many of</p>	\$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		our high needs students do not have access to private transportation outside of school hours.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	<p>Provide high-quality instruction to increase student achievement and close performance gaps for all students.</p> <p>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.</p>

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.

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				All Students – 10 points above Students w/Disabilities – 25 points below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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</p> <p>[2019 California School Dashboard]</p>				<p>English Learners – at standard Hispanic – 1 point above Low Income – 2 points above White – 40 points above Asian – 50 points above</p> <p>[2023 California School Dashboard]</p>
California School Dashboard: Math Distance from Standard	<p>All Students – 37.9 points below Students w/Disabilities – 97.9 points below 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</p> <p>[2019 California School Dashboard]</p>				<p>All Students – at standard Students w/Disabilities – 40 points below English Learners – at standard Hispanic – at standard Low Income – at standard White – 23 points above Asian – 26 points above</p> <p>[2023 California School Dashboard]</p>
ELPAC Summative Assessment: Percentage of English Learners Who	<p>44.4%</p> <p>[2019 California School Dashboard]</p>				<p>English Learners - 55%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase One or More Levels					[2023 California School Dashboard]
Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	6.9% [DataQuest, English Learner (EL) Data Annual Reclassification 2020-21]				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 -- 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":

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 -- 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: 40% EL: 40% SED: 40% Hispanic 40% SWD: 30% White: 62% Asian: 43% [2023 CAASPP Test Results]
Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC Math Assessments	All Students: 5% EL: 0% SED: 4% Hispanic: 4% SWD: 0% White: 0% Asian: 15% [2019 CAASPP Test Results]				All Students: 30% EL: 40% SED: 40% Hispanic: 40% SWD: 30% White: 40% Asian: 35% [2023 CAASPP Test Results]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advanced Placement Exams: % of pupils scoring 3 or higher (# scoring 3 or higher/ total 10-12 grades population)	71.95% [AP College Board, 2020]				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) [2020 School Dashboard Additional Reports and Data]				All students~ 71% Hispanic~ 67% Asian~ 98% White~ 78% SED~ 68% SWD – 25% EL – 45% [2024 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%				All students~ 66% Hispanic~ 64% Asian~ 86% White~ 78% SED~ 60% SWD -- 25% EL -- 45% [DataQuest, 2022-2023 Four-Year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Foster Youth and Homeless results not reported) [DataQuest, 2019-20 Four-Year Adjusted Cohort Graduation Rate]				Adjusted Cohort Graduation Rate]
CTE Completion Rate Grade 12 Completers/ Graduation Cohort	63.1% of 2021 graduates completed a CTE pathway. [CALPADS Reports 3.14 & 3.15]				72% of 2024 graduates will complete a CTE pathway. [CALPADS Reports 3.14 & 3.15]
Combined A-G and CTE Completion Rate	30.9% [2019-20 CALPADS EOY Reports 8.1 and 3.15]				36% [CALPADS EOY Reports 8.1 and 3.15]
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	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				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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>curriculum and ELD standards.</p> <p>ELA – 4.2, Math – 4.1, ELD – 3.9</p> <p>[June, 2021, Report to Board]</p>				<p>curriculum and ELD standards.</p> <p>[June, 2024, Report to Board]</p>
<p>Access to Standards-Aligned Materials:</p> <p>Results Reported to the FUSD Governing Board</p>	<p>MET -- Results Reported</p> <p>100% of students had access to standards-aligned curriculum materials.</p> <p>[June, 2021, Report to Board]</p>				<p>MET -- Results Reported</p> <p>100% of students have access to standards-aligned curriculum materials.</p> <p>[June, 2024, Report to Board]</p>
<p>Access to a Broad Course of Study:</p> <p>Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board</p>	<p>MET -- Results Reported</p> <p>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</p>				<p>MET -- Results Reported</p> <p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	to a broad course of study. [June, 2021, Report to Board]				access to a broad course of study. [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 100% of teachers appropriately credentialed and assigned. [June, 2024, Report to Board]

Actions

Action #	Title	Description	Total Funds	Contributing
1	Qualified Teachers	To support academic gains and to close achievement gaps 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.	\$8,929,281.00	No
2	Standards-Aligned Curriculum	To support academic gains and to close achievement gaps 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 implementation of Fowler Unified Instructional Expectations.	\$303,200.00	No

Action #	Title	Description	Total Funds	Contributing
		To additionally support academic gains and to close achievement gaps 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.		
3	English Language Acquisition	To support academic gains and to close achievement gaps 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.	\$27,688.00	No
4	Intervention and Support Staff	To support academic gains and to close achievement gaps on state and local assessments, the District will retain/hire intervention and support staff to provide intervention and support for high needs students and students with exceptional needs in grades TK–12. These may include, but not be limited to: <ul style="list-style-type: none"> • Certificated Tutors • District Coaches • Guidance Instructional Specialists • Instructional Aides • SST Coordinators 	\$1,560,845.00	Yes
5	Supplemental Learning Program	To support academic gains and to close achievement gaps on state and local assessments, 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	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		program, focused on supporting unduplicated students and students with exceptional needs. Students will be provided summer access to the program in order to address learning recovery and acceleration.		
6	Library Support Services	<p>To support academic gains on state and local assessments, the District will work to continuously improve library services. Improved services will include:</p> <ul style="list-style-type: none"> • 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. 	\$285,738.00	Yes
7	Summer School	<p>To support academic gains and to close achievement gaps on state and local assessments, 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.</p> <p>For 2021 and 2022, the program will be paid for by state Expanded Learning Opportunities Grant funds. When those funds are expended, the District will continue the program with LCFF funding. For more details, see the ELO Plan at: https://www.fowlerusd.org/Page/4148.</p>	\$678,589.00	Yes
8	Supplemental/Intervention Materials	To support academic gains and to close achievement gaps on state and local assessments, the District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for high needs students and students with exceptional needs who have demonstrated achievement	\$155,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		gaps between their performance levels and those of the overall performance of students at local and state levels.		
9	English Learner Supports	<p>To support academic gains and to close achievement gaps on state and local assessments, 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.</p> <p>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.</p>	\$52,320.00	Yes
10	Reducing Class Sizes	To support academic gains and to close achievement gaps on state and local assessments, 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 4-12, principally to provide additional support to high needs students.	\$2,100,521.00	Yes
11	Early Education Support	To support academic gains on state and local assessments, the District will provide support to sustain preschool classes.	\$111,894.00	No
12	After School Program	To support academic gains and to close achievement gaps on state and local assessments, 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 students in need of academic	\$320,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>supports.</p> <p>For 2021 and 2022, the program will be paid, in part, for by state Expanded Learning Opportunities Grant funds. When those funds are expended, the District will continue the program with LCFF funding. For more details, see the ELO Plan at: https://www.fowlerusd.org/Page/4148.</p>		
13	Technology Implementation	<p>To support academic gains and to close achievement gaps on state and local assessments, the District will provide computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs that increases access for high needs students and students with exceptional needs.</p> <ul style="list-style-type: none"> • to ensure our high needs students have access to the internet outside of the classroom/school environment the district has provided hotspots • 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 high need students have devices to continue learning from home 	\$824,025.00	Yes
14	CTE/ROP	<p>The District will support college and career readiness through the increased participation of unduplicated students and students with exceptional needs in CTE/ROP courses by hiring and retaining personnel for coursework in the following areas of Career Technical Education/ ROP classes, including materials and supplies.</p> <ul style="list-style-type: none"> • Agriculture and Natural Resources • Arts, Media, and Entertainment • Health Science and Medical Technology • Marketing, Sales, and Services 	\$1,001,317.00	No

Action #	Title	Description	Total Funds	Contributing
15	Professional Development	<p>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 high needs students and students with exceptional needs, in order to support academic gains and to close achievement gaps on state and local assessments.</p> <p>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, but not be limited to:</p> <ul style="list-style-type: none"> • Core Subject Areas • Special Education • CTE/ROP • Visual & Performing Arts • Technology <p>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.</p> <p>Professional Learning Communities (PLCs) will enhance instructional skills through focusing on using data to drive instruction during weekly Advancing Academic Achievement days (AAA).</p>	\$113,052.00	Yes
16	Access to a Broad Course of Study	<p>The District will plan master schedules at the secondary level to ensure that high-needs students and students with exceptional needs have access to a broad course of study in the middle school and high school grades.</p>	\$451,600.00	No

Action #	Title	Description	Total Funds	Contributing
		In grades 4-12, the District will ensure that interested students have access to a music program that includes, but is not limited to, choir and band.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.85%	5,825,747

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

Required Descriptions

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

The 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 stakeholders 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 stakeholders to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Needs, Conditions, or Circumstances for Goal 1: Fully engage families and the community in support of educational outcomes --

Although almost 78% of students are identified as low-income, less than 45% of those parents responded to the parent survey. Even more concerning is that only about one-third of English Learner parents responded to the survey, about two-thirds of parents of students with exceptional needs, and only three Foster parents responded. These data, alone, clearly show that the District and its high-needs students will be better served by increasing the engagement of families of unduplicated students.

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

Goal 1, Action 3 -- To support improved student outcomes in academic performance and school engagement, and to close gaps 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. Procedures will include, but not be limited to:

- Translation services for communications at family events
- Maintaining welcoming environments at schools and District facilities
- Support family Liaisons at school sites

Goal 1, Action 4 -- To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures through increased family engagement, the District will use multiple sources of data to make informed decisions that affect our school communities. This includes the use of survey data, Town Hall Meetings, and Advisory committee meetings.

- Family Empowerment Workshops
- Parent University
- PIQE

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 families in their children's education. Additionally, enhancing the welcome families feel at schools, along with providing translation services at events will increase family engagement. 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.

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." Based on this evidence, we expect increased family engagement to result in improved student outcomes.

Needs, Conditions, or Circumstances for Goal 2: Provide a positive environment that will improve student outcomes and close performance gaps --

Distance hybrid learning models resulted in new methods for calculating attendance and absenteeism, leaving the questions of "how reliable are these data? Has distance learning kept suspension rates exceeding low? Were grad rates for 2020-21 inflated because students were 'held harmless' for grades during the school closure?" Stakeholder input since the return to full-time, in-person instruction suggests that there will be a period of re-adjustment that may impact next year's indicators for this goal.

The pre-pandemic (February, 2020 cumulative) overall attendance rate was 90.1%, with low-income students even below that. Also of concern is that, prior to the pandemic and school closures, Chronic Absenteeism rates increased for student groups that already have high rates of absenteeism -- Students with Disabilities, Foster Youth, and Homeless. Chronic absenteeism rates for low income students were also significantly high, 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 4 times more likely to drop out of high school than proficient readers (<https://files.eric.ed.gov/fulltext/ED592870.pdf>).

In our Spring, 2021 student survey, only 64.2% of students surveyed responded that they feel connected to school, and 76.1% of students surveyed responded that they feel safe at school. Of those students, 80% were students of color and significant numbers were low-income, English learners, and students with exceptional needs. The lack of connection to school is understandable given the pandemic circumstances but will still need to be addressed. The perception of safety remains something the District is compelled to address until every student feels safe at school.

Student and parent stakeholders 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. Stakeholder input, and anecdotal information since the return to school in Spring, 2021, highlight the need to provide students with social-emotional supports.

Based on data that aligns with school climate and student engagement, the District believes that the activities in which it has engaged have generally been effective. All three elementary school sites, Sutter Middle School, and Fowler High School have earned the gold status in recognition of the high-quality Positive Behavior Interventions and Supports (PBIS) programs that are positively impacting student behavior and will continue those programs to support positive learning environments. Prior to the pandemic and school closures, the District's Graduation Rate was among the highest in Fresno County and the Central Valley at 97.1%. Expulsion rates were very low at 0.0% in 2019-20, with no students expelled. While the 2020 high school dropout rate was low at 1.2%, or two students, the District considers the loss of any student from matriculating high school as a challenge to address. In 2020, progress was made in the Suspension Rate, as it dropped to 0.5%

Based on this evidence of their effectiveness, the District is continuing the following actions, with emendations, from the 2019-20 LCAP to the 2021-24 plan:

Action 1, Action 2, Action 4, Action 8

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

Goal 2, Action 1 -- The District will create a plan to support students' health at school. The District will provide contracted health services for LVN support for students and 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.

Goal 2, Action 2 -- The District will create school environments that welcome and support all of our student populations by:

- Hiring intervention and support staff to provide behavior intervention and support
- Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills
- Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills

Goal 2, Action 3 -- 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.

Goal 2, Action 4 -- The district will address disparities in suspension and chronic absenteeism rates between all students and some unduplicated student groups by

providing behavior support and at-promise intervention programs. Principally intended to support high needs students and students 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.

Goal 2, Action 6 – The District will provide transitional services and supports to foster youth new to the District. The District will also provide social/emotional and academic supports for all our Foster Youth.

Goal 2, Action 8 -- The District will provide student transportation to and from school 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:

Goal 2, Action 1 -- 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 exist. Unduplicated students, particularly low-income students, are four times more likely to be absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and 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. Providing increased access to health services at school sites and better information on accessing services in the community, will result in better health, attendance, and positive school engagement for our students.

Goal 2, Action 2 -- 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>]. We expect to see increased connectedness to school, prosocial behaviors, and a decline in chronic absenteeism for our low-income students, students with disabilities, Foster Youth, and Homeless. as a result of the programs implemented in this action.

Goal 2, Action 6 -- This will be the first time 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 and behavior outcomes.

Goal 2, Action 4 -- 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. 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 found that PBIS helped increase reading and math scores (<http://ccsd.net/internal/cms/doc-vault/resources/archive/luiselli-et-al.-2005.pdf>) 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.

Goal 2, Action 8 – Providing 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 participate. 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 and regularity in attendance is directly related to higher GPA. We expect all of these stated outcomes -- reduced absenteeism rates, increased school connectedness, positive relationships, and improved academic performance -- for our high-needs students as a result of implementing this action.

Needs, Conditions, or Circumstances for Goal 3: Provide high-quality instruction to increase student achievement and close performance gaps for all students --

Significant gaps in both ELA and math were demonstrated between overall student scores and those of students with disabilities, English Learners, and other student groups from the last round of state assessments.

The most recent (2019) state assessment results for English Learners at the high school level who met or exceeded standards in ELA and math (7.83% and 5.01%, respectively) show a significant achievement gap in comparison to all students (57.27% and 32.24%). Supports for EL academic success, particularly at the high school, will continue to be an important area to address moving forward.

The performance of EL high school juniors on EAP readiness remains a concern to be addressed. While, overall 11th grade students in the 2019 cohort came close to expectations for EAP "readiness" in math, and have increased slightly from the baseline, no English Learners scored at the "ready" level. None "met standard" in math, and there was a gap of 12% between English Learners and students overall in "meeting standard" in ELA. Low-income students also lagged behind the overall scores in both areas.

An examination of the College and Career Indicator data (2019) shows that English Learners experienced a significant decline in the percentage that were college and career ready. There were many students who had completed A-G and some CTE, who would have been deemed "prepared" had they completed the capstone class.

The difference between 2020 and 2021 Reading winter assessments indicate that, while learning loss appears to have impacted our overall population, it did not have the expected overwhelming impact, and appears to be most concentrated in the lower elementary grades. Since the foundation for reading success is laid in the early elementary years, these data underscore the need to provide additional supports and interventions for those students in future years. The districtwide decline in students at "mid" or "early" grade level was only 5 percentage points. Grades 5 and 7 results also indicate the needs for supports and interventions, including extended learning opportunities. Declines at certain grade levels and in all domains indicate areas of learning loss to be addressed. The 2020 fifth grade cohort more than tripled the percentage of students scoring 3 or more grade levels below (10% to 38%). The percentage of the 2020 fourth grade cohort scoring at 2 grade levels below also more than tripled (9% to 29%).

The difference between 2020 and 2021 Math winter assessments indicate that, while learning loss appears to have impacted all grades 1-6, it did not have the expected overwhelming impact, and appears to be most concentrated in the upper elementary grades. Kindergarten, 7 and 8 appear to have experienced no grade level-wide learning loss. The districtwide decline in students at "mid" or "early" grade level was only 4 percentage points. Not shown in the data above was that the most significant change was in the percentage "2 Grades Below," which increased from 9% to 15%.

We were not able to disaggregate the above iReady data. A recent study from PACE (Policy Analysis for California Education) confirms that "the pandemic and its related disruptions to schooling in California have disproportionately affected low-income students and ELLs. Average learning loss estimates mask the reality that some students in California are suffering much more during this time than are others."

Additionally, we referenced the available research on learning loss, which indicated that "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April, 2020). Experience and prior years' data show that any learning loss experienced by the general student population is exacerbated among Unduplicated Pupils, homeless youth, and students with exceptional needs.

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.

From the surveys and home contacts the District conducted in Spring and Fall of 2020, we learned that connectivity and access to technology were significant problems for our low income families. 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."

Goal 3 –

Fowler USD student academic performance outcomes indicate that the actions and services in which the District has engaged during the course of the prior LCAP have generally been effective in increasing the academic achievement of all students, with room for growth. Fowler Unified experienced solid gains in student achievement on the Spring 2019 California Assessment of Student Performance Progress (CAASPP), as recorded on the CA Dashboard. All students had an improvement of 8.8 points on distance from standard in the area of mathematics. Increased performances were seen in the following student groups on the mathematics portion of the 2019 CAASPP: Hispanic students improved 8.7 points, low-income students grew 8.7 points, English learners improved 13 points, students with disabilities improved 22.3 points, and White students improved 20.9 points. Closing learning gaps in mathematics has been a focus in the district and progress is moving our learners forward. On the English language arts portion of the 2019 CAASPP, Fowler Unified saw a 10.6 point improvement for students with disabilities and English learners improved 3.1 points. The percentage of English Learners making appropriate progress (one year's growth) has increased 5.5% between the base year and the 2019 ELPAC

assessment results.

The district's College and Career indicator showed an increase of 2.1% on the 2019 Dashboard. The overall percentage of students graduating college and career ready has increased significantly over the baseline year, growing from 49% to 62%. The latter was 10% above the 2019 expected outcome. Increases have also been seen for student groups.

Based on this evidence of their effectiveness, the District is continuing the following actions, with emendations, from the 2019-20 LCAP to the 2021-24 plan:

Action 4, Action 5, Action 7, Action 8, Action 9, Action 10, Action 12, Action 15

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

Goal 3, Action 4 -- The District will retain/hire intervention and support staff to provide intervention and support for high needs students and students with exceptional needs in grades TK–12. Intervention will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs.

Goal 3, Action 5 – 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 and students with exceptional needs. Students will be provided summer access to the program in order to address learning recovery and acceleration.

Goal 3, Action 6 – The District will work to continuously improve library services to meet the needs of high needs 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.

Goal 3, Action 8 -- The District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for high needs students and students with exceptional needs who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels.

Goal 3, Action 9 – 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.

Goal 3, Action 10 – 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 4-12, principally to provide additional support to high needs students.

Goal 3, Action 12 – 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 high-needs students in need of academic supports.

Goal 3, Action 13 -- The District will provide computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs that increases access for high needs students and students with exceptional needs.

Goal 3, Action 15 -- 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 high needs students and students with exceptional needs, in order to support academic gains and to close achievement gaps 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. Professional Learning Communities (PLCs) will enhance instructional skills through focusing on using data to drive instruction during weekly Advancing Academic Achievement days (AAA).

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

Goal 3, Action 4 -- The data cited above clearly show there are achievement gaps between student groups 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. Providing students with ongoing supports from instructional aides 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. Learning guidance staff 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.

Goal 3, Action 5 -- 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.”

Goal 3, Action 6 – We expect that, in providing culturally-responsive materials in our libraries, and training library staff in culturally-responsive literature, we will support English Learners and other high-needs student groups 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. [\[https://s3.amazonaws.com/scschoolefiles/819/article_on_cultural_relevancy.pdf\]](https://s3.amazonaws.com/scschoolefiles/819/article_on_cultural_relevancy.pdf)

[\[https://s3.amazonaws.com/scschoolefiles/819/personalizing_literacy-culturallyrelevantreadings.pdf\]](https://s3.amazonaws.com/scschoolefiles/819/personalizing_literacy-culturallyrelevantreadings.pdf). 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.

Goal 3, Action 8 – District expects to see the significant improvement in students’ achievement, and the narrowing of achievement gaps by purchasing evidence-based supplemental materials in order to provide the universal and targeted instruction described in Action 4.

Goal 3, Action 9 – Supplemental materials and supports for English Learners will accelerate language acquisition through the use of evidence-based programs and training in language acquisition strategies. 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 redesignation will help those students maintain academic success.

Goal 3, Action 10 – 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.” [\[https://tinyurl.com/Class-Size-Study\]](https://tinyurl.com/Class-Size-Study). Based on research, having smaller class sizes with extra support in math to support acceleration is expected to increase learning outcomes for unduplicated students who are struggling. 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.

Goal 3, Action 12 – 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].

Goal 3, Action 13 -- We expect increased access to devices and assured internet access will result in increased academic outcomes for our unduplicated students. "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)" [\[https://techandcurriculum.pressbooks.com/chapter/engagement-and-success\]](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.

Goal 3, Action 15 – Ongoing, high-quality professional development for teachers, instructional aides, and site and district administrators, is expected to have a significant impact on students’ academic and other outcomes. 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.

Supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic, social-emotional, and other integrated student supports. Using the “intervention pyramid” as a reference point, academic and social-emotional supports will be part of instruction for all students, increasing as individual students are identified for more intensive supports.

All of these actions and services are being performed on a schoolwide or districtwide basis in order to increase the efficiency of delivery and effectiveness of these

actions and services. This means of delivering services and use of resources is believed to be the best way of improving learning for all students. 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 close achievement gaps and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture.

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 K-12. 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]. 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 \$23,028,984 in LCFF base funding constrains the services the District is able to provide. After examining the needs of our unduplicated students, the District uses its LCFF supplemental and concentration (S/C) funds of \$5,825,747 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 unduplicated students. These actions and services would not be provided or increased and/or improved to the degree to which they are available to our high-needs 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 unduplicated students. We believe no action provides a disproportionate increase or improvement in services for the 24% of students not included in the unduplicated student groups.

For 2021-22, the state has granted the Fowler Unified School District \$1.9 million to support expanded learning activities. While they have been increased from past levels, many of those activities have been designated as "contributing" to increased or improved services in past LCAPs. Because they are being funded in 2021 by grant funds, those activities will not be designated as "contributing" for the next year. In order to ensure those LCFF funds are used as intended to increase or improve services for unduplicated pupils, the District has earmarked \$1,964,635 in this plan for future increased/improved services as a contributing action.

The percentage of all increased/improved services for high-needs students is equal to or exceeds the 25.85% noted at the top of this section.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$17,243,341.00	\$1,747,427.00		\$456,718.00	\$19,447,486.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$15,684,137.00	\$3,763,349.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Improve Communication to District Stakeholders	\$43,000.00				\$43,000.00
1	2	All	Increase Community Outreach and Family Engagement	\$14,900.00			\$8,000.00	\$22,900.00
1	3	English Foster Youth Low Income	Address the Needs of Our Learning Community	\$233,435.00				\$233,435.00
1	4	English Foster Youth Low Income	Stakeholder-Informed Decision Making	\$20,000.00	\$15,000.00			\$35,000.00
2	1	English Foster Youth Low Income	Access to Services	\$200,000.00	\$193,500.00			\$393,500.00
2	2	English Foster Youth Low Income	Social and Emotional Learning and Supports	\$235,377.00	\$60,000.00			\$295,377.00
2	3	Homeless Students	Meeting the Needs of Homeless Students				\$2,000.00	\$2,000.00
2	4	English Foster Youth Low Income	Student Behavior and Attendance Supports	\$132,743.00				\$132,743.00
2	5	Students with Disabilities	Speech Services		\$182,086.00			\$182,086.00
2	6	Foster Youth	Foster Youth Supports	\$2,000.00				\$2,000.00
2	7	All	Facilities	\$850,000.00				\$850,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	English Foster Youth Low Income	Additional Transportation	\$140,000.00				\$140,000.00
3	1	All	Qualified Teachers	\$8,929,281.00				\$8,929,281.00
3	2	All	Standards-Aligned Curriculum		\$303,200.00			\$303,200.00
3	3	English Learners	English Language Acquisition	\$15,000.00			\$12,688.00	\$27,688.00
3	4	English Foster Youth Low Income	Intervention and Support Staff	\$890,815.00	\$247,000.00		\$423,030.00	\$1,560,845.00
3	5	English Foster Youth Low Income	Supplemental Learning Program	\$200,000.00				\$200,000.00
3	6	English Foster Youth Low Income	Library Support Services	\$285,738.00				\$285,738.00
3	7	English Foster Youth Low Income	Summer School	\$340,000.00	\$338,589.00			\$678,589.00
3	8	English Foster Youth Low Income	Supplemental/Intervention Materials	\$144,375.00			\$11,000.00	\$155,375.00
3	9	English	English Learner Supports	\$52,320.00				\$52,320.00
3	10	English Foster Youth Low Income	Reducing Class Sizes	\$2,100,521.00				\$2,100,521.00
3	11	All	Early Education Support	\$111,894.00				\$111,894.00
3	12	English Foster Youth Low Income	After School Program	\$160,000.00	\$160,000.00			\$320,000.00
3	13	English Foster Youth Low Income	Technology Implementation	\$664,025.00	\$160,000.00			\$824,025.00
3	14	All	CTE/ROP	\$1,001,317.00				\$1,001,317.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	15	English Foster Youth Low Income	Professional Development	\$25,000.00	\$88,052.00			\$113,052.00
3	16	All	Access to a Broad Course of Study	\$451,600.00				\$451,600.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$5,826,349.00	\$7,522,520.00
LEA-wide Total:	\$5,772,029.00	\$7,468,200.00
Limited Total:	\$54,320.00	\$54,320.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Address the Needs of Our Learning Community	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$233,435.00	\$233,435.00
1	4	Stakeholder-Informed Decision Making	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$35,000.00
2	1	Access to Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	\$393,500.00
2	2	Social and Emotional Learning and Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$235,377.00	\$295,377.00
2	4	Student Behavior and Attendance Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$132,743.00	\$132,743.00
2	6	Foster Youth Supports	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$2,000.00	\$2,000.00
2	8	Additional Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,000.00	\$140,000.00
3	4	Intervention and Support Staff	LEA-wide	English Learners	All Schools	\$890,815.00	\$1,560,845.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	5	Supplemental Learning Program	LEA-wide	English Learners Foster Youth Low Income	K-8	\$200,000.00	\$200,000.00
3	6	Library Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$285,738.00	\$285,738.00
3	7	Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$340,000.00	\$678,589.00
3	8	Supplemental/Intervention Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$144,375.00	\$155,375.00
3	9	English Learner Supports	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$52,320.00	\$52,320.00
3	10	Reducing Class Sizes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: FHS, SMS, Fremont, Malaga 4-12	\$2,100,521.00	\$2,100,521.00
3	12	After School Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,000.00	\$320,000.00
3	13	Technology Implementation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$664,025.00	\$824,025.00
3	15	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$113,052.00

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 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 .

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 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% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.